

CLINTON COMMUNITY COLLEGE

ENROLLMENT MANAGEMENT REPORT 2019-2020



State University of New York
CLINTON
Community College

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ENROLLMENT MANAGEMENT OVERVIEW

The Enrollment Management leadership and committee have continued to improve their understanding of enrollment trends to support the college's recruitment and retention strategies for 2018-19 academic year and beyond. The observations and data included in this report are being used to inform the senior college leadership people of the enrollment realities and opportunities.

Enrollment management is a comprehensive process designed to help an institution achieve and maintain optimum enrollment—with optimum enrollment driven by context and academic mission of our institution.

The Committee recognizes that Enrollment Management plays a role in:

- Stabilizing enrollments
- Linking academic programs to enrollment management
- Optimizing resources
- Improving services
- Improving quality
- Improving access to information
- Reducing vulnerability to environmental forces

MISSION

The mission of the Enrollment Management Committee (EMC) is to review yearly enrollment, including recruitment of new students and retention of currently enrolled students, in order to set goals for subsequent enrollment cycles and to develop a yearly enrollment management plan to achieve those goals. The committee is also responsible for assessing yearly progress towards completion of the developed plan.

TIMELINE AND RELATIONSHIP TO STRATEGIC PLANNING

The Clinton Community College Institutional Effectiveness Plan sets the timeline and process for the enrollment management plan. The committee formulates a new plan over the course of fall to review enrollment trends and discuss enrollment strategies for the next cycle. Then the plan is presented to the Strategic Planning Committee (SPC) for review and to set institutional priorities. The Enrollment Management Committee (EMC) spends the remainder of the year reviewing and carrying out the plan.

The graphic below depicts the flow of the Strategic Planning process and highlights campus constituencies involved in the process.

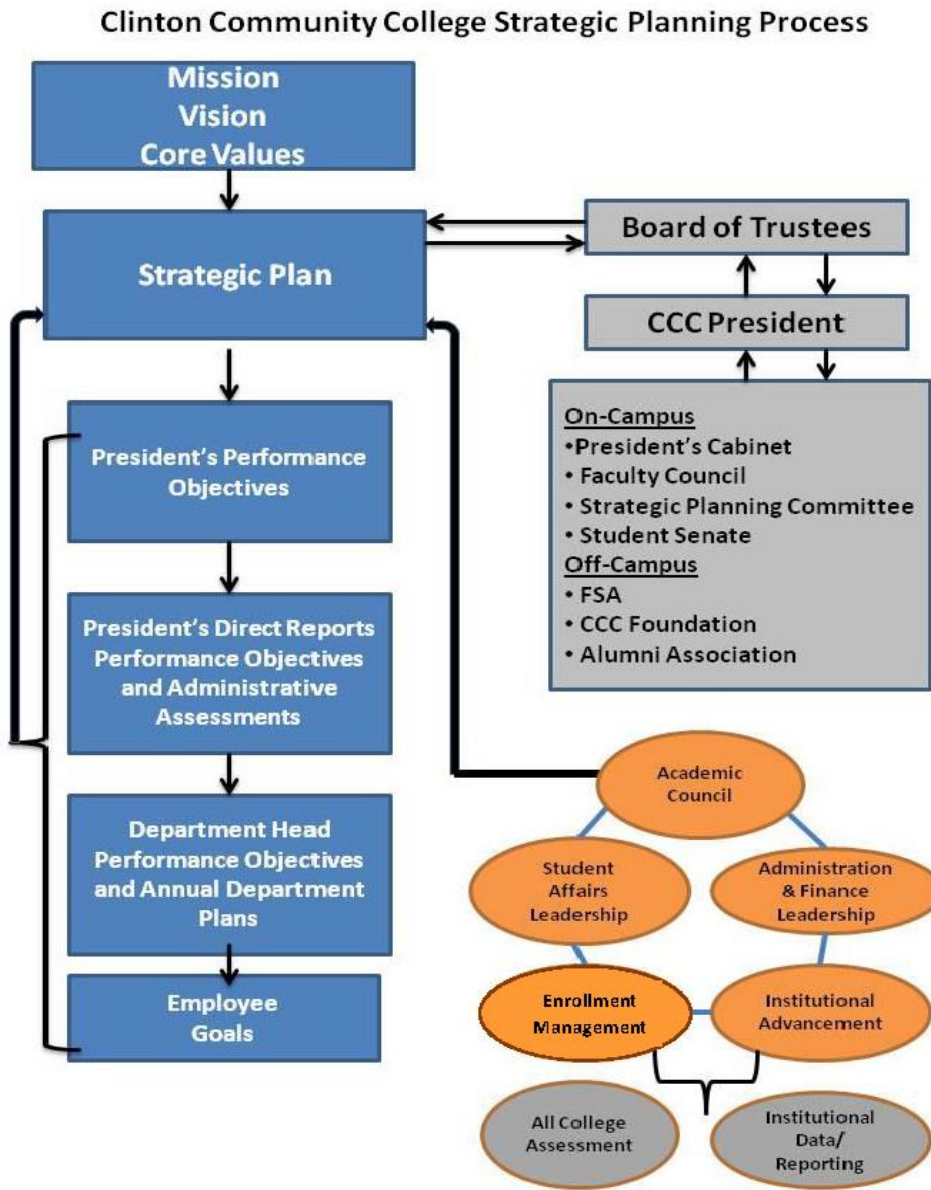


Figure 1. Clinton Community College Strategic Planning Process

CCC MISSION, VISION, AND CORE VALUES

The following were adopted as part of the 2017-2020 Clinton Community College Strategic Plan:

MISSION: “The mission of Clinton Community College is to provide educational opportunities in an inclusive and safe environment that empower individuals to create their own paths to personal and professional growth.”

VISION: “As a result of our efforts in Clinton County and the North Country, Clinton Community College helps students bridge academic, economic, technological and cultural divides, participate in local and global communities and enhance their lives in practical and visionary ways.”

