I. Call to order
II. Welcome new committee members
   A. Academic Affairs: Edward Holmes-AVP Liberal Arts and Sciences, PJ Wiles-AVP
      Health Sciences
   B. Student Affairs: Erik D’Aquino-AVP of Enrollment Management, Neal McCallum-SGA
      Vice President City Campus, Jim Summers-SGA Vice President South Campus
III. Approval of minutes
    A. Minutes from November 17, 2015
IV. Old business
    A. Additional committee members
V. New business
    A. Review upcoming BOT agenda items under this committee – agenda items will be
       available at meeting
       1. Consent Agenda Items
          a. Contract between State University College at Buffalo and Erie Community College
             for 2016 Commencement Ceremony
          b. Affiliation Agreements recommended by the ECC Division of Health Sciences with
             Canopy of Neighbors, Children’s Therapy Resources and Strong Memorial Hospital
          c. Associated Health Education Affiliation Agreement recommended between ECC
             Division of Health Sciences and the Department of Veterans Affairs (VA) – Amended
          d. Fees for Service in January 2016 for Workforce Development
          e. Internship Agreements between ECC and the North Buffalo Community Center,
             People, Inc., Summit Center, Lt. Col. Matt Urban Human Services Center of W.N.Y.
             for the Human Services Certificate Program
          f. Memorandum of Understanding (MOU) between Erie Community College and
             Project AWARE Compeer
          g. Program Revision Proposal: Changes to an Existing Program for ECC Clinical
             Laboratory Technician AAS Degree Program on SUNY Form 3A
          h. Proposal to Deactivate and/or Discontinue a Program for ECC Mental Health
             Assistant – Alcohol Counseling AS Degree Program at City Campus on SUNY Form 5
          i. Space Utilization Agreements recommended between ECC and the Buffalo City
             Mission and the Harvest House of South Buffalo, Inc. for the Pathways to Success
             Program
    2. Curriculum and Student Success Agenda Items
       a. Advisory Council Appointments to the Clinical Laboratory Technician/Medical
          Assisting AAS Degree Program and the Perkins IV Grant
B. Review committee mission statement - The Curriculum and Student Success Committee supports the college-wide effort to increase student enrollment and completion by becoming a national model for effective educational degree, certificate and non-credit training programs. SUNY ECC will be a leader in regional development by improving access to higher education, strengthening its workforce and community partnerships, and building student support structures that meet the demands of a highly diverse and mobile student population. Proposed by Ben Packer and Rick Washousky
C. Review relevant ECC Excels Task Forces: Access, Completion and Success
D. Discuss creating standing agenda categories
VI. Special items
VII. Other
VIII. Next meeting: Tuesday, February 16, 10:30 to noon, City Campus Room 172
Committee Meeting:
Curriculum and Student Success

Date: November 17, 2015

Minutes taken by:
Joan Castro, Assistant to EVP Academic Affairs

Committee Co-chairs:
Susan Swarts and Todd Hobler

Attendees:
1. Todd Hobler, BOT Member
2. Ben Packer, EVP Student Affairs
3. Susan Swarts, BOT Secretary and Committee Chair
4. Rick Washousky, EVP Academic Affairs

Minutes

I. Call to order at 11:30 a.m. – Briefs presented:
   A. Susan Swarts on Curriculum and Student Success Committee
   B. Ben Packer on Student Affairs
   C. Rick Washousky on Academic Affairs

II. Approval of Minutes – None; Opening Meeting

III. Old Business - None

IV. New Business

A. Meeting Dates - 2015-2016 Meetings Planned in City Campus Room 172 from 10:30 to noon:
   1. Fri., 12/11 – meeting canceled
   2. Tues., 01/19
   3. Tues., 02/16
   4. Tues., 03/15
   5. Tues., 04/19
   6. Tues., 05/17
   7. Tues., 06/21
   8. Tues., 08/16

B. Additional committee members will be invited from Academic and Student Affairs and committee is open to all:
   1. Academic Affairs will reach out to AADs/Team Members – who would respond on enrollment, engagement and student success.
   2. Student Affairs will reach out to students and AVPs of Enrollment Management and Student Services (when hired).

C. Best Practices from other colleges
   1. Committee could discuss best practices from ECCs new research information; including Aspen Conference.
2. Once decisions are finalized, appropriate marketing will be addressed to accomplish initiatives.

D. Suggested Topics

1. Susan will reach out for a speaker, perhaps an Aspen representative.

V. Special Items – the purpose of the committee is to:

   A. Open conversation
   B. Bring out new ideas
   C. Discuss new items and decide if committee has a quorum

VI. Other

   A. Ben Packer – At end of semester, Ben will send thank you notes to faculty members participating in START program.

VII. Next Meeting:

   A. New Business topics will include Strategizing Committee’s Focus.
   B. Meeting adjourned at 1:00 p.m.
   C. Date - Friday, December 11 at 9:30 to 11:00 a.m. at City Campus in Room 172
ECC Curriculum Planning

Questions Raised by Dr. Fabio Escobar, Interim AVP of IRAAP
As part of the strategic plan development – particularly in those elements that concern curriculum planning – do you think we need an environmental scan of the workforce and regional economic needs at this point? Do you think that the 2013 JMZ Report (see attached pages 77-82) is dated at this point? Should we attempt to refresh that analysis soon?

Responses by Rick Washousky, EVP of Academic Affairs
Curriculum Identified by JMZ for ECC to Address
1. Advanced Manufacturing at North under Industrial Technology AOS degree
2. Catering Certificate proposed by Culinary AOS at City
3. Corrections Officer Certificate linked with the Police Academy
4. Precision Machining Degree AOS (new) along with the one-semester and one-year CNC Certificate

Exploring
1. Accounting Assistant
2. Cybersecurity degree
3. Semiconductor Manufacturing
4. Welding Technology - if ECC can locate space and funding (perhaps with STEM Building movement)

New Programs in Planning Stage
1. Alternative Energy Technology AAS – Tony Dalessio and Elena Brewer of Electrical Engineering AAS and Nanotechnology AAS
2. Leadership and Creativity AAS – Pam Simmeth of Health, Wellness and Physical Education AAS
4. Public Health AAS – Marcia Bermel of Clinical Laboratory Technician and Medical Assisting AAS
5. Quality Assurance Technician – Jeff Teluk of Industrial Technology AOS

Awaiting SUNY and/or NYSED Approval
1. New Program Proposal (Form 2A) for:
   A. Fine Arts AS degree at 3 campuses; Master Plan Amendment approved by SUNY 11/15/2015; awaiting NYSED approval.
2. Revisions (Form 3A) for Program:
   A. Clinical Laboratory Technician AAS – curriculum revised and credit hours reduced for licensure; pending BOT approval
   B. Emergency Medical Technology Paramedic Certificate; approved by SUNY 7/7/15; awaiting NYSED approval.
   C. Occupational Therapy Assistant AAS reduced credit hours from 64.5 to 63.5; awaiting SUNY and NYSED approval.
3. **Revisions (Form 3A) and Name change** for Program:
   A. Computer Repair Technology AAS to Computer and Electronics Technology AAS and reduced credit hours from 70.5 to 63; approved by SUNY 1/8/16; awaiting NYSED approval.
   B. Ophthalmic Dispensing AAS to Visual Care Technology AAS; approved by SUNY 12/15/15; awaiting NYSED approval.

4. **Non-Credit (Form B) Remedial Course**:
   A. College Study Skills offered by ECC Pathways to Success through RISE (Readying Incoming Students for Excellence) Program; awaiting SUNY approval.

5. **Deactivation and/or Discontinuance** to Program (Form 5):
   A. Business: Office Management AAS at South Campus only (still offered at North and Online); awaiting NYSED approval; program will be consolidated under Business Administration at North.
   B. Mental Health Assistant – Alcohol Counseling AS at City Campus (students will be advised into the Mental Health Assistant – Substance Abuse Counseling AS program; pending BOT approval.

**Consolidation of Programs**
1. Business: Office Management – Consolidation of program at North Campus and Online
2. Information Technology – Consolidation of program at South Campus and Online

**In the Works**
1. Mechanical Engineering Technology AAS – is working with Consultant (EWI Buffalo Manufacturing Works) through Perkins Grant funding to address curriculum changes
2. Workforce Training and the One Stop Center - MBA students preparing environmental scan (beginning January 2016)

**New Facilities**
1. STEM Building – New Building; anticipate breaking ground Spring 2016
2. Nanotechnology AAS - Renovation to B100 Spring 2016 for November completion
3. Nursing AAS - Consolidation to Downtown

**Proposed ECC Mission**
SUNY Erie Community College meets the needs of a diverse student body and contributes to regional economic vitality by providing excellent, flexible, affordable and accessible educational programs in a multi-campus environment committed to student success.

