RISK FACTOR 1. Best Practices in dealing with rapid increase in diversity of student population. URM students

The state saw a 10.1% increase in those identifying as Hispanic. Hispanic citizens now make up 18.4% of the state’s total population, up from 17.1%. The Asian population saw a 12.8% increase, while still only 7.9% of New York’s total population. (From 2017 Diversity Data Brief)

2025-2026 projections of NYS public high school graduates by race/ethnicity made by Western Interstate Commission for Higher Education reveals that 27% will be Hispanic, 16% Black and 12% will be Asian, constituting 55% of the overall high school graduate population.

Best Practices/Interventions

Intensive Teacher Education - building success skills in students (literacy). Giving recognition to students and faculty for their successes

Building Skills for Student Success: Connectedness; Student Centered Programs

New counseling models

Cohort engagement-community building

Bridge Programs

Student Defined Electives

Continuous Improvement through Exit Surveys

First Year Experience Courses - First year experience courses, often referred to as college success courses or freshman seminars, are courses for first-year students in 2-year and 4-year colleges. The general goals of first year experience courses are to support the academic performance, social development, persistence, and degree completion of college students. Additionally, first year experience courses often aim to increase students’ sense of campus community and connection to their institutions, while giving students the opportunity to interact with faculty and peers.

Residential Learning Communities - integrate students’ academic and daily living environments with the goal of improving student learning and success. Students in a residential learning community will live together (usually in a residential dormitory), take certain classes together, and engage in structured co-curricular and extracurricular activities.

Dual Enrollment- Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to high school students; this may reduce the need for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to attain a college degree. Third, many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.

Summer Counseling - The summer counseling intervention was intended to reduce what study authors call the summer “melt,” a phenomenon in which students have been accepted to college but fail to matriculate. These summer counseling services, delivered during the months between high school graduation and college enrollment, involve outreach by college counselors or peer mentors via text messaging campaigns, e-mail, phone, in-person meetings, instant messaging, or social media. These intervention services provide college-intending individuals with information about tasks required for college enrollment, such as taking placement tests, arranging for housing, acquiring medical
insurance, obtaining financial aid, and registering for courses. Summer counseling was also provided to help students overcome unanticipated financial, informational, and socio-emotional barriers that prevent college enrollment.

**Linked Learning Communities** - Linked learning communities in postsecondary education are programs defined by having social and curricular linkages that provide undergraduate students with intentional integration of the themes and concepts that they are learning. Linked learning communities are based on the theory that active learning in a community-based setting can improve academic outcomes by increasing social and academic integration. Linked learning communities tend to have a shared intellectual theme with a linked or integrated curriculum and a community or common cohort of learners.

**Summer Bridge Programs & Developmental Summer Bridge Programs** - Summer bridge programs are designed to reduce the need for developmental education in college by providing students with accelerated developmental instruction. These programs occur in the summer “bridge” period between high school and college and typically incorporate accelerated developmental instruction with college preparation training.

**First Year Experience Courses for Students in Developmental Education** - First year experience courses for students in developmental education are designed to ease the transition to college for the large numbers of students in need of developmental (or remedial) education. The aim of these courses is to support the academic performance, social development, persistence, and degree completion of postsecondary students with developmental needs. Although first year experience courses vary in terms of content and focus, most are designed to introduce students to campus resources, provide training in time management and study skills, and address student development issues; for students in developmental courses, the courses are often linked with or taken concurrently with developmental courses.

**Some STEM resources recommending interventions**


International Students
RISK FACTOR 2: Significant increase in the Percentage of URM students on campus in a five year period

Best Practice Strategies/Interventions:

1. Assess pool of emerging students statewide and recruitment efforts by locality - Determine need to broaden/change search and recruitment strategies For instance, many SUNY campuses have recruited actively in NYC with the following population estimates:

   44.6% of the population is white, 25.1% is black, and 11.8% are of Asian descent. Hispanics of any race represent about 27.5% percent of New York City’s population, while those who are of Asian descent represented the fastest-growing demographic between the years 2000 and 2010. As a whole, the non-Hispanic white population of the city has decreased by about 3 percent.

2. Build a better climate for URM Students

   a.) Respond appropriately to acts of violence or bias
b.) Hire more diverse faculty and administrators,
c.) Increasing diversity and inclusion training for all faculty/staff to help relieve the burdens on small nos. in diverse workforce,
d.) Create Inter-Group Dialogues on race and ethnicity
e.) development of consciousness about social identity, oppression, and privilege; micro-aggressions
f.) Explore the effects of social inequality at personal, interpersonal, and structural levels;
g.) Build relationships across differences and conflicts;
h.) Strengthen individual and collective capacities to promote social justice and equity.
i.) Increase support systems and counseling for URM populations (food services, personal care-services, food pantry/clothing resource exchanges)
j.) Create more inclusive leadership opportunities/input to validate student viewpoints

3. Communicate a system-wide appreciation of diversity and inclusion as a systemic leadership priority
4. Broaden the curriculum and access to the curriculum
5. Provide targeted services such as tutoring, mentoring and developmental education programs
6. Support students over intersession and summer breaks
7. Form a consortium to create opportunities for faculty and administrators to work across campuses on challenges of mutual interest

RISK FACTOR 3: A.) Significant disparity in the diversity of student population in relation to the surrounding community

B.) This could also be interpreted as the diversity of the community and the lack of diversity on the campus

Best Practices Situation A:

Build relationships with diverse friendly organizations such as Inter-faith Partnership in Syracuse area

Build relationships with minority and women’s business enterprise and other diversity friendly business organizations

Create cultural events on campus for the community - food and heritage festivals, performance art events,

Create community dialogues

Ensure media coverage of notable events. Utilize the power of the media to support campus successes regarding the achievements of URM populations.