CORE VALUES

- Success/Quality
 - Education
 - Small classes
 - Student support
 - Graduation
 - Qualified faculty and staff
 - Institutional engagement
 - Program availability
 - Personal goal attainment
- Respect
 - Diversity
 - Positive atmosphere
 - Safe learning environment
 - Communication
- Access
 - Affordability
 - Technology
 - Preparedness
- Region
 - Community Partnerships
 - Workforce Development

STRATEGIC GOALS

In the 2017-2020 Clinton Community College Strategic Plan, the college identified the following major goals:

Strategic Goal 1: Improve access and retention to ensure student success

Focus:

- Teaching and Learning
- Enrollment management
- Cross-campus cooperation
- Supporting a culture of diversity and inclusiveness
- Academic program development
- Student support services
- Modes of course delivery
- Athletics

Strategic Goal 2: Commit to broad internal and external communication and collaboration

Focus:

- Marketing
- Public Relations
- Transparency
- Internal climate
- Partnerships

Strategic Goal 3: Support and collaborate with the FSA in their mission

Focus:

- Residence Life
- Dining
- Bookstore
- Expanding opportunities

Strategic Goal 4: Develop partnerships and programming to ensure the Institute for Advanced Manufacturing (IAM) becomes the hub for advanced manufacturing technology education in our region and beyond

Focus:

- Identifying state-wide needs
- Business, education, and legislative relationships
- Credentialing and credit and non-credit program development
- Adapting to workforce trends

COMMITTEE MEMBERSHIP FOR 2019-2020

To improve efficiency and reduce redundancy that Enrollment Management Committee has become a sub-committee of the Strategic Planning Committee effective the 2019-2020AY. The Dean of Enrollment Management serves as the EMC Chair and members based on their expertise and experience take on recruitment or retention strategies as appropriate. The EMC sub-committee meets regularly during the semester to review enrollment data and develop an enrollment management plan that includes recruitment and retention goals. The plan is then provided to the SPC to offer recommendations for long-term strategic planning. The members are finalized prior to September 1st annually. The established deadline is intended to improve the current review and implementation timeframe and allow decision makers in key areas of the college to participate in strategic enrollment management.

Table 1 shows the recommended EMC membership that is comprised of, but not limited to, membership in the following departments/offices:

Table 1. Recommended EMC Subcommittee Membership

<ul style="list-style-type: none">➤ Dean of Enrollment Management - EMC Chair➤ Director of Campus Life➤ Data Analyst➤ Admissions Personnel➤ Department Chairs/Faculty Representatives➤ VP for Academic Affairs➤ Student Support Services Counselor➤ Dean of Student Affairs➤ Tutoring Center Representatives➤ Director of Financial Aid➤ Community and Workforce Development Coordinator

The EMC begins meeting the second week in September to start developing the enrollment management report and plan for the coming academic year. The estimated enrollment figures and projections are shared with the President's Cabinet as early as November with updates throughout the budget planning cycle starting in March. The EMC Chair will meet directly with the President's Cabinet to provide updates and seek guidance on the developing plan.

STANDARDS FOR STRATEGIC ENROLLMENT MANAGEMENT

Strategic Enrollment Management (SEM) is grounded in research and includes analysis of both internal and external data. As noted by Worhlgemuth (2015, pg. 450), Strategic Enrollment Management fundamentally must include data retrieval and analysis within three areas of research: recruitment, retention, and revenue. The intersection where these three areas overlap is where *strategic* initiatives come about to ensure stability of an institution.

A second point of strategic movement includes an SEM team that consists of individuals from key areas of the college such as admissions, marketing, registrar, institutional research, and finance that collaborate on SEM research and maximize the expertise and effectiveness of SEM planning. Each of these areas support recruitment and retention and offer opportunities to maximize revenue. The model recommended supports campus-based SEM research.

STANDARDS OF MEASURING CAMPUS ENROLLMENT

Clinton Community College's enrollment is commonly measured using two standards. The first is an unduplicated headcount of students, which is a count of all students enrolled in a given period. Headcounts are often used when setting recruitment and/or retention goals. However, one of the problems of using headcount alone is that it does not account for difference in the number of credits being taken by students.

The second measure, full-time equivalent (FTE), counters this problem. One FTE represents 30 registered credit hours, or the standard that a full-time student would be expected to take in a year to complete his or her program on time. Both standards are used throughout this enrollment plan.

SOURCES

Historical data prior to fall 2018 is verified through SUNY Business Intelligence Dashboard. Fall 2018 data has been compiled from CAMS (CCC's internal data management system) as it is the "up-to-date" data source. However, data retrieved from CAMS Report Manager is not finalized. Finally, the subsequent tables and charts will have the reporting body listed if a different source was referenced, e.g. NYSED, Jobs EQ, DOL, etc.

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COMMUNITY PROFILE

NORTH COUNTRY/CLINTON COUNTY POPULATION 2010-2025

CCC primarily serves Clinton, Essex and Franklin counties in the northeast portion of New York State. Per the Department of Labor and United States Census Bureau, in 2016, Clinton County's total population hovers around 81,000 with a labor force of 35,784, the median household income of \$53,575 and an unemployment rate of approximately 5.3%. The projected change in North Country population is expected to have a decline in the population 15-24 years of age by 2020 (11%) that will impact the number of graduates from high schools and thus contribute to a smaller population from which CCC can draw upon for enrollment (Table 2). The decrease in population of this age group is projected to continue through 2025. Strategies to move beyond recruitment within the North Country region will be necessary and will help stabilize enrollment.

Table 2. North Country Projected Population Changes 2015-2025

Age Range	2015	2020	2025	Percent Change 2015-2020	Percent Change 2015-2025
0-4	7,973	7,860	7,496	-1.4%	-6.0%
5-14	17,911	17,074	16,307	-4.7%	-9.0%
15-24	22,496	20,023	19,537	-11.0%	-13.2%
25-44	46,215	47,408	46,119	2.6%	-0.2%
45-64	50,339	48,311	45,486	-4.0%	-9.6%
65+	27,200	30,054	33,544	10.5%	+23.3%
Total	172,134	170,730	168,489	-0.8%	-2.1%

Source: <http://pad.human.cornell.edu/counties/projections.cfm>

Clinton County population trends show the 15-24 age range decreasing by almost 15% by 2025 (Table 3). Clinton County and North Country population will see growth in a 65 and older (retiree) population with simultaneous overall population decreases in all other age demographics. The impact of this trend is further reviewed in the External Scan portion of this document.