**Proposed ECC Vision**
SUNY Erie Community College will be a leader in regional development by improving access to higher education, strengthening its workforce and community partnerships, and building student support structures that meet the demands of a highly diverse and mobile student population.
by connecting pre-college academics to career-technical coursework. The outcome of these programs could include industry-recognized certificates that put low-skilled adults on a pathway to a degree and improved employment opportunities.

- Develop additional industry-endorsed apprenticeships and paid internships with local manufacturers so students can obtain the on-the-job training valued by employers.
- Better align curricula statewide between community colleges.
- Streamline credit transfers to four-year institutions.
- The Buffalo Billion Investment Development Plan proposes the creation of the Buffalo Skills Partnership, which would be a “skills broker,” connecting employers with Buffalo Niagara’s educational institutions. In concept, ECC could work with the Western New York Regional Economic Development Council (WNY REDC), other educational institutions, manufacturers, industry associations, utility companies, labor organizations, government officials, and workforce development groups to facilitate the “match” of western New York’s workforce with the needs of regional employers. ECC could take a leading role in this endeavor through the development and delivery of programs; providing space, equipment and faculty; and ensuring delivery of programs in areas accessible to the region’s underserved populations.

**Recommendations for New Academic Programs**

ECC currently offers 100 degree and certificate programs. Based on meetings with College administrators, faculty and staff, and members of the community, as well as a thorough review of previous studies, articles, demographic data, and economic development reports, the addition of seven new Associate degree programs and fifteen new certificate programs is recommended.

These programs build on ECC’s existing strengths and respond to the workforce needs of regional employers. ECC has earned a solid reputation in the community for its strong academic and occupational programs. Most recommended new programs and certificates augment existing programs and extend areas of competence in new directions without requiring the development of an entirely new set of courses. Building on existing strengths allows for program growth with minimal new course development and cost while providing programs that mesh with regional workforce needs. The recommended new programs and certificates will provide students with up-to-date knowledge and skills to match regional workforce projections.

ECC provides skills for underprepared high school graduates and returning adults to enter the workforce as college graduates or certificate holders. The starting place for some individuals seeking manufacturing jobs is with the existing Pathways to Success Pre-Collegiate Studies program that consists of courses designed to provide college-bound students with an opportunity to raise their math, reading and writing, computer and research skills in order to start their college studies in degree-level courses.
introductory courses, combined with basic skills development recommended by businesses (e.g. ECC’s College Success course) and program specific courses, are blended together in certificate programs designed to up-skill the Buffalo Niagara workforce. Some certificates are based on ECC’s 15-week right-skilling manufacturing program and include apprenticeship opportunities. The certificate programs include coursework transferrable to Associate’s degrees in employment areas designated by the Buffalo Niagara Partnership, including:

- Welding-Advanced Welding Certificate, Basic Pipe Welding Certificate, and Welding Fabrication Certificate

Students can apply the credits earned by taking these certificates toward existing and proposed Associate-level degrees including: Advanced Manufacturing Technology, A.A.S.; Mechatronics, A.A.S.; and Welding Technology, A.O.S.

For ECC’s existing programs to remain vibrant and new programs to succeed, at least one full-time faculty member must be dedicated to each program. An enthusiastic and committed faculty leader keeps program content current, provides advisement and support to students, and serves as the point person for interaction with potential employers and transfer institutions. In addition, having one full-time faculty member providing oversight and guidance to each program, independent of the number of campuses where the program is taught, will provide program continuity among campuses and allow flexibility for students to schedule program-specific courses.

The College should consider the addition of the following new Associate’s degree and certificate programs, organized into three categories: STEM Programs; Health and Life Sciences Programs; and Tourism Programs.

**STEM Programs**

**Advanced Manufacturing Technology, A.A.S.**

This program prepares graduates to achieve immediate employment working with many local and regional high-tech manufacturing companies. Covering an array of areas related to the field of precision metal and composite and plastic manufacturing, students learn basic and advanced principles in the operation of milling machines, lathes, grinders, band saws and drill presses. Computer-aided design (CAD) and computer-aided manufacturing (CAM) coursework/software is an integral part of the program, as is the instruction on the use of standard and advance tooling.

**Mechatronics, A.A.S**
The U.S. Department of Labor has listed mechatronics as a new and emerging “green jobs” growth area, but there is no mechatronics industry sector. It is an enabling approach to technology that is increasingly applied in a number of economic sectors including: alternative/renewable energy; biotechnology; life science and medical; electronics and applied computer equipment; telecommunications and information services; distribution; transportation and logistics; heavy and special trade construction; energy, mining and related support services; petroleum refining and chemical; transportation equipment; production support and industrial machinery; agriculture, forestry and food; and aerospace, homeland security and defense.

A Mechatronics program prepares students for a system approach to analysis and troubleshooting on advanced automated equipment and machinery, combining electronic, mechanical, robotics and control system technology found in modern manufacturing facilities. Students gain experience and skills needed to perform operations, maintenance, systematic troubleshooting, diagnosis, repair, and installation involving electrical, mechanical, robotics, and control systems in a manufacturing environment.

- **Industrial Electronics (Mechatronics), Certificate:** This interdisciplinary certificate integrates control systems, electronic systems, and mechanical systems into product design, troubleshooting, and automated manufacturing processes in the industrial environment. Courses are applicable to the Mechatronics AAS degree.

**Electrical Maintenance, Certificate**

Electrical maintenance training is designed to provide the student with the knowledge and ability to install, alter, repair, and maintain many types of electrical systems. The coursework gives the graduate flexibility to pursue different areas of employment as an entry-level electrician.

**Electronics, Certificate**

The certificate program in Electronics is designed to provide students with a broad-based knowledge of circuit theory and electronics. Laboratory work is included to ensure that hands-on experience is acquired along with a deep understanding of fundamental and changing technologies.

**Cybersecurity, A.S.**

A Cybersecurity A.S. Program prepares students for transfer to a four-year program in computer network and Internet security. It prepares students to develop information security strategies, perform risk analyses, install security software, monitor network traffic, and develop an emergency response plan. It provides background and hands-on experience in securing networks, servers, and clients.

**Web and Mobile Applications, Certificate**

A Web and Mobile Applications Certificate provides students with
knowledge and skills specific to the development of web and mobile computer applications. Study includes the languages and frameworks that are commonly used in developing these applications. Students learn how to combine critical thinking with appropriate methodology to develop and implement dynamic content.

**Welding Technology, A.O.S.**

Students in a Welding Associate’s degree program learn to apply the fundamentals of welding, such as mathematics, blueprint analysis, layouts, fabrication, and metals, to the professional practice of welding. Some of the professional skills students develop include creating preliminary drawings with computer-aided design software, making cost estimations, enacting code requirements, and executing welding treatments according to industry-wide quality control standards.

The following certificates consist of specialized applied welding courses that are applicable toward a Welding Technology A.O.S. degree:

- Basic Pipe Welding, Certificate
- Advanced Welding, Certificate
- Welding Fabrication, Certificate

**Manufacturing Production, Certificate**

Students learn basic principles of the manufacturing process including safety, quality, and management. Students also gain an understanding of manufacturing maintenance skills.

**Mechanics/Automation, Certificate**

Students develop skills in electrical maintenance, industrial electronics, and mechatronics applicable to entry level positions. They develop the mechanical skills required to install and maintain a variety of mechanical systems common to industrial machinery.

**Project Manager Professional, Certificate**

Project Management breaks down the chaos of an overwhelming workload into manageable elements - scope, time, cost, quality, human resources, communication, risk, procurement, and integration. Students learn how to manage all phases of a project from brainstorming to completion. They develop skills to successfully deliver a quality product on schedule and within budget.

**Supply Chain Management/Logistics, Certificate**

Supply chain management encompasses the planning and management of all activities involved in sourcing, procurement, conversion, and logistics management. The curriculum includes business, mathematics, accounting, and supply chain management courses.
Health and Life Sciences Programs

Bioinformatics, A.S.
The coursework for Bioinformatics is a blend of biology, computer science, chemistry, and math. Students gain laboratory experience and use bioinformatics to transform raw data into an understanding of the functions of genes, proteins, and cells. Graduates are prepared to transfer to a four-year program.

Biomanufacturing, A.S.
The Biomanufacturing A.S. program includes coursework for the development of laboratory skills and characteristics essential to the biomanufacturing industry. The curriculum encompasses a concentration of courses in the manufacturing area relating to studies in Good Manufacturing Practices, Regulatory Compliance and Standard Operating Procedures, and courses in the liberal arts, social science, sciences, and mathematics. Students also study basic laboratory skills, aseptic process, and bio-safety. Graduates have the requisite coursework to transfer to a four-year program.