Best Practices Situation B: Greater outreach in affected community for potential URM students

Literacy Programming and tutoring for English as A second language

Bi-lingual course programming

Certificate or badge credentials

Workforce Development

Return to College programs-online, streamed lectures, applied learning opportunities
Equitable Access to Higher Education
Opportunity

Utica is an example of the great influx of refugees and resettlement communities. In this town as well as Jamestown, NY, which has a growing Hispanic population and many other towns throughout the Hudson Valley, such as Haverstraw adjacent to Rockland Community College and Newburgh or Poughkeepsie, changing population dynamics can impact enrollment and retention significantly.

In Rockland County, for instance, the population is 16% Hispanic or Latino and 12% Black. The Dominican population has increased rapidly in nearby Haverstraw areas. (Department of Labor 2010 stats) Rockland Community College is in Ramapo, NY, and has___?

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In Utica, City, a population of 62,000+ has a Black population of 16%, Asian 8%, Hispanic, approximately 11%, for a total of some 35% minority. Yet the graph shows that the campus population of students is largely white.

Additionally, some 40% of 2-parent households have children under 18. Some 70.1% of 1-parent female-led families have children under 18. Additionally, refugees from the Middle East in these areas are attracted to this area due to family ties or other support services. So outreach and communication could an important campus element to build interest and programs for first-generation students and other URM categories at SUNY POLY.

At a nearby 2-yr Herkimer Community College, the student composition is similar - but retention rates are lower as reported to IPEDS.

Retention Rates:

Graduation & Transfer Rates:
RISK FACTOR 4. Significant disparity between the diversity of the student population and the diversity of the faculty (and staff)

Best Practices: Cluster Hiring has been used at some campuses to share a faculty of color.

- Culturally inclusive course or curricula or co-curricula programming
- Build Culturally Responsive Teaching Programs for Faculty
- Provide pathways for URM peer mentors to become TA’s and tutors
- Develop a faculty diversity program with greater funding
- Create a scholar’s exchange to build diversity into visiting professorships

RISK FACTOR 5: Significant percentage of civil service hires are directly from the Department of Corrections and Correctional Services

Best Practices: Work with municipalities to encourage Affirmative Action applicants
- Develop training for former officers (CO’s) to know institutional diversity vision and mission
- Greater dissemination beyond county or campus websites or postings
- Work with community agencies to develop workforce
- Implement alternate pathways to county or state service, such as Temp or Contract employee - to-full-time Civil Service status with consideration of rank and service

RISK FACTOR 6: Increase in campus incidents involving campus (or other) police intervention over a 5-year period

Best Practices: Provide greater community-based training for campus and community law enforcement personnel

- Provide cultural sensitivity training for officers
- Assess current practice and Incidence Protocol
- Provide campus training on sexual assault, drug abuse and personal safety

RISK FACTOR 7: Significant disparity in the retention rates of URM students and non-URM students

Best Practices: URM students - Retention

- Assess financial circumstances for students more closely - Create an emergency fund to cover gaps in financial aid, such as book or food costs
- Assess academic and social climate for URM students
- Create more accessible course options and curriculum support
- Help students to find and declare major
- Closer, more frequent advising contact
- Intrusive Advising
- Mentoring/Tutoring
- Develop bridge and cohort models for URM students

RISK FACTOR 8: Rapid decrease in retention rates of URM students over a relatively short period of time
Best Practices: **Develop and Continue First-Year Experience programs to second year** - Some evidence points to continuation/completion after 3rd semester and declaration of major. (At UoR, The 10-year average of third semester retention for URM students is 2.5% below non-URM students, but has improved to an average of less than 1% below non-URM students in the past 5 years.)

(https://www.rochester.edu/college/academics/assets/pdf/College-Student-Diversity-Report.pdf)

**Explore geographic origins of students, proximity to home and presence/absence of peers and peer mentors from home region**

**Exit Surveys/Focus Groups**: Positively influence student social dynamics around campus life, and this could include more outlets for students to communicate around these issues.

**Student Opinion Surveys - Gather/Distill student points of view on diversity and URM issues.**

**Model Program - equivalent to EOP** EOP is currently active on 47 SUNY campuses across New York State, SUNY’s EOP serves almost 11,000 academically and economically disadvantaged students, helping them prepare for and succeed in college. Of the current EOP population, 37 percent are African American, 37 percent are Latino, 15 percent represent other underrepresented groups, and 11 percent are white. The completion rate at over 6 years is closing the gap.

**Provide greater financial support and residential housing support over summer breaks**

**Provide aggressive pre-registration and advisory services to prevent stopping out**

**Provide more meaningful ways to provide welcome for URM students and faculty/staff**

**Provide training on implicit bias, stereotype threat and micro-aggressions to community at large**