STRATEGIC PLAN: 2014 - 2016
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A. PRESIDENT’S MESSAGE

The environment of higher education is changing rapidly, and no sector is changing faster than the community college sector. Greater attention at the Federal, State and County levels is being paid to the role of the community college as a “community career center,” economic stimulator, and crucial link in ensuring that workforce skills match the needs of evolving businesses and economies. While continuing to emphasize our core role as a degree granting institution, we also focus on the College as a valued source of knowledge for skills development, for workforce preparation, and for technological training. We are proud of our three campuses and intend to continue to invest in the College to make it as attractive and relevant as possible.

The development of the 2012-2014 Strategic Plan was inclusive and robust. Transparency and inclusiveness in the process started with a presentation to ECC’s College Senate, which also had the opportunity to discuss our direction at a second meeting. The Board of Trustees as a whole had two opportunities for input and review, and an Ad Hoc Planning Committee of the Trustees provided an opportunity for in-depth discussion. A planning survey performed in December 2011 generated 700 usable responses, including surveys from full- and part-time members of the faculty, staff, administration, advisory board members, and members of the Board of Trustees. The key issues emerging from the survey made it into the Situation Analysis document (Appendix A), which was then used to focus the Strategic Plan on eight key imperatives and five major priorities. See Appendices for details and planning terms of the entire process.

The 2014-2016 Strategic Plan is the second annual update of the original plan performed by the Institutional Planning and Assessment Committee. Updates are based on comprehensive institutional assessments performed quarterly (in the earlier stages of Plan implementation) and biannually (in more recent stages of Plan implementation). All Strategic Initiatives as well as Plan Objectives and Outcomes are assessed during those comprehensive reviews. All College academic and non-academic offices are engaged in the assessments. This most recent update is therefore the product of 2.5 years of assessments and institutional conversations. It represents ECC’s interest in constantly evolving in response to institutional research findings as well as the changing landscape of higher education, the region’s workforce, and SUNY priorities.
Several major changes have occurred since the Strategic Plan was first developed. The college is more embedded in SUNY processes, progress has been made towards the new building at North Campus and significant enrollment declines driving increasing budgetary pressures.

These changes present ECC with opportunities and challenges to be addressed during the next several years. These include the Common Core State Standards Initiative and the challenge that it presents to developmental education; the opportunities presented by the Buffalo Billion Investment Development Plan; and a New York State mandate to examine our non-credit remedial and academic developmental offerings.

This renewal process will continue on an annual basis until 2015-2016, when a new plan will be written subsequent to a mission review and environmental scan. Comments or suggestions regarding the Strategic Plan should be addressed to my office at SUNY Erie Community College, City Campus. Thank you very much for your interest and support.

Jack Quinn
President, SUNY Erie Community College
B. MISSION, VISION, STRATEGIC INTENT AND VALUE PROPOSITION

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 continuous improvement.

Vision

SUNY ECC strives toward a future of accessible education -- convenient to all -- where students can acquire career competencies and a college degree along with the resources to achieve their goals.

Strategic Intent

SUNY ECC will become a national and regional model for the community college of the 21st century. We want to be known as the most student-friendly and accessible college where success begins. SUNY ECC will be an aspirational choice where students of all levels of ability attend because it is the best match to their lifestyle wants and a respected institution among employers, within higher education and throughout the region.

Value Proposition

SUNY ECC offers the best access to achievement of a quality degree, academic credits or the acquisition of skills/certification that will propel the learner to his or her desired goal at any point in life, in the most cost-effective way.
C. CORE VALUES AND PRINCIPLES

Core Values

**Student Centeredness:** Service to students is the primary reason for our existence. The student is at the center of all SUNY ECC programs and services.

**Accessibility:** SUNY ECC serves the needs and wants of all students, including those not having educational opportunity elsewhere. Access means inclusion by overcoming financial, location, physical, language or other impediments.

**Academic Excellence:** SUNY ECC expects academic rigor in all curricula and from all students. We believe that quality teaching with comprehensive support results in positive learning outcomes and student achievement.

**Openness and Respect:** A broad range of cultures, attitudes and viewpoints creates an environment of respect, caring and trust. All members of our ECC community, no matter their limitations, should be recognized for their intrinsic dignity and unique capabilities.
Principles

**Academic Freedom:** SUNY ECC values the free exchange of ideas, and encourages diverse points of view and the rigorous examination of assumptions.

**Collaboration:** Collaboration is beneficial within the context of our mission and is fundamental to achieving our goals.

**Commitment:** All those associated with the college have a commitment to the wellbeing of SUNY ECC and the community it serves. We believe that a strong community is important to a strong SUNY ECC, and a strong SUNY ECC is important to a strong community.