- Food Manufacturing, Certificate: Food manufacturing specialists review food processing to ensure that food retains nutritional value. Through introductory nutrition and science courses, students gain perspective of fundamental terminology and processing methods used in food production plants. Students can expect introductory courses in the fundamental concepts of food production and methods used for laboratory analysis of processed food quality.

Polysomnography/Sleep Disorders, Certificate
The Polysomnography certificate program prepares graduates for entry level work in the field of polysomnography or electroencephalography diagnostic testing. Polysomnography is an allied health specialty that deals with the diagnostic evaluation and management of patients with neurological and sleep abnormalities. The required coursework includes both didactic and laboratory instruction. Clinical courses would be offered at the proposed STEM Building’s Sleep Diagnosis Lab.

Health & Wellness, A.S.
A Health and Wellness program prepares students to transfer to four-year programs so they can assume roles as health/wellness professionals in private business and industry, community organizations, and healthcare environments.

Early Childhood, Certificate
Certificate programs in Early Childhood Studies provide a solid understanding of child development and how children learn in the context of diverse families and communities through course assignments and observations.
Coursework provides a balance of skills in writing, communication, and mathematics. This certificate can be used as part of a complete career ladder in Early Childhood education and care.

**Tourism Programs**

**Human Resources, Certificate**

The Human Resource Certificate includes coursework that provides the student a baseline general knowledge in human resource topics and is suited for entry level human resource work. The certificate program includes courses that cover recruiting practices, employment laws, employee management, and general human resources strategies.

**Event Planning, Certificate**

Students develop skills to quickly and effectively improve event and meeting planning and management through best practices in conceptualization, budgeting, attendee acquisition, and marketing. They learn to manage details including budget, timelines, choosing the best current technologies, securing insurance and permits, creating impactful atmospheres at venues, and managing staff.

**Summary**

The addition of these new programs, in conjunction with the recommended strategies for improving current programs, will help ECC align its academic program offerings with the workforce development needs of the region. However, to ensure that new programs succeed and existing programs and services continue to meet the needs of Erie County residents, several changes will be needed at ECC:

- Additional state-of-the-art space is needed to accommodate some current and new programs.
- Existing facilities, particularly at the North Campus, are in poor condition. Repairs are needed to ensure the continued functioning of many building systems. Renovations are required to bring instructional spaces into the 21st Century and to project a college, rather than a high-school, environment.
- Some programs, such as Respiratory Care on the North Campus, require additional and/or upgraded space to meet accreditation requirements.
- Informal gathering spaces for students should be provided, as they are an important part of co-curricular learning.
- Sufficient office space is needed for the multitude of adjuncts that teach at all three campuses.
- Funding must be provided to fill open faculty lines and to hire full-time faculty for new programs to ensure the vitality and quality of the programs.
- Space resources need to be redistributed to create appropriately sized classrooms.
## ECC Excels: Access

### Subcommittees

<table>
<thead>
<tr>
<th>Strategic Priority</th>
<th>Focus</th>
<th>Initiatives</th>
<th>Measurable Outcomes/Performance Indicators</th>
<th>Responsible Departments/Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>(subcommittee)</td>
<td>(what we're trying to accomplish)</td>
<td>(high-level projects/actions that address the priority, numbered 1, 2, 3, etc.)</td>
<td>(measures for each initiative, numbered 1.1, 1.2, 2.1, etc.)</td>
<td>(who will be accountable for each initiative, listed corresponding with initiative, 1, 2, 3, etc.)</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>Explore the effect of costs and aid on enrollment, and recommend a five-year tuition increase plan that will optimize enrollment.</td>
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<tr>
<td><strong>Recruitment</strong></td>
<td>Optimize new student enrollment through effective marketing and outreach.</td>
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</tr>
<tr>
<td><strong>Non-Credit/HS</strong></td>
<td>Maximize enrollment in non-credit and high school programs such as Workforce Development, Advanced Studies, and Pathways.</td>
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<tr>
<td><strong>Distance Learning</strong></td>
<td>Increase enrollment in online courses and programs, and offer support services online.</td>
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</tbody>
</table>
## ECC Excels: Access

### Subcommittees

<table>
<thead>
<tr>
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<th>Responsible Departments/Individuals (who will be accountable for each initiative, listed corresponding with initiative, 1, 2, 3, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Create new, high-enrolled academic programs that align with local economic development, and explore non-traditional schedules (evenings, weekends, etc.) for courses.</td>
<td></td>
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<tr>
<td>Accessibility</td>
<td>Increase enrollment by providing programs and services that are accessible and adapt to students' personal needs.</td>
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<tr>
<td>Intake</td>
<td>Increase yield by creating a simple, seamless pathway from admission to arrival on campus.</td>
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<tr>
<td>Employee Diversity</td>
<td>Increase the diversity of ECC employees.</td>
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</tbody>
</table>
ECC Excels – Access
Strategic Priorities

ACCESS

Employee Diversity
- Darley Willis*
- Rick Washousky
- Tracey Cleveland

Cost
- Erik D’Aquino*
- Scott Weltjen
- Paul Lamanna

Recruitment
- Erik D’Aquino*
- Phil Struebel
- Kelly Andolino-Perry
- Dan Frontera
- Taneka Jackson

Intake
- Erik D’Aquino*
- Paul Lamanna
- Diane McLaughlin
- Petrina Hill-Cheatom

Non-Credit/High School
- Justin Kiernan*
- Rick Washousky
- Deb Schmidt
- Workforce Dev.

Accessibility
- Marilou Blair*
- Dan Frontera
- Darley Willis

Distance Learning
- Pat Ryan*
- Rick Washousky
- Fabio Escobar

Curriculum
- Ed Holmes*
- Rick Washousky
- Pat Ryan
**Table of Contents**

1) Trends in Fall Student Enrollment and AAFTE  
2) Trends in Student Enrollment Beyond Fall Census  
3) Trends in Geographic Diversity of Students  
4) Trends in Student Diversity - Race / Ethnicity, Gender, and Pell  
5) Faculty Trends with Diversity and Student Faculty Ratios  
6) (Non-instructional) Staff Trends, with Diversity

1) Trends in Fall Student Enrollment and AAFTE

**Summary:**

<table>
<thead>
<tr>
<th>TABLE 1</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>5-Year Percent Change</th>
<th>Plan Fall 2018</th>
<th>Plan Fall 2020</th>
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<tbody>
<tr>
<td><strong>Student Headcount Enrollment</strong></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Headcount</td>
<td>14,823</td>
<td>15,084</td>
<td>14,176</td>
<td>13,990</td>
<td>13,649</td>
<td>12,733</td>
<td>-14.1%</td>
<td>12,545</td>
<td>12,899</td>
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<tr>
<td>% Full-time</td>
<td>67.1%</td>
<td>68.3%</td>
<td>66.0%</td>
<td>65.7%</td>
<td>66.2%</td>
<td>66.2%</td>
<td>-</td>
<td>100.0%</td>
<td>100.0%</td>
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<td>% Undergraduate</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>-</td>
<td>100.0%</td>
<td>100.0%</td>
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</tr>
<tr>
<td>Total Undergraduate Students</td>
<td>14,823</td>
<td>15,084</td>
<td>14,176</td>
<td>13,990</td>
<td>13,649</td>
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<td>% Full-time</td>
<td>67.1%</td>
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<td>66.0%</td>
<td>65.7%</td>
<td>66.2%</td>
<td>66.2%</td>
<td>-</td>
<td>100.0%</td>
<td>100.0%</td>
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<tr>
<td>Full-time Undergraduates - Total</td>
<td>9,949</td>
<td>10,297</td>
<td>9,193</td>
<td>9,039</td>
<td>8,424</td>
<td>8,123</td>
<td>-15.3%</td>
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<tr>
<td>Full-time First-time</td>
<td>2,861</td>
<td>2,803</td>
<td>2,597</td>
<td>2,588</td>
<td>2,680</td>
<td>2,385</td>
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<td>Full-time Transfers</td>
<td>519</td>
<td>807</td>
<td>750</td>
<td>768</td>
<td>642</td>
<td>604</td>
<td>16.4%</td>
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<td>Full-time Continuing &amp; Returning</td>
<td>6,569</td>
<td>6,487</td>
<td>6,009</td>
<td>5,837</td>
<td>5,716</td>
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<tr>
<td>Full-time Other</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Part-time Undergraduates</td>
<td>4,874</td>
<td>4,787</td>
<td>4,820</td>
<td>4,797</td>
<td>4,610</td>
<td>4,309</td>
<td>-11.6%</td>
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</table>