Table 3. Clinton County Projected Population Changes 2015-2025

Age Range	2015	2020	2025	Percent Change 2015-2020	Percent Change 2015-2025
0-4	3,894	3,849	3,651	-1.2%	-6.2%
5-14	8,064	7,644	7,403	-5.2%	-8.2%
15-24	12,438	11,050	10,593	-11.2%	-14.8%
25-44	21,116	21,474	20,731	1.7%	-1.8%
45-64	23,569	22,477	20,729	-4.6%	-12.0%
65+	11,986	13,315	15,013	11.1%	+25.3%
Total	81,067	79,809	78,120	-1.6%	-3.6%

Source: <http://pad.human.cornell.edu/counties/projections.cfm>

COMMUNITY PARTNERS

Clinton Community College is at the center of its higher education community and has developed partnerships that support the mission of the institution, inclusive of other educational institutions, business, industry, and organizations that serve the community-at-large. A summary of partnerships is highlighted in Table 4; however, the College has a diverse portfolio of community relationships that extend beyond those noted. The opening of the IAM in fall 2017 and notable regional economic development initiatives are placing the North Country, more specifically Clinton County, at the center of a manufacturing and transportation cluster that will require an educated and skilled workforce.

The IAM is expected to be a significant contributor to the overall enrollment for the College in the future. In pursuit of fulfilling our mission CCC, continues to play a key role in providing educational opportunities for its community and contributes significantly to workforce development.

Table 4 provides a snapshot of current partnerships and affiliations CCC maintains to work collaboratively for a stronger local and regional economic future.

Table 4. Examples of Partnerships and Affiliation with CCC

Partner Name	CCC Affiliation
North Country Regional Economic Development Council	IAM/Workforce Partner/CCWD
Vision to Action Committee	IAM
North Country Chamber of Commerce	IAM/CCWD
The Development Corporation	IAM/CCWD
CITEC	IAM/Educational Partner/CCWD Non-Credit
North Country Regional Workforce Development Board	IAM/CCWD
Adirondack P-TECH	Educational Partner
Clarkson University	IAM/Educational Partner
CV-TEC	Educational Partner
ETS Staffing Solutions	AIME/Workforce Partner/CCWD
Empire State Development	Start Up NY
NYS Licensing Services – various	Non-Credit Licensing/CCWD
Adult Career & Continuing Ed Services (ACCES) Vocational	Workforce Partner
Department of Social Services (DSS)	Business Partner/CCWD
SUNY Plattsburgh	Educational Partner (SUNY 2020)
BioTech	Business Partner/CCWD
NYS Small Business Development Center	Workforce Partner

EXTERNAL SCAN

To properly serve and maintain relationships with our local community, greater region and NYS, CCC leadership, faculty and staff must remain informed on a variety of local demographics and labor market trends. An improved understanding of these data will, in-turn, improve post-graduation student employment, foster community partnerships and strengthen our region's economy.

NEW YORK STATE

The New York Association of Training & Employment Professionals (NYATEP) provided a well-rounded reflection of New York State (NYS) and North Country labor markets in *State of the Workforce: A Labor Market Snapshot for New York State 2017*. In New York State, 147,700 jobs were added since August 2016, with the larger portion being added in Educational and Health Services, Leisure and Hospitality and Professional and Business Services. The study notes that only “41% (around 4 million) New Yorkers have a high school equivalency or less” and forecasts a growing gap between high-skill jobs and low-skill labor force due to accelerated technological advancements. According to NYATEP, a priority for continued state economic growth is properly filling middle skill jobs, which require more than a high school diploma, but less than a bachelor’s degree. The National Skills Coalition, projects middle skill jobs providing more than 45% of the total job growth in NYS through 2024; however only 38% of the workforce is trained at a middle skills level, again highlighting a sizable skilled labor force gap. These data poise CCC to be a strong educational link between the labor force and employment needs both regionally and statewide for the foreseeable future.

NORTH COUNTRY INDUSTRY AND LABOR FORCE PROFILE

The North Country (NC) region, as defined by NYS, is comprised of Clinton, Essex, Franklin, Hamilton, Lewis, St. Lawrence, and Jefferson Counties. The NC region includes Fort Drum/Watertown which contributes to regional diversity. Information presented should be considered within the context of the NC regions wide and diverse geographic area.

As of September 2017, private sector jobs in the North Country rose over the year by 1,300, or 1.1 percent, to 115,200. Job gains in the last year were largest in educational and health services (+500); trade, transportation and utilities (+500); other services (+400) and natural resources, mining and construction (+200). Though gains are projected statewide in leisure and hospitality; the North Country region is projected to see a decline in leisure and hospitality (-300) per the Department of Labor (DOL).

<https://www.labor.ny.gov/stats/nor/index.shtm>

NYATEP supports the DOL data, identifying Healthcare, Retail and Public employment sectors as the bulk of the North Country labor force. Seven of the ten NYS regions experienced growth from 2010-2015; however, the North Country was one of three regions that experienced job losses; a total of -1,531 jobs during that time. The loss is not surprising because the whole of the North Country labor force shrunk -7.4% during that same time and coincided with the worst national economic downturn in 75 years from 2009-2014. However, NYATEP cautions that while overall job growth was negative there may have been growth in specific regional industries targeted by economic development funds or a large transition in the aging workforce where hiring has not kept pace with labor force retirements. The positive news is that NYATEP is forecasting 1,540 jobs being added back into the North Country economy by 2022.

As mentioned above, the aging workforce is of economic concern across NYS, with over 25% of employees being 55+ in Healthcare, Retail, Professional Services, Manufacturing, Education and Hospitality/Food. With emphasis that Healthcare, Manufacturing and Education sectors are the most aged, with over a quarter of the

total labor market nearing retirement. Machinists and mechanical engineers top the list with electronics following close behind with an expected 27%, 25% and 16% growth in employment respectively through 2022.

The North Country has the “youngest” workforce in the state (almost 20% is comprised of 16-24 years of age), the highest (49%) in state percentage of high school equivalency or less educational attainment, and the lowest median annual wage of \$40,000 in NYS. Impending labor force retirement trends coupled with the unique regional characteristics outlined above, illustrates the vital role CCC and its regional partners will play in the region’s labor force and economic future.

Lastly, NYATEP also highlights professional skills; outlining that employers across the state require a labor force with *communication skills, writing, organization, collaboration, planning/research, problem solving and computer skills*. The College fosters employability skills within the curriculum of IAM; requiring students to *act responsibly, communicate clearly and effectively, demonstrate essential computer and mathematical skills, respect yourself and others, think critically and creatively, work cooperatively and value learning*. Employment opportunities cluster around manufacturing technology skills and compliment technology degree programs offered through the College’s IAM, as well as, nationally industry recognized credentials offered through the College’s Center for Workforce Development (CCWD). Again, as these jobs emerge the College is positioning itself to assist in closing the workforce skills gap that currently exists through credit and non-credit programming.