**Equity and Diversity:** In its many forms and as enhanced through multiculturalism, diversity is a positive force that provides an environment in which people from all groups feel welcomed, respected and valued as full members of our campus community.

**Excellence:** There is an expectation of a high level of competence in all areas. We provide each individual with the opportunity and support to reach his or her highest potential.

**Integrity and Accountability:** The College leadership, faculty, staff, and students are expected to conduct themselves in an ethical manner, while being responsible for their actions and accountable for resulting outcomes.

**Learning Experience:** Students have the ability and opportunity to examine their world and voice a position and their personal beliefs. Critical thinking is an integral part of the learning process.

**Lifelong Learning:** Learning is a lifelong process. SUNY ECC students learn how to learn, and learn to love learning for personal growth and achievement in life.

**Student Success:** The two year associate’s degree is not the only test of success for SUNY ECC. Students achieving their goals – training, skills, transfer credits, knowledge – are the challenge SUNY ECC accepts.
D. DRIVING STRATEGIES

1. **Rationalization:** While maintaining three campuses and multiple sites, create one SUNY ECC with a shared mission and goals, consistent service delivery, reduced duplication of services, and strategically placed resources. Implement programs and services where they can be most effective and where the facilities and infrastructure allow them to fulfill their purpose. Establish clear criteria and processes for making decisions on programmatic and facilities investments.

2. **Clustering:** Integrate and develop programs in close proximity to the economic sectors offering the greatest opportunity in those sectors. Create centers of excellence as clusters that create the critical mass to attract students no matter where they live or work, and that attract quality students who recognize professional and academic excellence.

3. **Positioning:** Position SUNY ECC as the logical and intelligent choice for students who have the academic credentials and financial means to choose among higher education alternatives, yet select SUNY ECC for the quality of education and the value they will receive.

4. **Public-Private Partnerships:** Partner with our community, including business, education, non-governmental organizations (NGOs), government and individuals, to identify and pursue mutual goals. Synchronize SUNY ECC programs with area-wide economic development priorities and continue aggressive engagement within workplaces through long-term mutually-beneficial relationships.

5. **Student-Centered:** Create a clear perception of value by building systems, services and programs around the wants and goals of current and potential students. Serve students whenever and wherever we can.

6. **Market Sensitive:** Increase flexibility to meet the changing demands of students and the economy. Move with markets using program portfolio management to ensure that we offer the programs that offer the best potential for future employment and for attracting students.

7. **Reduced Dependence on Government:** Create our own success by developing financial resources from sources other than government and tuition. Increase enrollment in non-traditional markets and niches, especially around workforce training, alternative delivery systems/certificates, etc. Continue to modify internal systems and processes to reduce inefficiencies and eliminate duplicative processes including those of Erie County.

8. **Vertical Integration:** Expand student opportunities at the high school level and continue to be relevant to individual success throughout life. Maintain SUNY ECC’s commitment
to traditional students while increasing our relevance to non-traditional students throughout all life stages.

9. Engaged Faculty and Staff: Build the trust between faculty and administration by sharing responsibility for mutually-important initiatives that have clear outcomes and benefits to the college. Include faculty and staff in planning and implementation, and ensure that communications systems are in place to keep the college community accurately apprised of priorities.

10. Accountability: Build accountability throughout the college using outcomes measurement, budgets tied to clear objectives, and continuous planning, monitoring and assessment processes.

11. Change Agent: Build increasing flexibility into the SUNY ECC infrastructure, always looking for new and better ways of doing things, and not assuming that what is should continue to be.

12. Collaborate to Compete: Where possible seek out opportunities to collaborate with community and academic partners, and especially SUNY schools, but only when such partnerships increase the competitiveness of SUNY ECC as it relates to the College’s ability to attract students and serve its community mission.

13. Best Practices: Identify and implement best practices from our peer institutions across the state and nation, adapting them to our unique circumstances within the priorities laid out in this plan.
E. GOALS, OBJECTIVES, STRATEGIES

This strategic plan is organized according to eight planning imperatives, as follows:

1. Academic Quality & Learning Outcomes
2. Facilities Enhancement and Development
3. Optimal Use of Resources
4. Planning, Assessment and Outcomes
5. Information for Decision-Making
6. Enrollment, Retention, Transfer and Graduation Rates
7. Capital Development/Fundraising
8. Making a Difference in a Changing Environment

For each imperative there is a Mission Connection statement and at least one long-term goal. Strategies for achieving the goal(s) and addressing the imperative follow the goal statements. Measurable and time-sensitive objectives (steps on the way to addressing the imperative and goals) are found at the end of each imperative section.
1. Academic Quality and Learning Outcomes

MISSION CONNECTION: Excellent Educational Programs, Continuous Improvement, Access, Diversity

Goals:

1. All SUNY ECC offerings will be academically rigorous and challenging for students, and will adequately prepare students for their next academic degree programs and/or their chosen careers.
2. All SUNY ECC graduates will demonstrate achievement across student learning outcomes.