**Note:** Assumes 5% drop in Fall 2015

**Enter Headcount Change Rate** 1.4%

**Enter AAFTE Change Rate** 1.4%

**Headcount and Average Annualized FTE Enrollment Trends**

**Source:** SUNY Data Warehouse and Campus Approved Enrollment Plans

**Note:** AAFTE for 2014-15 is an estimate and will change as data is finalized for the academic year.

**Analysis:**
### Trends in Student Enrollment Beyond Fall Census

#### Summary

#### TABLE 2

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fall Census Enrollment</td>
<td>14,823</td>
<td>15,084</td>
<td>14,176</td>
<td>13,990</td>
<td>13,649</td>
<td>12,545</td>
<td>12,899</td>
</tr>
<tr>
<td>Unduplicated Academic Year Headcount</td>
<td>20,791</td>
<td>21,713</td>
<td>27,906</td>
<td>28,244</td>
<td>26,880</td>
<td>28,417</td>
<td>29,218</td>
</tr>
<tr>
<td>Total Non-Credit Instructional Activity/Continuing Education</td>
<td>27,103</td>
<td>21,162</td>
<td>25,772</td>
<td>30,723</td>
<td>22,734</td>
<td>24,034</td>
<td>24,712</td>
</tr>
<tr>
<td>Business and Industry</td>
<td>17,392</td>
<td>8,811</td>
<td>16,806</td>
<td>14,752</td>
<td>14,532</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Business and Industry</td>
<td>9,711</td>
<td>12,351</td>
<td>8,966</td>
<td>15,971</td>
<td>8,202</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Census-and-Beyond Students</td>
<td>47,894</td>
<td>42,875</td>
<td>53,678</td>
<td>58,967</td>
<td>49,614</td>
<td>52,451</td>
<td>53,930</td>
</tr>
</tbody>
</table>

*Note: Assumes no change in 14/15*

**Enter Unduplicated Academic Yr Headcount Change Rate** 1.4%

**Enter NC Instructional Activity/Cont. Ed Change Rate** 1.4%

Source: SUNY Data Warehouse

#### Analysis:

- Note the volatility in these numbers. It would help to have the final numbers for 14-15 in here. Without them these projections become less reliable. It should also be noted that there is a much greater spread between the fall numbers in the last three years than there was in the first two years (09-10 and 10-11). This should be investigated before any projections are made.
3) Trends in Geographic Diversity of Students

Summary:

<table>
<thead>
<tr>
<th>TABLE 4</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>5-Year Percent Change</th>
<th>Plan Fall 2018</th>
<th>Plan Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>14,823</td>
<td>15,084</td>
<td>14,176</td>
<td>13,990</td>
<td>13,649</td>
<td>12,733</td>
<td>-14.1%</td>
<td>12,545</td>
<td>12,899</td>
</tr>
<tr>
<td>New York State</td>
<td>14,584</td>
<td>14,835</td>
<td>13,942</td>
<td>13,799</td>
<td>13,423</td>
<td>12,521</td>
<td>-14.1%</td>
<td>12,294</td>
<td>12,641</td>
</tr>
<tr>
<td>Percent</td>
<td>98.4%</td>
<td>98.3%</td>
<td>98.3%</td>
<td>98.6%</td>
<td>98.3%</td>
<td>98.3%</td>
<td>-</td>
<td>98.0%</td>
<td>98.0%</td>
</tr>
<tr>
<td>U.S. Non New York</td>
<td>157</td>
<td>159</td>
<td>161</td>
<td>108</td>
<td>129</td>
<td>97</td>
<td>0</td>
<td>125</td>
<td>129</td>
</tr>
<tr>
<td>Percent</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.3%</td>
<td>0.8%</td>
<td>0.9%</td>
<td>0.8%</td>
<td>-</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>International</td>
<td>82</td>
<td>90</td>
<td>73</td>
<td>83</td>
<td>97</td>
<td>115</td>
<td>0</td>
<td>125</td>
<td>129</td>
</tr>
<tr>
<td>Percent</td>
<td>0.6%</td>
<td>0.6%</td>
<td>0.5%</td>
<td>0.6%</td>
<td>0.7%</td>
<td>0.9%</td>
<td>-</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

| Undergraduate Students | 14,823 | 15,084 | 14,176 | 13,990 | 13,649 | 12,733 | -14.1% | 12,545 | 12,899 |
| New York State | 14,584 | 14,835 | 13,942 | 13,799 | 13,423 | 12,521 | -14.1% | 12,294 | 12,641 |
| Percent | 98.4% | 98.3% | 98.3% | 98.6% | 98.3% | 98.3% | - | 98.0% | 98.0% |
| U.S. Non New York | 157 | 159 | 161 | 108 | 129 | 97 | 0 | 125 | 129 |
| Percent | 1.1% | 1.1% | 1.3% | 0.8% | 0.9% | 0.8% | - | 1.0% | 1.0% |
| International | 82 | 90 | 73 | 83 | 97 | 115 | 0 | 125 | 129 |
| Percent | 0.6% | 0.6% | 0.5% | 0.6% | 0.7% | 0.9% | - | 1.0% | 1.0% |

| Graduate Students | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - |
| New York State | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 | 0 |
| Percent | - | - | - | - | - | - | - | - | - |
| U.S. Non New York | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 | 0 |
| Percent | - | - | - | - | - | - | - | - | - |
| International | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 | 0 |
| Percent | - | - | - | - | - | - | - | 0.0% | - |

Source: SUNY Data Warehouse
Note: New York State includes unknowns

Analysis:

Projections were made by taking 98%, 1%, and 1%, respectively, of the projected figures in the "Enrollment 5YR" worksheet for the appropriate year. Only one set of projections is necessary given the lack of graduate students.
4) Trends in Student Diversity - Race / Ethnicity, Gender, and Pell

Summary:

<table>
<thead>
<tr>
<th>TABLE 5</th>
<th>FA09</th>
<th>FA10</th>
<th>FA11</th>
<th>FA12</th>
<th>FA13</th>
<th>FA14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan Fall 2018</td>
<td>Plan Fall 2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Students</td>
<td>14,823</td>
<td>15,084</td>
<td>14,176</td>
<td>13,990</td>
<td>13,649</td>
<td>12,733</td>
</tr>
<tr>
<td>-14.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>11,019</td>
<td>10,736</td>
<td>9,610</td>
<td>9,411</td>
<td>8,935</td>
<td>8,204</td>
</tr>
</tbody>
</table>
| 0%
| All Minorities | 3,718 | 3,958 | 3,694 | 3,639 | 3,709 | 3,517 |
| -5.4% |
| Black Non-Hispanic | 2,660 | 2,544 | 2,222 | 2,118 | 2,132 | 1,932 |
| -27.4% |
| Hispanic | 596 | 762 | 807 | 830 | 880 | 787 |
| 32.0% |
| Asian/Pacific Islander | 296 | 281 | 247 | 263 | 235 | 301 |
| 47.6% |
| Native American/Alaskan | 166 | 119 | 95 | 84 | 84 | 87 |
| -47.6% |
| Two or More Races | 0 | 252 | 323 | 344 | 378 | 410 |
| Underrepresented Minorities¹ | 3,422 | 3,677 | 3,447 | 3,474 | 3,489 | 3,216 |
| -6.0% |
| Non-Resident Alien | 82 | 90 | 73 | 91 | 115 | 115 |
| 40.2% |
| Unknown | 4 | 300 | 799 | 908 | 897 | 897 |
| 22325.0% |

Data provided for reference only. No goals requested.

<table>
<thead>
<tr>
<th>Plan Fall 2018</th>
<th>Plan Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Non-Hispanic</td>
<td>11,019</td>
</tr>
<tr>
<td>All Minority</td>
<td>3,718</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>2,660</td>
</tr>
<tr>
<td>Hispanic</td>
<td>596</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>296</td>
</tr>
<tr>
<td>Native American/Alaskan</td>
<td>166</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
</tr>
<tr>
<td>Underrepresented Minorities¹</td>
<td>3,422</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>82</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
</tr>
</tbody>
</table>

Enter Headcount Change Rate 1.4%

Enter Pell Recipients Change Rate 1.4%

Analysis:

All assumptions assume a 50/50 male/female split. We can, however, try to target the county split from the 2010 census: 51.8% female, 48.2% male (http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk)
5) Faculty Trends with Diversity and Student Faculty Ratios

Summary:

SUNY Excels tracks FT/PT totals as well as minority, under-represented minority (URM), and gender rates. An increase of approximately 4 URM faculty per year (holding flat on non-URM hires) would bring ECC to parity with SUNY.