The most recent DOL “significant industries” report highlighted North Country industries that shared one or more of the following characteristics: rapid growth (percentage basis); large growth (absolute basis); high wages (average annual wage above the regional average of \$38,900 in 2014); or strong expected growth through 2022. The specific reason(s) why each industry was designated as “significant” are presented in the last column of Table 5 (p14).

The industries fall into seven major industry groups: manufacturing; trade, transportation, and utilities; educational services; health care; leisure and hospitality; and public administration/government (Table 5, p14). Please note that “General” includes retail and entry level office jobs.

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Table 5. Significant Industries in the North Country (2015).

NAICS Industry Code	Industry Name	Job Count		Net Change in Jobs, 2009-2014	% Change in Jobs, 2009-2014	Average Annual Wage, 2014	Projected % Change in Jobs, 2012-2022	Why Industry is Significant**
		2009*	2014*					
	Total, all industries (all ownerships)	152,000	149,700	-2,300	-1.5%	\$38,900	5.5%	N/A
336	Transportation Equipment	800	1,100	300	37.5%	\$59,900	21.6%	G, P, W
452	General	5,200	5,100	-100	-1.9%	\$20,100	9.7%	J, P
611	Educational	19,400	18,600	-800	-4.1%	\$43,400	3.1%	J, W
621	Ambulatory	5,600	6,200	600	10.7%	\$49,200	17.4%	G, J, P, W
622	Hospitals	8,800	9,000	200	2.3%	\$59,500	5.4%	G, J, W
722	Food Services and Drinking	10,300	11,400	1,100	10.7%	\$14,500	7.3%	G, J, P
999	Public Administration	21,000	19,800	-2,100	-5.7%	\$53,300	-4.1%	J, W

*Represents both private and public sector jobs

Source: <http://labor.ny.gov/stats/PDFs/Significant-Industries-North-Country.pdf>

****Key:** G: Industry experienced above-average job growth; can be net or percentage growth.
 J: Industry employs a significant number of jobs (>5,000).
 P: Above-average growth projected for 2012-2022.
 W: Industry pays above-average wages.

The DOL top North Country occupations that require an Associate level education with positive projected employment growth through 2026 are identified in Table 6 (p15). The reflection in Table 6 aligns with points made in NYATEP’s 2017 report.

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Table 6. North Country Occupations with Highest Projected Job Growth from 2016-2026.

New York State Department of Labor Long-Term Occupational Employment Projections, 2016-2026						
North Country						
Title	Projected Employment Count 2026	Net Change	Percent Change	Projected Occupation Attrition Count through 2026	Annual Median	NYS Rate*
Industrial Engineering Technicians	40	10	33.3%	0	\$57,240	7.5%
Forest and Conservation Technicians	40	10	33.3%	0	\$45,330	11.4%
Physical Therapist Assistants	170	40	30.8%	40	\$48,550	34.0%
Diagnostic Medical Sonographers	100	20	25.0%	0	\$69,200	26.9%
Occupational Therapy Assistants	50	10	25.0%	0	\$54,360	29.7%
Dental Hygienists	350	60	20.7%	40	\$72,290	22.7%
Nuclear Medicine Technologists	60	10	20.0%	0	\$87,810	17.9%
Respiratory Therapists	130	20	18.2%	0	\$70,340	26.8%
Medical and Clinical Laboratory Technicians	150	20	15.4%	0	N/A	18.8%
Engineering Technicians, Except Drafters, All Other	90	10	12.5%	0	\$58,330	12.7%
Chemical Technicians	90	10	12.5%	20	\$33,650	9.8%
Cardiovascular Technologists and Technicians	90	10	12.5%	0	\$64,380	16.3%
Web Developers	100	10	11.1%	20	\$40,720	19.6%
Preschool Teachers, Except Special Education	440	40	10.0%	80	\$31,790	12.2%
Radiologic Technologists	250	20	8.7%	40	\$59,520	18.3%
Paralegals and Legal Assistants	170	10	6.3%	40	\$46,030	16.0%
Architectural and Civil Drafters	40	0	0.0%	0	\$43,250	14.4%
Mechanical Drafters	40	0	0.0%	0	\$49,060	12.1%
Civil Engineering Technicians	30	0	0.0%	0	\$45,650	17.8%
Electrical and Electronics Engineering Technicians	40	0	0.0%	0	\$63,120	5.6%
Environmental Science and Protection Technicians, Including Health	30	0	0.0%	0	\$46,710	22.0%
Life, Physical, and Social Science Technicians, All Other	30	0	0.0%	0	\$57,310	16.9%
Magnetic Resonance Imaging Technologists	30	0	0.0%	0	\$75,160	26.1%
Dietetic Technicians	30	0	0.0%	0	\$40,110	14.7%
Human Resources Assistants, Except Payroll and Timekeeping	200	0	0.0%	40	\$42,260	3.5%
Medical Equipment Repairers	30	0	0.0%	0	N/A	4.1%

*Comparative long-term (2016 - 2026) growth rates at the New York State level.

[2016-2026-Statewide-Long-Term-Occupational-Projections-with-Separations](#)