Strategic Initiatives:

1.1 Create a campus culture that attracts and celebrates diversity. The college will foster and demonstrate measurable improvement in decreasing ethnic disparities within its instructional and non-instructional faculty and staff for pan-culture groups. Increase diversity across faculty, and administrative leadership, in terms of ethnicity/race and gender, through inclusive and aggressive hiring practices, community outreach through the network of organizations and community groups with which ECC has relationships, training of staff and hiring committees on the benefits of diversity and featuring minority faculty and administration in ECC marketing and public relations initiatives, expanding the pool of potential applicants through use of our extensive alumni database. (Goal 1) (Measured by Objective 1)

1.2 Assess and revise the rubric for bringing on new full–time faculty within prioritized academic program areas. (Goal 1) (Measured by Objective 2)

1.3 Align SUNY ECC transfer processes with our affiliated four-year colleges. (Goal 1) (Measured by Objective 3, Objective 4)

1.4 Students will have the opportunity to graduate from their chosen program within the normal time expected (2 semesters for certificate programs and 4 semesters for degree programs. (Goal 1) (Measured by Objective 5)
1.5 Utilize and integrate non-academic programs to meet students’ needs and goals. This includes Pathways GED, pre-collegiate, workforce development all leading to college enrollment in courses, certificates, and degrees. (Goal 1) (Measured by Objective 6)

1.6 Complete the necessary changes brought about by the new learning outcomes and new learning outcome structure. Learning outcomes should be applicable to every student and reflect student achievement, helping to ensure that each student has the opportunity and support to reach their goals. (Goal 2) (Measured by Objective 7, Objective 8)

1.7 Continuously emphasize curriculum development, course redesign, and improved learning outcomes in all areas of the college. Concentrate especially on Developmental Education, Math, and English in order to improve student learning outcomes and to Increase the percentage of students completing developmental coursework, improve subsequent-course success rates, explore appropriate ways to further reduce the number of students testing into developmental coursework. Examine admissions and intake process concerning HS transcripts. (Goal 1, Goal 2) (Measured by Objective 9)
<table>
<thead>
<tr>
<th>OBJECTIVE/Desired Outcome</th>
<th>MEASURE/IEI</th>
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<tbody>
<tr>
<td>1. By fall 2015 the racial and ethnic diversity of SUNY ECC’s employees will mirror that of ECC’s service delivery area. (SI 1.1)</td>
<td>Percent employees by race and ethnicity compared to Erie County 2010 US census results. IEI 2.1, 4.1</td>
</tr>
<tr>
<td>2. Full-time faculty members and staff will be teaching course sections taught at SUNY ECC meeting or exceeding the SUNY average. (SI 1.2)</td>
<td>Percentage of course sections taught by full-time faculty members for the Fall &amp; Spring semesters IEI 47.2</td>
</tr>
<tr>
<td>3. An increasing number of ECC graduates will transfer to other SUNY campuses. (SI 1.3)</td>
<td>Number of graduates transferring to SUNY campuses</td>
</tr>
<tr>
<td>4. An increasing number of those students who leave ECC without graduating but with at least 30 credits will take advantage of the reverse transfer process to graduate from ECC. (SI 1.3)</td>
<td>Number of students leaving ECC each year with at least 30 credits but not graduating who then return for their degree.</td>
</tr>
<tr>
<td>5. By fall 2014 the average time to degree completion will be reduced. (SI 1.4)</td>
<td>Average time to degree completion in years</td>
</tr>
<tr>
<td>6. Community Education will offer, in partnership with the One Stop Center, non-credit courses. (SI 1.5)</td>
<td>These include: CE 241 Customer Service Academy; CE 233 Consumer Finance and CE 130 Quantitative Business Methods. Estimated for 2,400 trainees annually for 125 FTEs. Needs to be submitted to CWCC for approval and then to SUNY. Additionally, CE 111 TABE Prep-Test for Pharmacy Technician/Medical Terminology and CE 125 Mathematics.</td>
</tr>
<tr>
<td>7. Institutionalize the new Learning Outcomes by Fall 2014 (SI 1.6)</td>
<td>Percent of programs scheduled for Program Review with course outcomes and updated assessment plan reflecting new Learning Outcomes.</td>
</tr>
<tr>
<td>8. Assess Learning Outcomes in the 10 highest enrolled courses. (SI 1.6)</td>
<td>Assessment process developed and implemented IEI 13.1</td>
</tr>
<tr>
<td>9. By fall 2014 ECC will meet or exceed the SUNY CC median success rate for developmental studies. (SI 1.7)</td>
<td>Math, writing and reading success rates IEI 31.1 – 31.5</td>
</tr>
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</table>
2. Facilities Enhancement and Development

MISSION CONNECTION: Multi-campus environment

Goals:

1. Facilities will provide enhanced support for teaching, learning and student activities in every SUNY ECC location.

2. Buildings and grounds will be attractive as well as functional, and supportive of the intent to be an aspirational choice for all students.

