

Abstract: Finger Lakes Community College, Canandaigua, NY
Title: Student Empowerment to Excellence

Service Area: The Finger Lakes Community College (FLCC) is a State University of New York (SUNY) associate-degree granting public institution. The College has a four-county service area including the rural counties of Ontario, Seneca, Wayne, and Yates. FLCC has expanded its reach beyond its service area with strong online degree program offerings and participation in SUNY Online. Students from 50 counties in New York and 119 out-of-state students enrolled in Fall 2022.

Programs, Students & Faculty: FLCC offers 60 degree and certificate programs with articulation agreements for concurrent admission with Cornell University, University of Rochester, and other four-year institutions. FLCC's 5,331 students in 2021-2022 which included 1,957 full-time students; 1,259 who were first-time students (www.data.nysed.gov), and 3,374 part-time student (IPEDS, 2022), these part-time students include 2,187 high school participating in concurrent enrollment. The total full-time, first-time enrollment in 2021-2022 was 892. FLCC offers 22 academic programs entirely online and 24 academic programs at least 50% online. In 2021-2022 the population was 25.3% minority enrollment; 12% are disabled, and 54% full-time, and first-time students receive Pell grants. FLCC has a diverse teaching faculty with 108 full-time faculty and 114 part-time faculty; 91% of faculty hold master's degrees and 22% hold doctorates.

Project Goals, Expected Outcomes, Contributions related to research, policy, and practice: The Finger Lakes Community College Title III project, *Student Empowerment to Excellence*, reflects an ongoing and systematic cycle of coordinated planning, implementation, and re-evaluation to integrate the broad objectives of the College's 2023-2028 strategic plan with key SIP GPRA performance indicators. The goals are: 1) To improve the achievement, persistence, retention, and completion of first time, full-time students primarily among students of color and Pell recipients and 2) To decrease failure rates in FYE seminars and first year gateway courses. The expected outcomes include 1) increased Fall to Spring persistence rates of full-time, first-time students; 2) increased fall-to-fall retention rates of Students of Color and Pell recipients to be within 10 percentage points of White and Non-Pell recipient retention rates; 3) increased three-year completion rates of full-time, first-time students; 4) decreased number of courses identified as high failure rate; 5) increased achievement of students at grade C- (GPA 1.7) or above. The project contributes to the body of knowledge on the use of Universal Design for Learning principles (CAST, 2014) in higher education to promote increased confidence and improved relationships with instructors, improved teaching and learning, improved access to knowledge and greater engagement in courses. The project will contribute to the First Year Experience High Impact Practice to promote outcomes in general academic achievement and retention, credit accumulation, persistence, and degree attainment.

Primary Activities: The FLCC Title III *Student Empowerment to Excellence*, proposes three strategies: 1) full implementation of FYE across all degree programs with a more robust integration of student services and student development theory; (2) re-engineered case management system integrating real time data analysis improved academic outreach and advising supports; and 3) improved pedagogy in first year seminars and gateway courses through a comprehensive and updated professional development initiative to ensure Universal Design for Learning principles of engagement, representation, action and expression are used in curriculum development to promote learning opportunities across all learning modalities.

Subrecipient Activities: An external evaluator will conduct quarterly and annual reviews to assess accomplishments, processes, emerging impacts, and summative evaluation shared with President, Board of Trustees, Academic Senate, strategic planning. supporting the development and implementation of high-quality and accessible learning opportunities.