Note: Fabio’s projections have Fall 2015 Faculty=Fall 2014 Faculty

Table 6

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014*</th>
<th>2009-2013 Percent Change</th>
<th>Plan Fall 2018</th>
<th>Plan Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty Headcount</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Total</td>
<td>1,478</td>
<td>1,563</td>
<td>946</td>
<td>878</td>
<td>848</td>
<td>828</td>
<td>-42.6%</td>
<td>828</td>
<td>828</td>
</tr>
<tr>
<td>Full-Time</td>
<td>370</td>
<td>354</td>
<td>327</td>
<td>323</td>
<td>324</td>
<td>326</td>
<td>-12.4%</td>
<td>326</td>
<td>326</td>
</tr>
<tr>
<td>Part-Time</td>
<td>1,108</td>
<td>1,209</td>
<td>619</td>
<td>555</td>
<td>524</td>
<td>502</td>
<td>-52.7%</td>
<td>502</td>
<td>502</td>
</tr>
<tr>
<td><strong>Campus % Full-time</strong></td>
<td>25.0%</td>
<td>22.6%</td>
<td>34.6%</td>
<td>36.8%</td>
<td>38.2%</td>
<td>39.4%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sector % Full-time</td>
<td>30.4%</td>
<td>29.3%</td>
<td>28.6%</td>
<td>27.4%</td>
<td>28.2%</td>
<td>NA</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Faculty and Student FTEs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated Faculty FTE (FT + .33PT)</td>
<td>793</td>
<td>757</td>
<td>533</td>
<td>508</td>
<td>499</td>
<td>492</td>
<td>-32.6%</td>
<td>493</td>
<td>493</td>
</tr>
<tr>
<td>Student FTE (fall semester)</td>
<td>11,316</td>
<td>11,635</td>
<td>11,647</td>
<td>11,371</td>
<td>11,335</td>
<td>-</td>
<td>0.2%</td>
<td>11,335</td>
<td>11,335</td>
</tr>
<tr>
<td><strong>Campus Student/Faculty FTE Ratio</strong></td>
<td>15.3%</td>
<td>15.4%</td>
<td>21.8%</td>
<td>22.4%</td>
<td>22.7%</td>
<td>-</td>
<td>48.5%</td>
<td>23.0</td>
<td>23.0</td>
</tr>
<tr>
<td>Sector Student/Faculty FTE Ratio</td>
<td>22.1%</td>
<td>22.8%</td>
<td>22.1%</td>
<td>22.4%</td>
<td>23.1%</td>
<td>-</td>
<td>4.9%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Campus Student/Faculty FTE Ratio</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Race/Ethnicity**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014*</th>
<th>2009-2013 Percent Change</th>
<th>Plan Fall 2018</th>
<th>Plan Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time Faculty Total</strong></td>
<td>370</td>
<td>327</td>
<td>324</td>
<td>326</td>
<td>326</td>
<td>326</td>
<td>-12.4%</td>
<td>326</td>
<td>326</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>331</td>
<td>293</td>
<td>290</td>
<td>293</td>
<td>293</td>
<td>293</td>
<td>-12.4%</td>
<td>293</td>
<td>293</td>
</tr>
<tr>
<td>All Minorities</td>
<td>39</td>
<td>34</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>-15.4%</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>21</td>
<td>17</td>
<td>19</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>-9.5%</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>-12.5%</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>7</td>
<td>8</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>-28.6%</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Native American/Alaskan</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>-33.3%</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Underrepresented Minorities</td>
<td>32</td>
<td>26</td>
<td>28</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>-12.5%</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Campus % All Minorities</strong></td>
<td>11%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>-3.4%</td>
<td>13.8%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Sector % All Minorities</td>
<td>8%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>NA</td>
<td>18%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Campus % Underrepresented Minorities</strong></td>
<td>9%</td>
<td>8%</td>
<td>9%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>-0.1%</td>
<td>11.3%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Sector % Underrepresented Minorities</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>NA</td>
<td>20%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Gender**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014*</th>
<th>2009-2013 Percent Change</th>
<th>Plan Fall 2018</th>
<th>Plan Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time Faculty Total</strong></td>
<td>370</td>
<td>327</td>
<td>324</td>
<td>326</td>
<td>326</td>
<td>326</td>
<td>-12.4%</td>
<td>326</td>
<td>326</td>
</tr>
<tr>
<td>Male</td>
<td>184</td>
<td>165</td>
<td>167</td>
<td>167</td>
<td>167</td>
<td>167</td>
<td>-9.2%</td>
<td>167</td>
<td>167</td>
</tr>
<tr>
<td>Female</td>
<td>186</td>
<td>162</td>
<td>157</td>
<td>159</td>
<td>156</td>
<td>159</td>
<td>-15.6%</td>
<td>159</td>
<td>159</td>
</tr>
<tr>
<td><strong>Campus % Male</strong></td>
<td>50%</td>
<td>50%</td>
<td>52%</td>
<td>51%</td>
<td>-</td>
<td>49%</td>
<td>48%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sector % Male</td>
<td>47%</td>
<td>46%</td>
<td>46%</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Campus % Female</strong></td>
<td>50%</td>
<td>50%</td>
<td>48%</td>
<td>49%</td>
<td>-</td>
<td>51%</td>
<td>52%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sector % Female</td>
<td>53%</td>
<td>54%</td>
<td>54%</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

1 Underrepresented Minorities includes Black, Hispanic, Native American/Alaskan, and Two or More Races.

Source: IPEDS HR Survey. * FA14 data were pulled from ECC’s IPEDS submission and were not supplied by SUNY. Escobar 9/4/15.

Analysis:

ECC Student/Faculty FTE Ratio Has Reached Sector Average

Detailed Faculty Trends

Analysis:
6) (Non-instructional) Staff Trends, with Diversity

Summary:

SUNY Excels measures and tracks the FT/PT staff rates as well as the minority and under-represented minority (URM) staff rates. An annual rate increase of 2% in the minority rate and 2.5% in the URM rate would bring ECC to parity with SUNY.

<table>
<thead>
<tr>
<th>TABLE 7</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>4-Year Percent Change</th>
<th>Plan Fall 2018</th>
<th>Plan Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Total</td>
<td>870</td>
<td>876</td>
<td>810</td>
<td>948</td>
<td>833</td>
<td>835</td>
<td>-4.3%</td>
<td>835</td>
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<tr>
<td>Full-Time</td>
<td>439</td>
<td>434</td>
<td>436</td>
<td>470</td>
<td>441</td>
<td>452</td>
<td>0.5%</td>
<td>452</td>
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</tr>
<tr>
<td>Part-Time</td>
<td>431</td>
<td>442</td>
<td>365</td>
<td>478</td>
<td>392</td>
<td>383</td>
<td>-9.0%</td>
<td>383</td>
<td>383</td>
</tr>
<tr>
<td>Campus % Full-time</td>
<td>50.5%</td>
<td>49.5%</td>
<td>52.9%</td>
<td>54.1%</td>
<td>-</td>
<td>-</td>
<td>54.1%</td>
<td>-</td>
<td>54.1%</td>
</tr>
<tr>
<td>Sector % Full-time</td>
<td>65.1%</td>
<td>66.1%</td>
<td>62.5%</td>
<td>64.9%</td>
<td>NA</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Campus % All Minorities</td>
<td>13%</td>
<td>-</td>
<td>14%</td>
<td>14%</td>
<td>15%</td>
<td>8.4%</td>
<td>15.8%</td>
<td>16.4%</td>
<td></td>
</tr>
<tr>
<td>Sector % All Minorities</td>
<td>23%</td>
<td>-</td>
<td>15%</td>
<td>-</td>
<td>NA</td>
<td>16.4%</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Campus % Underrepresented Minorities</td>
<td>12%</td>
<td>-</td>
<td>14%</td>
<td>13%</td>
<td>14%</td>
<td>5.1%</td>
<td>15.1%</td>
<td>15.9%</td>
<td></td>
</tr>
<tr>
<td>Sector % Underrepresented Minorities</td>
<td>22%</td>
<td>-</td>
<td>14%</td>
<td>-</td>
<td>NA</td>
<td>16.1%</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Staff Total</td>
<td>439</td>
<td>436</td>
<td>441</td>
<td>452</td>
<td>452</td>
<td>452</td>
<td>0.5%</td>
<td>452</td>
<td>452</td>
</tr>
<tr>
<td>Male</td>
<td>177</td>
<td>169</td>
<td>159</td>
<td>173</td>
<td>173</td>
<td>175</td>
<td>-10.2%</td>
<td>175</td>
<td>175</td>
</tr>
<tr>
<td>Female</td>
<td>262</td>
<td>267</td>
<td>282</td>
<td>279</td>
<td>279</td>
<td>279</td>
<td>7.6%</td>
<td>279</td>
<td>279</td>
</tr>
<tr>
<td>ECC % Male</td>
<td>40%</td>
<td>39%</td>
<td>36%</td>
<td>38%</td>
<td>-</td>
<td>38.3%</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Sector % Male</td>
<td>40%</td>
<td>-</td>
<td>40%</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>ECC % Female</td>
<td>60%</td>
<td>61%</td>
<td>64%</td>
<td>62%</td>
<td>-</td>
<td>61.7%</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Sector % Female</td>
<td>60%</td>
<td>-</td>
<td>60%</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