Strategic Initiatives:

2.1 Engage the services of a consultant to create an academic facilities master plan that is based upon the priorities set forth in this Strategic Plan. (Goal 1) (Measured by Objective 1)

2.2 Design and construct a 50,000 square foot STEM building at North Campus. (Goal 1) (Measured by Objective 2)

2.3 Continue investment in smart room technology to enhance program delivery. Convert a significant number of classrooms into “smart” classrooms each year until all classrooms have “smart” capabilities. (Goal 1) (Measured by Objective 3)

2.4 Continue to invest in all college facilities and grounds to make them more safe and attractive for our current and potential new students. (Goal 2) (Measured by Objective 4)

2.5 Continue to evaluate parking opportunities at City Campus. (Goal 2) (Measured by Objective 5)

2.6 Continuously improve practices in delivering maintenance and housekeeping services. Establish performance standards for addressing Help Desk requests as well as day-to-day needs. (Goal 2) (Measured by Objective 6)

2.7 Develop an improved capital project development process, including self-financed projects that utilize the results of an academic based Facilities Master Plan. The process should provide recommendations based upon prioritized institutional needs – including priorities identified in this Plan. (Goal 1, Goal 2) (Measured by Objective 4, Objective 7)
<table>
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<tr>
<th><strong>OBJECTIVE/Desired Outcome</strong></th>
<th><strong>MEASURE/IEI</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Consultant creates facilities master plan (SI 2.1)</td>
<td>Facilities master plan for ECC.</td>
</tr>
</tbody>
</table>
| 2. Continued progress toward the opening of the new STEM building by the Fall of 2017. (SI 2.2) | Project design  
Start project construction  
Start classes. |
| 3. In each year the strategic plan fifteen traditional classrooms will be converted to smart classrooms until all classrooms are converted. (SI 2.3) | Number of smart classrooms converted  
IEI 48.1 |
| 4. On an annual basis, receive at a minimum $1.0 million in capital project funding from ECC’s sponsor and expand at least $1.0 million annually from the operating budget for “in-house” projects to improve existing buildings and grounds at all campuses. (SI 2.4, SI 2.7) | Facilities master plan for ECC.  
Funding for capital projects.  
Funding for “in-house” projects. |
| 5. On a periodic basis determine if available parking is adequate to address the needs of our City Campus students. (SI 2.5) | Current parking to student headcount ratio; establish baseline by fall 2015  
RFP for additional parking based upon ratio results. |
| 6. By 2016 ECC student opinion results pertaining to facilities, safety, security, and technology will be at or above the SUNY mean. (SI 2.6) | Results of the SUNY Student Opinion Survey.  
IEI 48.2 |
| 7. By fall 2015 the Regional Workforce Enhancement Center in the City of Buffalo is operational. (SI 2.7) | Building in operation. |
3. Optimal Use of Resources

**MISSION CONNECTION:** Affordable educational programs, Flexible

**Goals:**

1. SUNY ECC resource allocation will be in full alignment with the priorities of the Strategic Plan as well as the college’s Institutional Assessment Plan.
2. All students attending ECC will be provided with the academic and student support resources to achieve their self-defined goals.
3. Rationalize the distribution of resources.
4. Create an environment of continuous improvement based on a new culture of assessment.

**Strategic Initiatives:**

3.1 Examine all college operations for opportunities to streamline, combine and consolidate in order to increase effectiveness while continuing to be responsive to the college community. (Goal 1, Goal 2, Goal 3, Goal 4) (Measured by Objective 1, Objective 2)

3.2 Leverage available technology and investigate new software solutions to improve efficiencies across the college in order to make relevant financial information available. (Goal 1, Goal 3, Goal 4) (Measured by Objective 3)

3.3 Continue to re-engineer operations to maximize efficiency and create reliable processes and systems that are predictable, efficient, accurate, timely and paperless to that employees can better manage their operations and for increasing operational efficiencies. Reduce the number of people involved in administrative decisions. (Goal 1, Goal 3, Goal 4) (Measured by Objective 4)