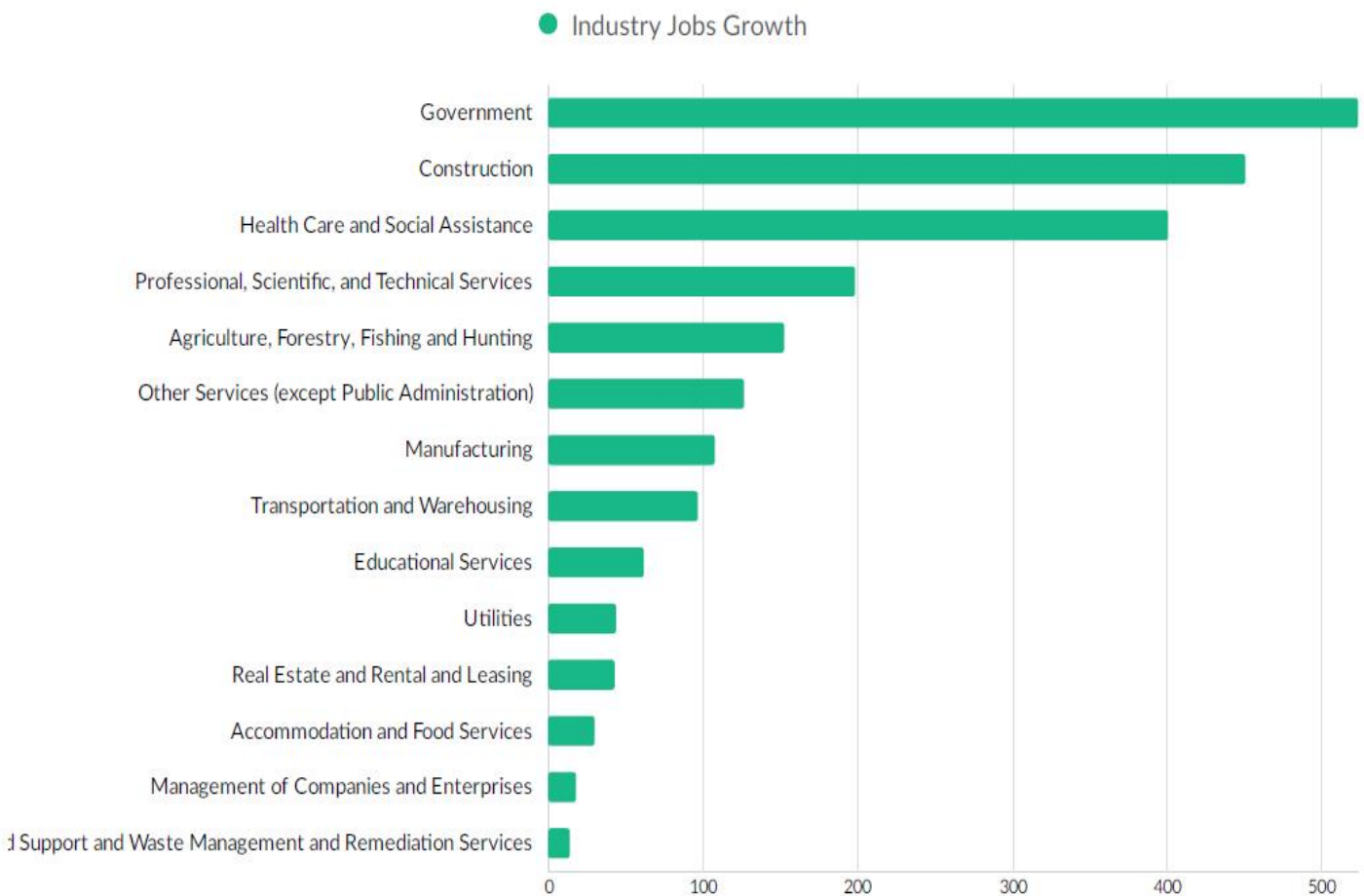
CLINTON COUNTY INDUSTRY/EMPLOYMENT PROFILE

To better understand Clinton County employment trends, Table 7 below displays the leading employment industries across Clinton County. The data provided here shows that healthcare, social work, manufacturing and utility companies continue to be leading in growth and CCC's programming remains aligned with the needs of the local job market.

Table 7. Clinton County Top Industries for Employment Q4 (2018)

Industry Characteristics - Cont.

Top Growing Industries



Source: EMSI Economy Overview – Clinton County, March 2019

STUDENT ENROLLMENT PROFILE

Information provided in this section offers assessment of Clinton Community College’s current demographic and enrollment profiles as well as trends and projections for the upcoming year.

DEMOGRAPHIC REVIEW

AGE, GENDER AND ETHNICITY COMPOSITION

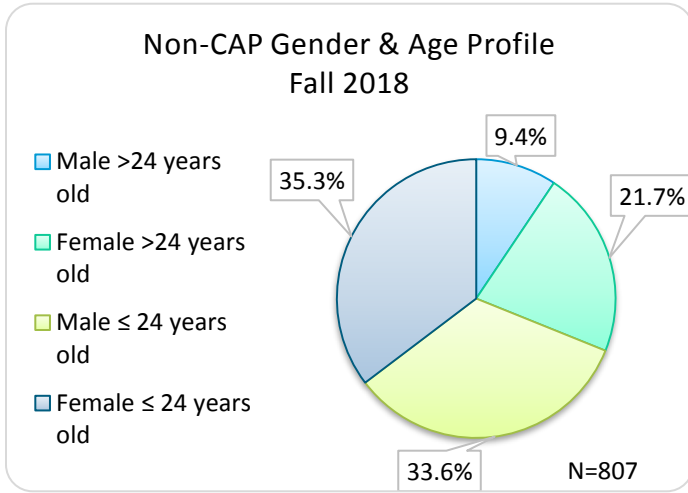


Figure 2. Gender and age enrollment profile for fall 2018. Source: SUNY BI

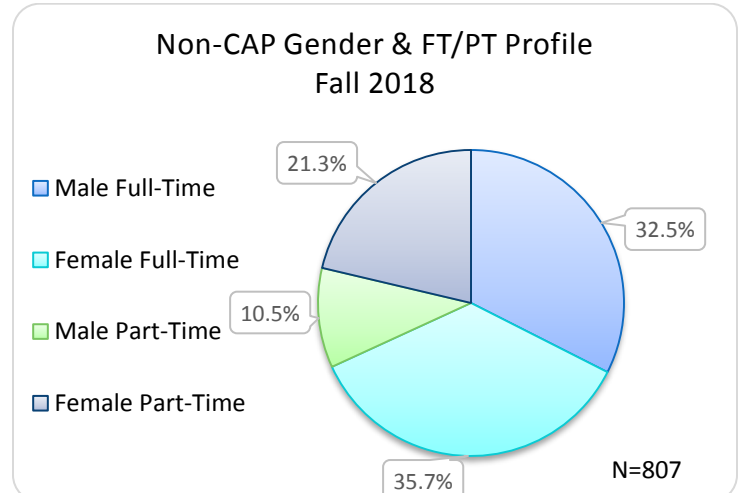


Figure 3. Full-time and part-time enrollment by gender for fall 2018. Source: SUNY BI

The fall 2018 non-College Advancement Program (CAP) demographic profile shows that most student enrollments are those 24 years or younger (69.0%) and a slightly more females attending in the traditional age group (Figure 2). The non-traditional student (25 years and older) comprises 31.0% of the fall 2018 student population and within this age group there were nearly equal females and males attending full-time (Figure 3).