1 Underrepresented Minorities includes Black, Hispanic, Native American/Alaskan, and Two or More Races.

Source: IPEDS HR Survey

Analysis:

Note: FA14 figures were added from ECC's 2014 IPEDS submission and not by SUNY. Escobar 9/4/15.
<table>
<thead>
<tr>
<th>Name</th>
<th>Focus</th>
<th>Initiatives</th>
<th>Supporting Initiative Narrative</th>
<th>Measurable Outcomes/Performance Indicators</th>
<th>Responsible Departments/Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Assess current student and faculty communication as it relates to completion; consider collegewide as well as department-based communication</td>
<td>Identification of communication gaps related to student completion</td>
<td>Continued development of Integrated Marketing Plan</td>
<td></td>
<td>Lance Konkle, Department Chairs</td>
</tr>
<tr>
<td>Completion</td>
<td>Examine current practice for all obstacles that stand in the way of student completion; investigate ways to streamline completion processes and workflows in order to facilitate better retention and higher degree/certificate completions</td>
<td>Reverse Transfer</td>
<td>Review of Graduation Process</td>
<td></td>
<td>Debb Schmitt, Paul Lamanna</td>
</tr>
<tr>
<td>Data</td>
<td>Identify current data challenges related to student completion; determine the data needs of academic units and programs related to student completion; deliver appropriate information to departments via dedicated dashboards</td>
<td>Dashboard Development</td>
<td></td>
<td></td>
<td>Gary Bellagamba, Rob Elnicky, AVP-IRAAP, Dave Arlington</td>
</tr>
<tr>
<td>DL Success</td>
<td>Investigate and identify barriers to student success in DL courses and programs; build a vision of the appropriate DL support structure for students as well as faculty;</td>
<td>Open SUNY Assessment Implementation</td>
<td>Additon of Support Staff to DL Program</td>
<td></td>
<td>Pat Ryan, DL Steering Committee</td>
</tr>
<tr>
<td>Intake</td>
<td>Review entire intake process for areas impacting retention and completion; examine front-end career counseling and development of academic plan for each student to ensure coursework readiness</td>
<td>START</td>
<td>Starfish</td>
<td></td>
<td>Dir. Admissions, Erik D’Aquino, Petrina Hill-Cheatom, Student Support Centers and Counseling Chairs</td>
</tr>
<tr>
<td>Support</td>
<td>Develop support structures that are increasingly customized to the individual student, focusing on both collegewide and departmental support; address the role of tutoring, Starfish, and advisement; develop an understanding of diverse needs of different population groups (late admits, new students, returning students, continuing students, part-time students, and evening students)</td>
<td>Starfish</td>
<td></td>
<td></td>
<td>Heather Cruz, Julie Fusanni, Department Chairs</td>
</tr>
</tbody>
</table>
Work Groups for Completion Task Force

Note: a chair was only established for the DL group – other groups may want to do so via email).

1. Distance Learning Success:
   i. Are they transitioning to a seated environment?
   ii. How successful are they when they only take one or two courses?
   iii. How successful are they when they take a full schedule online?
   iv. What support services are needed that don’t exist now? How do they get communicated successfully to students?
   v. Collaborate with the Access DL group
   vi. Will work with DL office and DL Steering Committee members
   vii. Members:
       1. Petrina Hill-Cheatom
       2. Ed Holmes (Chair)
       3. Pat Ryan
       4. Fabio Escobar

2. Intake Group:
   i. Address the question of best-fit major selection
   ii. Evolution of START over the five-year period
   iii. START and career counseling
   iv. START and college readiness (preparing students for online learning and online support services)
   v. Members:
       1. Fabio Escobar
       2. Mark Hoeber
       3. Petrina Hill-Cheatom

3. Support Group:
   i. Starfish implementation and vision for future use of Starfish
   ii. Personalizing services
   iii. Connecting student services to faculty
   iv. Electronic attendance via Starfish
   v. Role of advisors in support
   vi. Consider varied needs of new students, continuing students, and returning students
   vii. Tutoring
   viii. Late Admits
   ix. Establishing departmental procedures to enhance student support: are departments “touching” students often enough and effectively?
   x. Members:
       1. Heather Cruz
       2. Petrina Hill-Cheatom
       3. A Counseling Chair
       4. Dave Bochynski
       5. Fabio Escobar
       6. Eleanor Paterson
4. Completion Group:
   i. Reverse Transfer
   ii. Mining the existing population of current and former students for those that are eligible to graduate
   iii. Development of a full educational plan from intake to graduation
   iv. College withdrawal process
   v. Identify other stumbling blocks to completion
   vi. Streamlining completion process and communicating the process to the student
   vii. Starfish – possible flags to signal readiness for graduation
   viii. Handling incoming credit transfers
   ix. Examine the provision of services and coursework at night in order to facilitate completion
   x. Members:
      1. Paul Lamanna
      2. Debb Schmitt
      3. Heather Cruz
      4. Fabio Escobar
      5. Dave Bochynski
      6. Petrina Hill-Cheatom

5. Communication Group:
   i. What is the right way to communicate with students?
   ii. How to communicate with them?
   iii. Involve marketing staff
   iv. Considered varied needs of new students, continuing students, part-time, and returning students
   v. Establishing departmental procedures to contact every student, every semester
   vi. Members:
      1. Lance Konkle
      2. Joe Lundin
      3. Eleanor Paterson
      4. Fabio Escobar
      5. Petrina Hill-Cheatom
      6. Joanne Colmerauer

6. Data Group:
   i. What are the data challenges affecting completion?
   ii. What are the departmental data needs?
   iii. Developing a plan for information delivery
   iv. Members:
      1. Gary Bellagamba
      2. Heather Cruz
      3. Petrina Hill-Cheatom
      4. Erik D’Aquino
      5. Fabio Escobar
      6. Dave Bochynski
      7. Joanne Colmerauer
ECC EXCELS

Completion

Recognizes the fundamental role of its responsibilities in undergraduate education and provides a full range of graduate and professional education that reflects the opportunity for individual choice and the needs of society; promotes appropriate program articulation between its state-operated institutions and its community colleges. Increase degree/award production, non-degree completion and services that support student completion; enable those we serve to achieve their goals: Completion, Persistence, Transfer

ECC’s First-Time/Full-Time Retention Rate: 53.5%
SUNY Community College Rate: 61.9%
SIX COMPLETION TASK FORCE SUB COMMITTEES

1. Communication
2. Completion
3. Data
4. Distance Learning Success
5. Intake
6. Support

COMMUNICATION

Focus
- Assess current student and faculty communication as it relates to completion; consider college-wide as well as department-based communication

Initiatives
- Identification of communication gaps related to student completion
- Continued development of Integrated Marketing Plan
COMPLETION

Focus
- Examine current practice for all obstacles that stand in the way of student completion
- Investigate ways to streamline completion processes and workflows in order to facilitate better retention and higher degree/certificate completions

Initiatives
- Reverse Transfer
- Review of Graduation Process
- Review of Change of Major Process

DATA

Focus
- Identify current data challenges related to student completion
- Determine the data needs of academic units and programs related to student completion
- Deliver appropriate information to departments via dedicated dashboards

Initiatives
- Dashboard Development
DISTANCE LEARNING SUCCESS

Focus
- Investigate and identify barriers to student success in DL courses and programs
- Build a vision of the appropriate DL support structure for students as well as faculty

Initiatives
- Open SUNY Assessment Implementation
- Addition of Support Staff to DL Program
- Expansion of Faculty DL Training

INTAKE

Focus
- Review entire intake process for areas impacting retention and completion
- Examine front-end career counseling and development of academic plan for each student to ensure coursework readiness

Initiatives
- START
SUPPORT

Focus

- Develop support structures that are increasingly customized to the individual student, focusing on both college-wide and departmental support
- Address the role of tutoring, Starfish, and advisement
- Develop an understanding of diverse needs of different population groups (late admits, new students, returning students, continuing students, part-time students and evening students)