3.4 Work with the WNY Consortium of Higher Education, SUNY, Erie County and New York State Government to identify and pursue opportunities for collaboration and eliminate unnecessary duplication. (Goal 1, Goal 3, Goal 4) (Measured by Objective 1, Objective 2)

3.5 Codify an assessment culture into policy and procedure by linking the annual and long-term budget processes and related decision-making processes to the SUNY ECC Strategic Plan. (See also strategy 4.1). (Goal 3, Goal 4) (Measured by Objective 1, Objective 2)
3.6 Re-think the SUNY ECC revenue model, including the identification and pursuit of new revenue sources beyond tuition. Create systems and engage faculty/personnel to understand the importance of new revenues and to effectively capture revenue opportunities. Examine delivery to specific markets (e.g. business and industry) needing non-traditional short-term learning opportunities. (Goal 4) (Measured by Objective 5)

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<tr>
<th>OBJECTIVE/Desired Outcome</th>
<th>MEASURE/IEI</th>
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<tbody>
<tr>
<td>1. In each year of the strategic plan ECC’s net operating expenses per FTE will be at least 10% below the SUNY community college average while maintaining academic excellence. (SI 3.1, 3.4, 3.5, 3.6)</td>
<td>SUNY Annual Report Summary IEI 29.1</td>
</tr>
<tr>
<td>2. By 2015 ECC will develop plans to streamline operations in the following areas: ● Student Intake ● Human Resources ● Payroll (SI 3.1, 3.4, 3.5)</td>
<td>Recommendations from Strata Information Group (SIG) and other consultant will lead to the development of plans for each area</td>
</tr>
<tr>
<td>3. In each year of the strategic plan, ECC’s budgeted revenue from sources other than student tuition and fees and state aid will increase by 0.25% (SI 3.2)</td>
<td>Breakdown in adopted budget</td>
</tr>
<tr>
<td>4. In each year of the strategic plan, resource allocation tied to the strategic plan will be vetted and approved by Institutional Planning and Assessment Committee. (SI 3.3)</td>
<td>IPA approval of annual budget.</td>
</tr>
<tr>
<td>5. By 2015 there will be stronger non-academic and/or academic programs in response to market demands and economic realities. (SI 3.6)</td>
<td># of programs and units created, realigned, discontinued and/or merged IEI 26.1, CWCC reports; Academic Affairs Curriculum Tracking Log; JMZ report</td>
</tr>
</tbody>
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4. Planning, Assessment and Outcomes
MISSION CONNECTION: Continuous Improvement

Goal:

1. SUNY ECC will have in place a comprehensive institutional assessment process, including measures of outcomes related to the mission and goals, and meaningful learning outcomes, to support continuous improvement initiatives.

Strategic Initiatives:

4.1 Establish a culture of planning and assessment and an ongoing commitment to strategic planning and assessment, including a process for updating the Strategic Plan every year. An organized, sustained planning and assessment effort throughout the college should include both continuous process improvement and planning for new models of educational delivery and revenue. (Measured in Objectives 1, 2, 3, and 4)

4.2 Support the Institutional Research, Assessment, Accreditation, and Planning (IRAAP) office capabilities so that the office can systematically gather, analyze and act on evidence about student learning and outcomes and student satisfaction. (Measured in Objective 1, Objective 6)

4.3 Utilize the SUNY ECC Strategic Plan, program reviews, action plans, and outcomes assessment to assess and evaluate all academic and institutional areas. Develop needed assessment tools, including setting outcomes for academic and institutional areas and creating surveys etc. for environmental analysis. (Measured in Objective 2, Objective 3)

4.4 Maintain accreditation in all currently-accredited programs. (Measured in Objective 5)

4.5 Develop and implement an assessment training plan utilizing the expertise of the new Coordinator of Assessment. (Measured in Objective 6)
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<tr>
<th>OBJECTIVE/Desired Outcome</th>
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<tbody>
<tr>
<td>1. 100% of all accreditation and mandatory reports will be completed on time and accurately in each academic year. (SI 4.1, 4.2)</td>
<td>Percent of accreditation and mandatory reports that were completed on time and accurately in an academic year. Report to be submitted by the AVP-IRAAP each year by July 1 in Compliance Assist</td>
</tr>
<tr>
<td>2. 100% of scheduled programs will have gone through academic program review or institutional review at the appropriate time. (SI 4.1, 4.3)</td>
<td>Percent of scheduled programs going through academic program review or institutional review at the appropriate time. IEI 40.1</td>
</tr>
<tr>
<td>3. 100% of Action Plan updates will be completed and documented using the appropriate software in a timely fashion to be used for planning and Budgeting (SI 4.1, 4.3)</td>
<td>Percentage of Action Plan updates completed by December 1 each year.</td>
</tr>
<tr>
<td>4. The Strategic Plan and the mission assessment process will be updated in each academic year. (SI 4.1)</td>
<td>Strategic Plan and mission assessment updates January 2015: begin full Strategic Plan renewal including mission assessment. March 2016: completed Strategic Plan 2016 – 2011 approved by BOT.</td>
</tr>
<tr>
<td>5. Each year 100% of ECC professional programs will be fully accredited by the accrediting organizations. (SI 4.4)</td>
<td>Percentage of professional programs that are fully accredited.</td>
</tr>
<tr>
<td>6. Hire a Coordinator of Assessment, who will develop a training plan. (SI 4.2 and SI 4.5)</td>
<td>New hire completed and training plan developed.</td>
</tr>
</tbody>
</table>