The number of non-traditional students returning to higher education has implications for student support services. Students in this demographic may have different needs for success than students considered ‘traditional’. CCC students are predominately white (74.7%) with other reported ethnicities totaling 25.3% (Figure 4, p18). Just over fourteen percent of ethnicity is reported as unknown remaining consistent with previous years. Other opportunities that would contribute to greater diversity within the student population include recruitment of international students, students from across NYS, and increasing out-of-state student enrollment.

Non-CAP Student Ethnicity Profile 2018-2019 Annual Year (AY)

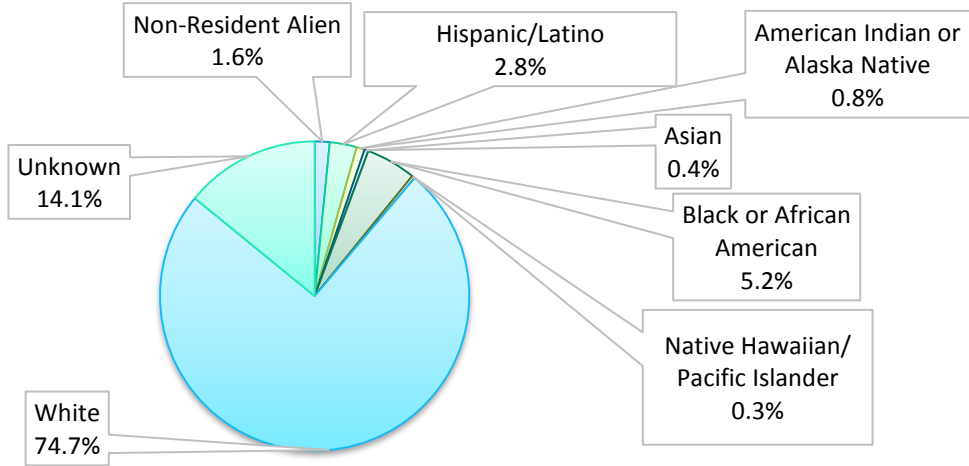
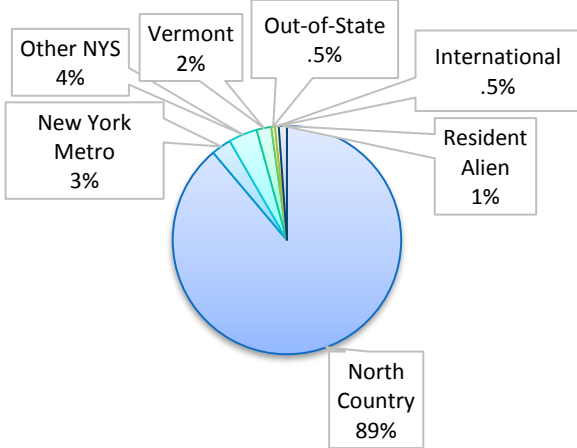


Figure 4. Ethnicity profile for 2018-2019AY. Source: Ethnicity per SUNY BI

GEOGRAPHIC REGION

Student recruitment is primarily focused on Clinton, Essex and Franklin counties. However, there are admission recruitment efforts online and statewide, including targeting the heavily populated New York City region. Figures 5 and 6 below shows the enrollment based on residency and the headcount by local county for the 2018-2019AY. The majority of students come from the North Country region (Figure 5) and specifically Clinton County (Figure 6). Four percent of students come from other areas within New York State. These are students not identified within the data points for the NY Metro area or North Country region. Therefore, expanding our recruitment efforts beyond the North Country and NY Metro region within NYS seems to be an area for potential growth given the number of students who already attend CCC.

Non-CAP Enrollment by Residency 2018-2019AY



North Country Non-CAP Headcount by County 2018-2019AY

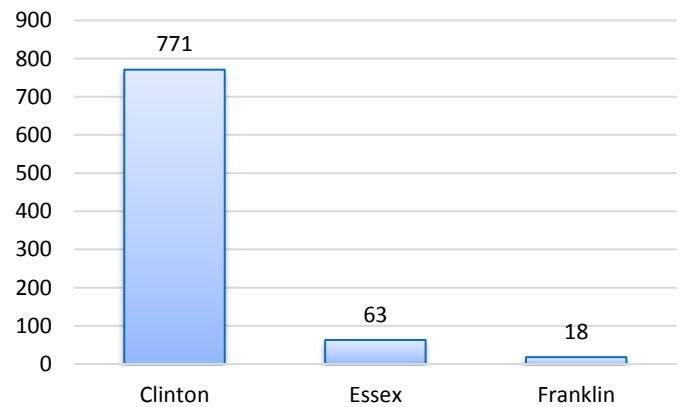


Figure 5. Enrollment by region for 2018-2019AY. Source: SUNY BI

Figure 6. North Country headcount by county 2018-2019AY. Source: SUNY BI Enrollment by Local County

ENROLLMENT TRENDS AND PROJECTIONS

ANNUAL HEADCOUNT AND FTE TRENDS

Enrollment status categorizes student groups by type and is analyzed by headcount and FTE based on credit hours. The number of credit hours generated by each of these populations is used to determine state aid reimbursements to the College based on Full-Time Equivalency (FTE). The majority of enrollment originates during the fall and spring terms annually (Figures 7 and 8). Utilizing the fall enrollment profile by enrollment status as well as recruitment trends by region allows for forecasting the subsequent terms annually.