Initiatives

- Starfish
ECC Excels Task Force – Completion
16SP Opening Day - Sessions 1 and 2
Comments and Committee Topics
Presenter: Rick Washousky

1. Comments:
   • Timing/Presentation of Meetings
     o Outside of prime teaching hours – Mike Delaney
     o Prefers 7 am meetings – Pat Kemp
     o Video conferenced at campuses – Debb Schmitt

2. Committee Topics:
   • Academics needs to be embedded at the very top of the list – Donna Fierle
   • Best Practices with Professional Sharing by faculty – Mike Delaney
   • Career Counseling as part of Pre-Admission – Domingo Rodriguez
   • Engineering Days format expanded to include other academic programs - Marilou Blair
   • Helping students decide their pathway – Donna Fierle
   • Localizing (collaboration) between campuses to give students with common academic goals a home at each campus (such as: grouping students and faculty in Arts and Humanities with Communication Arts and English – newsletters, meetings) that could possibly lead to hiring people with multidisciplinary areas. – Donna Fierle
   • Social Atmosphere of campuses for students – Mike Delaney
   • Starfish Increments – Russell Goldberg
   • Success versus undecided General Studies students – Domingo Rodriguez
   • Transfer Credit Process – Domingo Rodriguez
   • Tutoring (online, physical space for services, compensation of tutors - minimum wage) – Domingo Rodriguez and Eleanor Paterson
   • Universal Access – Marilou Blair

Attendees

Session 1:
Christina Annesi, Ken Barnes, Gary Bellagamba, Anne Benedict, Sue Blanton, Barb Bohlen, Joan Castro, Michael Delaney, Kathleen DeNisco, Lori Fallon, Erica Godardt, Shari Greenwood, Heather Hewson, Ed Holmes, Dolores Hutchinson, Pat Kemp, Donna Malczewski, Heather Martin, Mark Mazzone, Susan McLaughlin, Brian Milleville, Linda Perel, Evelyn Post-Dunn, Verlaine Quinniey, Michael Rio, Jim Runfola, Debb Schmitt, Leane Schulz, Betty Wanke, Christina Williams, Jacki Wilson, Pat Ziolkowski,

Session 2:
Marilou Blair, Joan Castro, Betty Sue Darling, Donna Fierle, Allison Ford, Lisa Franz, Ang Glende, Russell Goldberg, Michelle Held, Ed Holmes, Nikki Howard, Michelle Kmorowski, Eleanor Paterson, Laurie Potter, Domingo Rodriguez, Laurie Rovnak, Bob Zaffram
ECC Excels
Building ECC’s Strategic Plan

Strategic Plan
Focus Areas

Access
Success
Completion
Operations
Engagement
SUNY Requests the Following Targets:


2. Graduation Rates at 2, 3, and 4 Years for First-Time/Full-Time Students and for Full-Time Transfer Students: 2011, 2014, and 2016 Entry Cohorts

3. Time to Degree Completion in Years and in Credits for First-Time Native Students and Transferring Students: 2018-19 and 2020-21

4. SUNY Educational Outcomes Measure for First-Time/Full-Time Associate Degree Students: 2011, 2014, and 2016 Entry Cohorts

5. Degrees/AwardsGranted: 2015-16, 2018-19, and 2020-21
Completion Goals: Retention

Completion Goals: Degrees Granted

Year-to-Year Retention
First-Time Full-Time Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>62.0%</td>
</tr>
</tbody>
</table>

Increases in Degrees and Certificates Granted

- UG Certificates and Diplomas
- Associate Degrees
Completion Charge and Consultation Schedule

- Charge for Completion Task Force: to establish targets and identify major initiatives for the Completion area by referencing the existing ECC Strategic Plan, the Middle States Standards, SUNY Excels, and the ECC submission to Erie County.
  - Initial Meeting: January 7, 2016
  - Final Report: Mid-February

- Potential Subgroups (to be completed by early February):
  - Retention Group
    - Intake counseling to ensure best-fit major
    - Retention-focused orientation
    - Connecting students to support services

Completion Charge and Consultation Schedule (Continued)

- Potential Subgroups (to be completed by early February):
  - Completion Group:
    - Streamlining Completion Process
    - Departmental Ownership of Student Completion
    - Leveraging Responsible Hours
  - Data Group:
    - Identify data challenges
    - Identify departmental reporting needs for chairs and retention managers
    - Develop a plan for information delivery (consider Starfish, SharePoint, Informer, CROA options)
Resources

- Full SUNY Excels Fileset – [SharePoint Link](#)
- SUNY Excels – [SUNY Website](#)
- Strategic Plan Working Group – [SharePoint Site](#)
Narrative Introduction
The challenge of open-access institutions is to address the Completion Agenda without limiting access. As all stakeholders become more attuned to basic as well as advanced completion analytics in higher education it will become imperative for institutions like Erie to advance the appropriate analysis of completion at an open access institution, but also to meet high expectations. Erie is committed to pursuing a dynamic completion agenda that focuses on seeking improvements in year-to-year retention and developing a true completion pipeline for our students. Such efforts are already underway at Erie.

Data Summary:
ECC’s time-to-degree for first-time (native) students was 4.01 years, one quarter of a year higher than the sector;

ECC’s most recent retention rate was 53.5% (2013 to 2014), 8.4 points below the sector average;

ECC has graduated just shy of 2,500 students (counting certificates as well as degrees) in each of the last three years.

Initiatives

Decrease Time to Degree

Printing Suggestion: Print in landscape mode; no scaling
The following charts capture the state of affairs in this area. After a steady period of increases, the college has leveled off and started a downward trajectory as measured in years as well as total credits:
The following factors are relevant to the recent downward trend:

1. Developmental course enrollment has decreased significantly in the last several years; the decreased enrollment takes time to become visible in the final time-to-degree measure, but reforms enacted in the early part of this decade now appear to be paying dividends; and

2. Erie aggressively and quickly implemented the SUNY Seamless Transfer initiative, resulting in an average decrease of 5.4% in required credits for 23 programs (from an average of 69.1 required credits to an average of 65.3).

The following chart shows the drop in Erie’s developmental education ratio from 2002 to 2013:
This significant decrease in developmental enrollments was made possible by changes to placement test administration and to the establishment of STEM and non-STEM pathways in the mathematics unit. The English unit, furthermore, led the way in eliminating a developmental layer from the English sequence. This led to a 1/3 reduction in the number of developmental English sections between 2010 and 2015 (from 161 sections per year to 107).

The college, however, can improve on the current efforts and reduce time-to-degree to the sector average of 3.75 years. The following measures are already underway and will continue throughout the life of the plan:

1. Improved self-service advisement via Degree Works and other online tools for students. These tools aim to reduce errors in academic planning by students and are expected to lead to reduced time to completion.
2. Improved in-person advisement via mandatory on-campus orientation. This effort has resulted in the widespread training of advisors who work during orientation sessions, thus resulting in fewer errors from student self-advising as well as reductions in staff and faculty advisement errors.

3. Implementation of approaches that incorporate developmental coursework into degree-credit-bearing courses in both English and mathematics:

   a. Elementary Inferential Statistics incorporates coursework previously designated as developmental into a single-semester degree-credit-bearing course. The 4-credit Statway-based course eliminates a course in the developmental pathway for students who wish to take a statistics pathway instead of an algebra sequence. The course will be piloted in the Spring of 2016 and could prove instrumental in reducing time to degree for a large number of students in a wide variety of programs.

   b. Additional efforts are under way to reduce developmental credit loads in other areas by infusing additional developmental time into degree-credit-bearing courses.

ECC’s retention rate of 53.5% is a major contributing factor to its relatively low graduation rate and therefore reduces total completions at the college. The following chart tells ECC’s retention story:
ECC has not yet recovered from the significant drop in the college’s retention rate between 2009 and 2010. While the entire sector saw a retention reduction at the onset of the recession, it was not as pronounced or as long-lasting for the sector as it has been at Erie. There is clearly work to be done to achieve parity with the sector, but ECC has not been idle in addressing the issue. The following initiatives are already underway:

1. Implementation of Starfish: The college is in the middle of a pilot program featuring 2,500 students and nearly 90% of its faculty. Students in select courses, academic programs, and specialized cohorts are being tracked with Starfish in anticipation of college-wide implementation in fall 2016. The current pilot represents roughly one fifth of the total student headcount and is leading to a re-imagining of student support workflows in various student affairs and academic affairs offices.