5. Information for Decision Making
MISSION CONNECTION: Continuous Improvement

Goals:

1. SUNY ECC decision-makers at every level will have available accurate and current information to support the best possible judgments about resource allocation and return on internal investments.

2. Information systems will have the capacity and capability of supporting the academic and administrative enterprise of SUNY ECC, including fully automated processes and reporting.

Strategic Initiatives:

5.1 Operationalize and fully utilize the college portal allowing all ECC staff access to timely information needed to perform the daily functions, assess operations, provide an avenue for communications, and make strategic decisions. Include (but don’t limit to) establishing a reporting and operating analytics dashboard containing relevant data and information for all college functional areas that can be utilized to identify trends, examine processes and evaluate outcomes. (Goal 1, Goal 2) (Measured by Objective 1)

5.2 Make necessary investments in the college networking services infrastructure to ensure compliance with industry standards to support the business and academic operations of the college, including academic and administrative computing and course delivery technology. (Goal 1, Goal 2) (Measured by Objective 2)

5.3 Establish a College Training Committee to better coordinate training throughout the college. Develop a training matrix by position and establish training curriculums by functional area and position at the College. (Goal 2) (Measured by Objective 3)
<table>
<thead>
<tr>
<th>OBJECTIVE/Desired Outcome</th>
<th>MEASURE/IEI</th>
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<tbody>
<tr>
<td>1. In each year the institutional effectiveness indicators will be updated, modified,</td>
<td>IEI Change Log</td>
</tr>
<tr>
<td>completed and made accessible to all affiliated with ECC. (SI 5.1)</td>
<td>IPA Meeting Minutes</td>
</tr>
<tr>
<td>2. By Fall 2014 the college networking services infrastructure will be in compliance</td>
<td>Report from consultant.</td>
</tr>
<tr>
<td>with industry standards to support the business and academic operations of the college</td>
<td></td>
</tr>
<tr>
<td>which include academic and administrative computing and course delivery technology. (SI</td>
<td></td>
</tr>
<tr>
<td>5.2)</td>
<td></td>
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<tr>
<td>3. By Fall 2015 establish a College Training Committee, develop a training matrix by</td>
<td>College Training Committee</td>
</tr>
<tr>
<td>position, and establish training curriculums by functional area and position. (SI 5.3)</td>
<td>Training matrix</td>
</tr>
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<td></td>
<td>Training curriculums by area and position</td>
</tr>
</tbody>
</table>
6. Enrollment, Retention, Transfer and Graduation Rates

MISSION CONNECTION: Excellent Educational Programs, Regional Economic Vitality, Diverse

Goals:

1. The number of students served by SUNY ECC (degree, certificate, and non-matriculated) will increase in every year of the plan.

2. ECC retention, transfer and graduation rates will be in the upper half of its State and National peer groups.

Strategic Initiatives:

6.1 Increase ECC’s enrollment of international, honors, and distance learning students in addition to its traditional populations. (Goal 1) (Measured by Objective 1)

6.2 Provide more flexibility in course offerings by developing multiple start dates for the semesters, weekend offerings, expanded distance learning, winter/summer intercessions and off-site courses. (Goal 1) (Measured by Objective 2)

6.3 Expand and enhance articulation agreements and course offerings with school districts as an academic tool to attract students and new revenue. (Goal 1) (Measured by Objective 3)

6.4 Maintain and enhance enrollment and articulation partnerships with other institutions of higher education. (Goal 1) (Measured by Objective 4)

6.5 Explore opportunities to create residential housing opportunities at North Campus and at South Campus. (Goal 1) (Measured by Objective 5)