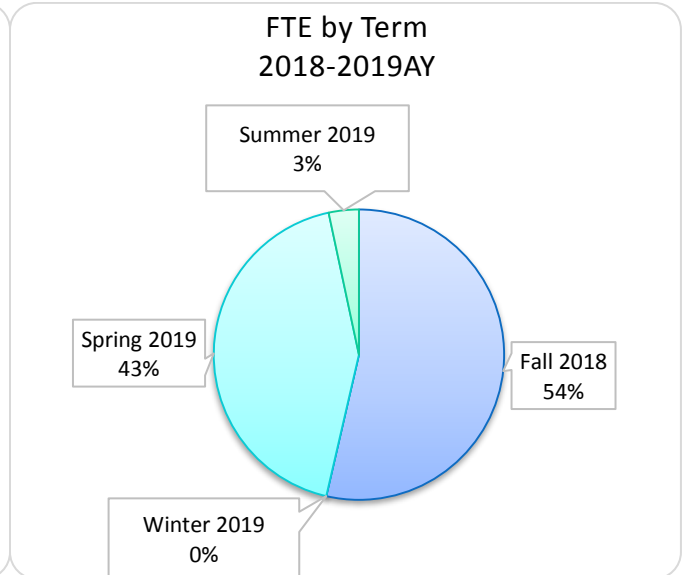
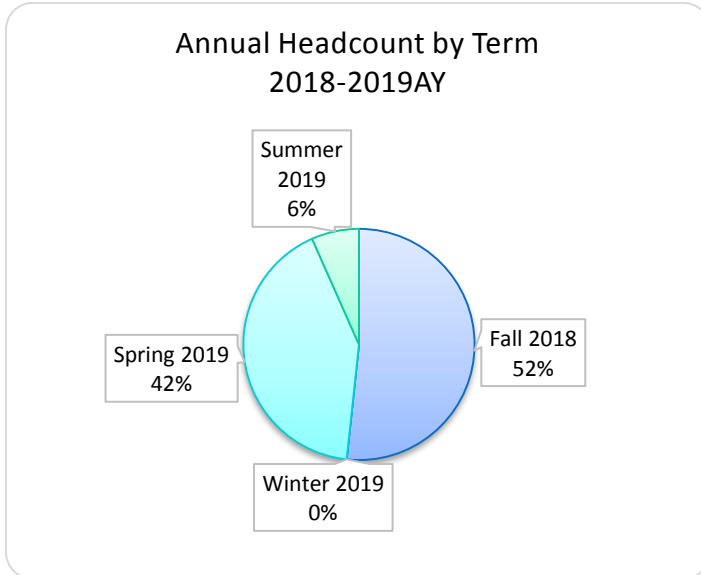


Figure 7. Student headcount 2018-2019AY. Source: CAMS R.M. **Figure 8.** FTE by term 2018-19AY. Source: CAMS Report Manager

Figure nine below shows the decrease in total headcount for all session offerings in the annualized year, as well as, associated decrease in comparable state-aidable FTE's; these figures have been in decline since the height of enrollment in 2010-2011.

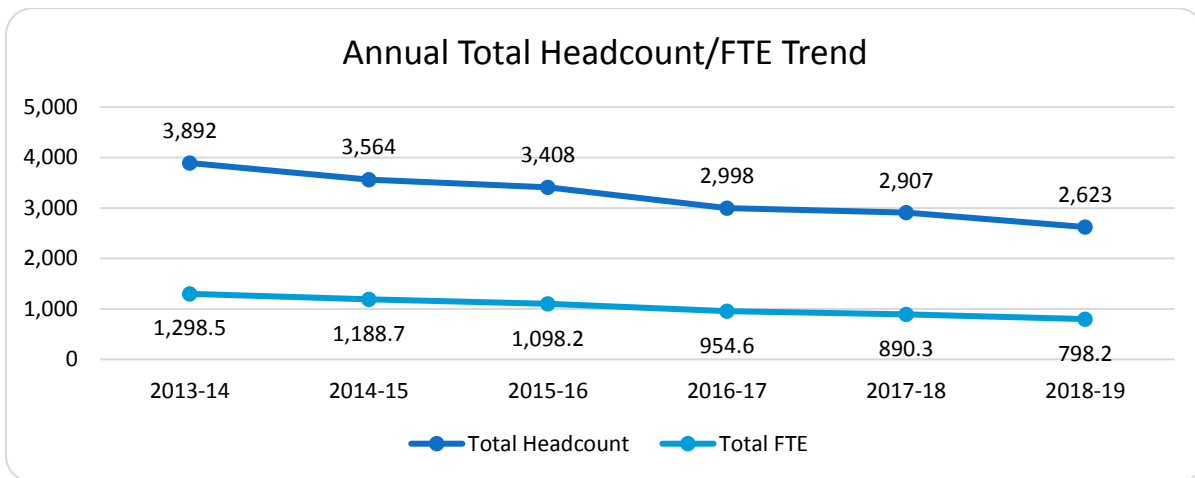


Figure 9. Total headcount and FTE 2013-2019. Source: CAMS Report Manager

FALL AND SPRING TERM HEADCOUNT AND FTE

In fall 2018, continuing concurrently enrolled high school students in the College Advancement Program (CAP) and non-CAP students made-up 31% of all enrollments. New CAP and new P-Tech students accounted for approximately half (50%) of the College's new student enrolled population for fall 2018 (Table 8, p21). These CAP and P-Tech high school initiatives are discussed in greater detail later in this report.