2. Predictive Success Scoring via Starfish/Hobson’s: During its recent Starfish implementation the college became the first 2-year institution to work with Starfish/Hobson’s to develop predictive success scoring for its students. Now being finalized, the scoring program will give our advisors and student support staff a powerful tool to identify the key factors to predict student success.
3. Non-Cognitive Assessment of Incoming Students: The college has purchased and begun to administer an ETS assessment of student non-cognitive skills and learning dispositions. Developed by ETS – Educational Testing Service – the tool, which is named Success Navigator assesses and then directs the student to relevant campus resources and offices that are suited to the profile that emerges from the assessment. The college believes that when coupled with predictive success scoring this assessment will become a significant tool in our ability to predict success before the student begins their educational career. Plans are underway to implement the assessment into orientation and/or placement services during student intake. This would allow our admissions team to improve the assessment of students and improve the fit between student and academic program.

4. Mandatory Orientation for all First-Time and Returning Students: Students who have been away for at least two semesters and who are new to the college are required to participate in an on-campus orientation. This initiative was implemented in Summer 2015 for the Fall 2015 entering class.

5. Implementation of Degree Works: The college is in the end stages of Degree Works implementation and will be rolling it out college-wide in Spring of 2016. This is expected to have a significant impact in the Completion as well as the Success area as students develop a better understanding of their own degree progress – at Erie as well as other SUNY institutions.
6. Centralization of Support Services: The college has completed a review of student satisfaction via a comprehensive external assessment. This review paved the way for a revamp of ECC’s support structures at our City Campus, where all student-facing services were centralized in a single office. This ease of access for the student aims to establish a one-stop experience and reduce time spent accessing those services. This translates into a reduction in the burden on students and frees up time for academic and other pursuits for our busy student body.

<table>
<thead>
<tr>
<th>Increase Completions via Reverse Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college has embarked on an aggressive attempt to contact students who have previously left ECC without earning a credential. After internal data mining efforts identified several thousand possible candidates for reverse transfer, college staff began the task of contacting former students, simplifying the process of remitting transcripts from other institutions, and assessing students for possible degrees. While still in early stages, the process has already yielded several dozen new degree recipients. Future efforts will utilize reports from the National Student Clearinghouse in order to streamline the process and take advantage of this important national database. The college aims to reach 100 reverse transfer completions per year during the life of the plan.</td>
</tr>
</tbody>
</table>
## ECC Excels: Success
### Subcommittees

<table>
<thead>
<tr>
<th>Committee</th>
<th>Focus</th>
<th>Initiatives</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Learning &amp; Student Supports</td>
<td>Encourage regional networks and cooperative relationships with other education and cultural institutions - internships, co-ops, career advising, veteran supports, job placement, graduate advising, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi Cultural Experiences</td>
<td>Enhance student experience by providing programming that teaches and exposes to multi cultural experiences. Language studies, education abroad, international student enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worforce Success &amp; Job Linkage</td>
<td>Students are better prepared for the most successful possible launch into further education, career and citizenship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful Transfer</td>
<td>Ensure students have seamless and successful transfer to progress their degree. Additional credentialing - minors, double majors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>Educate on student indebtedness, decrease student default rate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Committee Meeting: Success Task Force
Date: January 4, 2016

Minutes taken by: Pam Stachowski
Committee Chair: Kristin Klein Wheaton

Absent: Robin Bobowicz, Joe Sowinski, PJ Wiles, Sabrina Caine

AGENDA:

I. Call to Order
   a. Meeting called to order by Chair, Kristin Klein Wheaton
   b. Overview of ECC Excels Strategic Plan Focus Areas was presented by Fabio Escobar. Success, Access, Completion, Engagement, Operations. The Charge for Success Task Force: to establish targets and identify major initiatives for the success area by referencing the existing ECC Strategic Plan, the Middle States Standards, SUNY Excels, and the ECC Submission to Erie County. Work requires envisioning major initiatives and setting targets for the next 5 years. Final report is due mid-February.

II. Approval of Minutes
    a. None

III. Old Business
    a. None

IV. New Business – Sub-committees under the Success Task Force:
    a. Applied Learning and Student Supports – Katie Marshall, Regina Lettieri, Dan Frontera, Jim Bierl, John Godert, add Denise Raymond
    b. Multi-cultural Experiences – Kristin Klein Wheaton will contact Judi Overs in International Students. Dan Frontera
    c. Workforce Success/Job Linkage – Fabio Escobar, Katie Marshall, add Denise Raymond
    d. Successful Transfer – Kimberli Cruell-Munn, Amie Pistrin Faust, Debb Schmitt
    e. Financial Literacy – Scott Weltjen (add Business Admin. Chairs)
    Subcommittees are encouraged to brainstorm, creating desired outcomes and develop targets to achieve the goals. Presentation is not a formal presentation. Any format. Sub-committees can contact anyone in the College for further information or assistance.

V. Special Items

VI. Other
a. Sub-committees are to email Kristin Klein Wheaton by January 11 with status to determine if a meeting is necessary.

VII. Next Meetings
a. Breakout Session on Wednesday, January 13, 2016, Opening Day – 10:30 am South Campus Faculty Dining Room
b. Friday, January 15, 2016 at 2 PM South – room 1113, City room 162, North room G-106 (may not be necessary)
ECC Excels
Building ECC's Strategic Plan

Strategic Plan Focus Areas

Access
Success
Completion
Operations
Engagement
SUNY Requests the Following Success Targets:

1. SUNY Educational Outcomes Measure for First-Time/Full-Time Associate Degree Students: 2011, 2014, and 2016 Entry Cohorts
2. Default Rates: 2015, 2018, and 2020
3. Student Engagement (Qualitative Measure; e.g., Early Alert Program in place): 2014-15, 2018-19, and 2020-21
Success: Default Rates

ECC and SUNY Cohort Default Rates

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<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>ECC</td>
<td>22.0%</td>
<td>23.1%</td>
<td>19.0%</td>
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<tr>
<td>SUNY</td>
<td>17.9%</td>
<td>19.7%</td>
<td>17.4%</td>
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<tr>
<td>Large-College Peer Group</td>
<td>14.7%</td>
<td>17.3%</td>
<td>16.9%</td>
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Successful Educational Outcomes - Erie, SUNY, and Large College Peer Group

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<td>Erie</td>
<td>54.0%</td>
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<td>52.1%</td>
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<tr>
<td>Large College Peer Group</td>
<td>57.8%</td>
<td>57.6%</td>
<td>56.2%</td>
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<tr>
<td>SUNY Community College Sector</td>
<td>59.0%</td>
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Success Charge and Consultation Schedule

- Charge for Success Task Force: to establish targets and identify major initiatives for the success area by referencing the existing ECC Strategic Plan, the Middle States Standards, SUNY Excels, and the ECC submission to Erie County.
  - Initial Meeting: January 4, 2016
  - Final Report: Mid-February
- Potential Subgroups (to be completed by early February):
  - Applied Learning & Student Supports: look at possibly creating a centralized experiential learning and career exploration center
  - Financial Literacy
  - Workforce Success/Job Linkage
  - Successful Transfer
  - Multi-cultural Experiences

Areas of Focus

- **Applied Learning & Student Supports** – internships, cooperative education, undergraduate hands-on research, career advising, veteran supports, job placement, graduate advising, etc.
- **Multi-cultural Experiences** – language studies, education abroad, international student enrollment
- **Workforce Success/Job Linkage** – Next generation job linkage, employment and earnings
- **Successful Transfer** – degree progression
- **Financial literacy** – decrease default rate and increase financial literacy
Strategic Plan

- Think BIG and SMALL for areas of focus. Questions:
  - 1) What is the vision for your program/role in 5 years?
  - 2) What resources do you need to get there? For example, can a restructure or re-organization or investment in software increase your ability to serve students?
  - 3) How will your vision contribute to student success under SUNY Excels and ECC Excels?
  - 4) How will you measure your success?

- This is the College’s Strategic Plan for the next 5 years!!!

Subcommittee Members

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<thead>
<tr>
<th>APPLIED LEARNING AND STUDENT SUPPORTS</th>
<th>SUCCESSFUL TRANSFER</th>
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<tr>
<td>Katie Marshall</td>
<td>Kimberli Cruel-Munn</td>
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<td>Regina Lettieri</td>
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<td>Robert Elinsky</td>
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Consider Your Role to Provide Input

- We need you to provide input on these areas! Please consider joining a subcommittee.

Resources

- Full SUNY Excels Fileset – SharePoint Link
- SUNY Excels – SUNY Website
- Strategic Plan Working Group – SharePoint Site
- Success Committee Folders - https://sharepoint.ecc.edu/SiteDirectory/govplan/pres/ipa/StrategicPlanWorkingGroup/Success%20Library/Forms/AllItems.aspx
Questions?

• Thank you!