6.6 Position SUNY ECC as a recognized regional educational site by developing and enhancing niche academic programs that are responsive to market needs and priorities, and that have potential interest to students. Look especially at workforce opportunities and curriculum reorganization as cited in the JMZ report. (Goal 1) (Measured by Objective 6)
6.7 Develop a comprehensive marketing strategy that will differentiate ECC’s value to potential students through branding and target marketing. Build a strategy to focus on “value” of ECC education, transferability and job readiness. Expand market research into neighboring counties. Take advantage of student success stories and successful curriculums in advertising campaigns. (Goal 1) (Measured by Objective 7)

6.8 Develop reverse transfer programs to encourage former students to maximize graduation opportunities. (Goal 1, Goal 2) (Measured by Objective 8)

6.9 Prepare Pathways students to be more competitive in the classroom by developing “wrap-around” services beginning with the initial point of contact (often in high school) and continuing with a tracking program based on specific goals. (Goal 2) (Measured by Objective 9)

6.10 Improvement and enhancement to the Intake, Early Alert, and Probation and Dismissal Processes. (Goal 2) (Measured by Objective 10, Objective 11)

6.11 Implement the college retention plan. (Goal 2) (Measured by Objective 12, Objective 13, Objective 14)

<table>
<thead>
<tr>
<th>OBJECTIVE/Desired Outcome</th>
<th>MEASURE/IEI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The total number of students served by SUNY ECC will increase in each year of the Plan. (SI 6.1)</td>
<td>Full- and part-time degree, certificate and non-matriculated students served in all ECC programs. IEI 1.1, 1.4</td>
</tr>
</tbody>
</table>
| 2. Provide 20% of course offerings outside the traditional day time schedule; 10% of the course sections offered in online or hybrid format; and have 10% of total student enrollment and FTEs enrolled in distance learning courses. (SI 6.2) | IEI 24.1 Day, Evening, Weekend, and mix course sections offerings  
IEI 25.1 Overall and distance learning enrollment and FTE’s  
IEI 25.2 Seated, online, and hybrid course offerings ix course sections offerings |
<p>| 3. Increase the number of articulation agreements with and advanced studies courses in area high schools. (SI 6.3) | IEI 32.7 Number of courses, students enrolled, and FTEs each semester |
| 3. Maintain and increase the number of articulation agreements with area institutions of higher education. (SI 6.4) | IEI 50.1 Number of articulation agreements with area schools |
| 4. Progress on creation of residential housing (SI 6.5) | Report from CAFO to IPA |</p>
<table>
<thead>
<tr>
<th></th>
<th>Strategic Plan Item</th>
<th>Target/Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Implement recommendations of JMZ Report (SI 6.6)</td>
<td>Number of recommendations implemented</td>
</tr>
<tr>
<td>6</td>
<td>Analyze STAMATS results with the goal of developing a comprehensive marketing strategy for the College. (SI 6.7)</td>
<td>Report from EPVSA/AVPEM to IPA</td>
</tr>
<tr>
<td>7</td>
<td>Establish a baseline and work to improve the number of successful reverse transfers. (SI 6.8)</td>
<td>Report from EPVSA/AVPEM to IPA</td>
</tr>
<tr>
<td>8</td>
<td>Achieve equitable success for programs that facilitate college entry for special populations (e.g. EOP, Say Yes, Pathways, ESL) (SI 6.9)</td>
<td>Retention, persistence, and graduation rates for each special population. Comparison with students not in special population cohorts.</td>
</tr>
<tr>
<td>9</td>
<td>Complete pilot implementation of new Early Alert software by Fall 2015 (SI 6.10).</td>
<td>Quarterly Report by EVPSA to IPA.</td>
</tr>
<tr>
<td>10</td>
<td>Develop divisional START sessions for Summer 2015 (SI 6.10).</td>
<td>Quarterly Report by EVPSA to IPA.</td>
</tr>
<tr>
<td>11</td>
<td>By Fall 2015 retention of first year full-time degree track students will be at or above the SUNY CC peer group average. (SI 6.11)</td>
<td>Percent of all first year full-time degree track students attending in their second year. IIE 18.1</td>
</tr>
<tr>
<td>13</td>
<td>The 3-year graduation rate for the fall 2011 freshman class on a degree track will meet or exceed the SUNY CC peer group average. (SI 6.11)</td>
<td>Percent of all first year full-time degree track students in fall 2013 graduating by May 2014. IIE 19.1</td>
</tr>
<tr>
<td>14</td>
<td>The 3-year post graduate transfer rate for the fall 2011 freshman class will be at or above the SUNY CC peer group average. (SI 6.11)</td>
<td>Percent of all first year full-time students transferring within 3 years. IIE 14.1</td>
</tr>
</tbody>
</table>
7. Capital Development/Fundraising

MISSION CONNECTION: Affordable education, Multi-campus environment

Goals:

1. SUNY ECC will have access to the necessary capital for investment in its facilities and programs.

Strategic Initiatives:

7.1 Work in concert with the ECC Foundation and its Strategic Plan by enhancing internal relationships, expanding external relationships, increasing Foundation financial resources, and building effective and consistent communications. (Measured by Objective 1 and Objective 2)

7.2 Work with alumni to become spokespersons for recruitment, retention, and building relationships with other community stakeholders. Develop alumni fund drives as a part of creating a giving culture. (Measured by Objective 2 and Objective 3)

7.3 Actively pursue a naming rights strategy for key areas that offer strong potential for public recognition (e.g. athletic venues, visible buildings, etc.). (Measured by Objective 4)

7.4 Initiate funding requests aimed at achieving the College’s needs as per the Strategic Plan. (Measured by Objective 5)

7.5 Significantly increase scholarships available to incoming first-year students. Increase the number of multi-year scholarships. (Measured by Objective 6 and Objective 7)

7.6 Engage stakeholders, faculty, staff, retired employees, vendors, current and past donors, philanthropic leaders and corporations in a concerted effort to develop partnerships and new revenue opportunities.

7.7 Maintain, monitor and improve if necessary the college grant development process and grants implementation policies and procedures that will lead to the identification and pursuit of available grant funding from all sources. (Measured by Objective 8)

7.8 Develop special events that raise the awareness of ECC and its impact to the community and which will lead to increased revenues. (Measured by Objective 9)
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<tr>
<td>1. Erie County support of the capital needs of SUNY ECC will increase in each year of the Plan. (SI 7.1)</td>
<td>Capital dollars made available by Erie County in each fiscal year</td>
</tr>
<tr>
<td>2. Increase number of alumni contacts each year of the plan (SI 7.2).</td>
<td>Donor Perfect Report</td>
</tr>
<tr>
<td>3. Track all alumni contacts (SI 7.2).</td>
<td>Baseline established in Donor Perfect software.</td>
</tr>
</tbody>
</table>
| 4. Establish a common naming rights policy for the college (SI 7.3). | Foundation and BOT agree to a single naming rights procedure.  
Naming right levels are established based on philanthropic guidelines and principles. |
| 5. Develop a prioritized list of strategic funding needs that can be bundled into strategic fundraising initiatives by the Foundation. (SI 7.3) | List Developed |
| 6. Increase the number and amount of scholarships awarded each year. (SI 7.5) | Number and amount of scholarships awarded.  
IEI 20.1 |
| 7. Eliminate unawarded scholarships by decreasing total unawarded scholarships by at least 10% per year. (SI 7.5) | Annual Foundation Report |
| 8. Utilize Foundation strategically as a grant sponsor to maximize opportunities for grant success (SI 7.7). | Report from Grants Operations Committee |
| 9. Sponsor ECC Foundation Golf Tournament, Celebrate ECC, and cultivation events to re-engage alumni. (SI 7.8) | Events Held |
8. Making a Difference in a Changing Environment

MISSION CONNECTION: Regional economic vitality, Accessible

Goals:

1. SUNY ECC will ensure well-qualified graduates for the local workforce.

Strategic Initiatives:

8.1 Continue to develop and provide re-training opportunities and continuing education linked to the needs and demands of WNY. Ensure that SUNY ECC programs reflect the community’s priorities for investment for job growth and overall economic vitality. (Measured by Objective 1)

8.2 Collaborate with community-based organizations to deliver courses in alternative settings. (Measured by Objective 2)

8.3 Partner with the Buffalo Public Schools to increase the number of students able to successfully attend and complete college as part of the YES Program. (Measured by Objective 3)

8.4 Integrate service learning activities (civic engagement) into departmental course offerings as a part of students’ “road map” to success and career development. (Measured by Objective 4)

8.5 Enhance the SUNY ECC One-Stop as an effective, self-sufficient strategic business unit of the College, with the capabilities of generating targeted revenues and reinvesting portions of its profits in improved service delivery capabilities. (Measured by Objective 1)

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<tr>
<td>1. ECC will show sustained improvement on each IEI related to Workforce Development. (SI 8.1 and 8.5)</td>
<td>IEI 10.1, 10.2, and 12.1</td>
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<tr>
<td>2. Maintain number of off-site courses offered in non-traditional settings. (SI 8.2)</td>
<td>Report from Office of Distance Learning and Alternative Course Delivery</td>
</tr>
<tr>
<td>3. Number of Say Yes enrollees will increase each year. (SI 8.3)</td>
<td>Report from Office of Distance Learning and Alternative Course Delivery</td>
</tr>
<tr>
<td>4. Include service learning in ten new courses annually. (SI 4)</td>
<td>IEI 8.1: Number of Course Service Learning Activities</td>
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