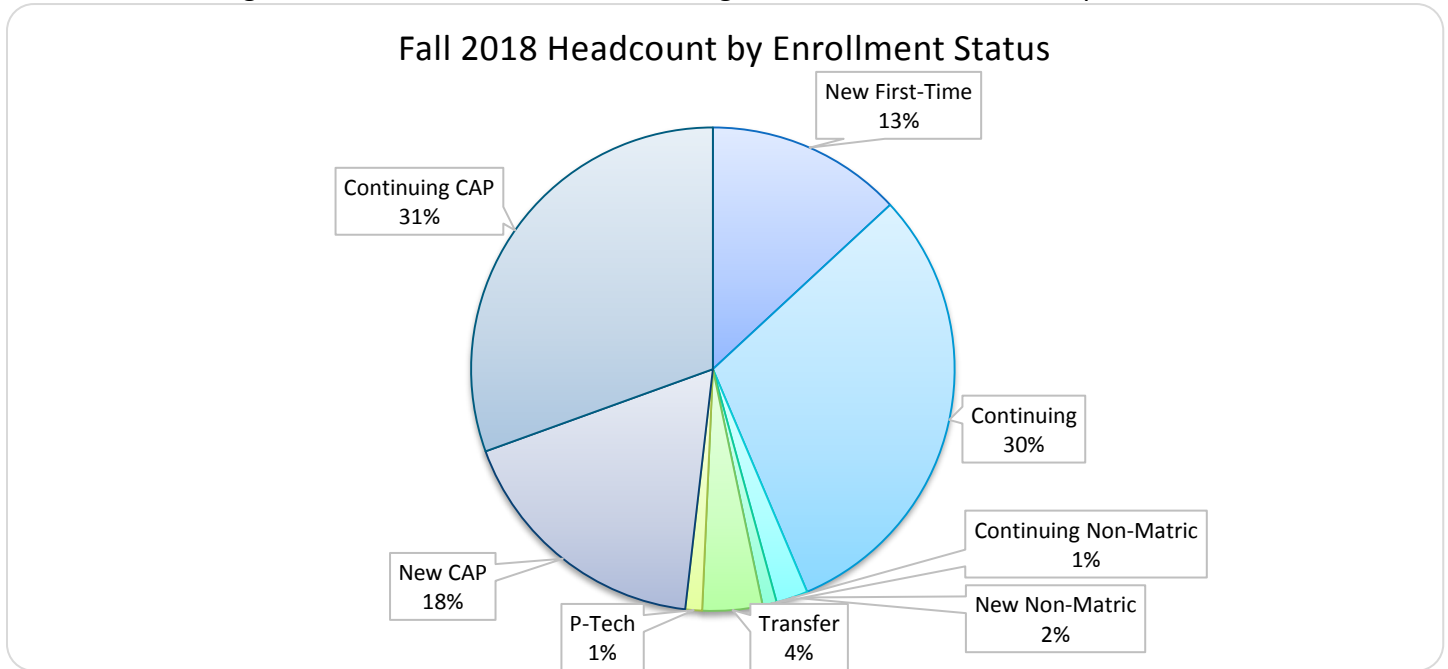


Figure 10. Fall 2018 headcount by enrollment status percentage breakdown. Source CAMS Report Manager

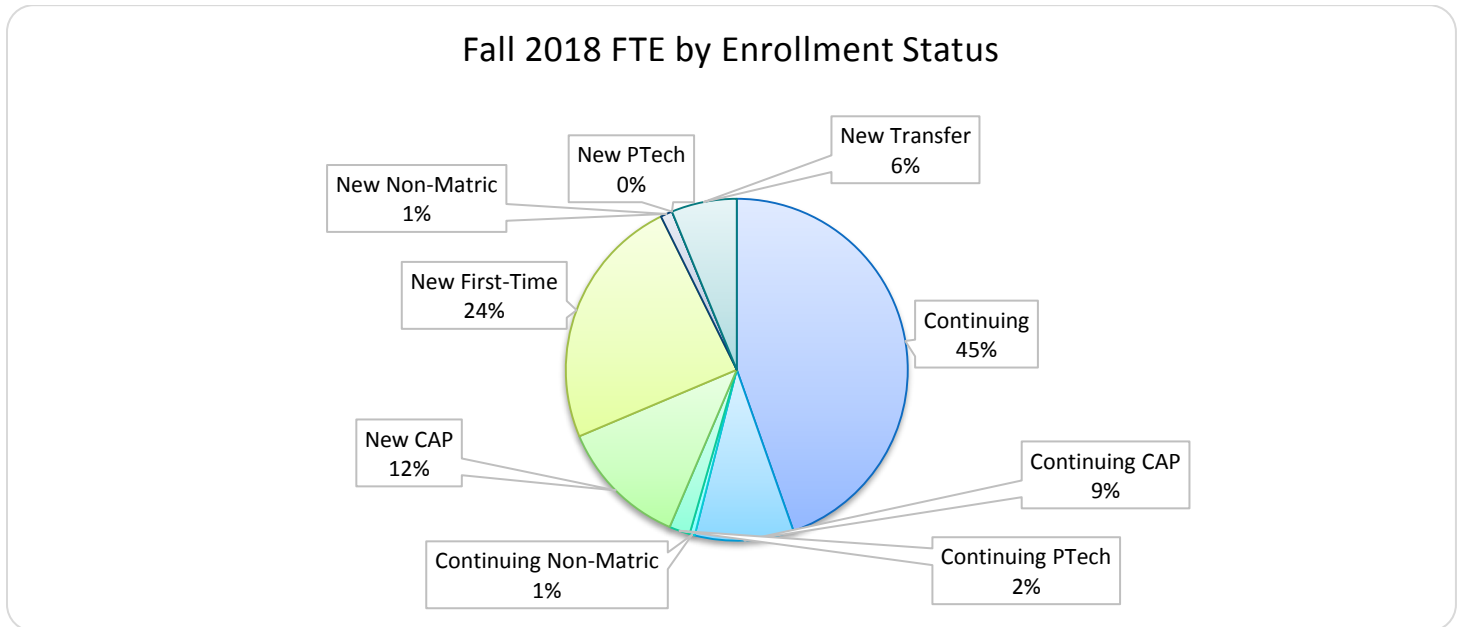


Figure 11. Fall 2018 FTE by enrollment status percentage breakdown. Source CAMS Report Manager

As observed in Figure 11 (p20), fall 2018 strongest FTE’s contributors are new and continuing matriculated students which provide 69% of total FTE production for the term (Figure 11, p20). In addition, CAP remains a stable contributor providing just over 21% of FTE in fall 2018 (Figure 11, p20).

Table 8. Headcount and Percent Change by Enrollment Status for Fall 2017 and Fall 2018

Enrollment Status	Fall 2017	Fall 2018	Percent Change FA17-FA18
Continuing	587	517	-11.9%
New First-Time	258	222	-13.9%
New Non-Matriculated	27	36	+33.3%
Continuing Non-Matriculated	26	16	-38.9%
New Transfer	77	68	-11.7%
Continuing CAP (Includes P-Tech)	187	191	+2.1%
New CAP (Includes P-Tech)	366	299	-18.3%
Totals	1,528	1,349	-11.7%

Source: CAMS Report Manager

The number of continuing students declined, and retention efforts aimed at keeping all registered students’ semester to semester has been part of a targeted retention strategy. The College experienced a decline overall (Table 8).

In recent years, there has been a noticeable shift from full-time to part-time status in student enrollments (Figure 13, p22). These shifts in enrollment from full-time students to part-time students directly impact FTE production and affiliated state-level funding although the part-time students require equal and sometimes more resources to recruit, teach, and retain; therefore, the fiscal impact of this transition cannot be overstated. With the unemployment at records low and a high demand for employees in the manufacturing workforce, many North Country companies are recruiting and hiring seniors directly from high-school at \$18-\$20 per hour (based on information from the companies and local staffing agencies), which decreases their motivation to go to college. When economy blooms, traditionally the need for post-secondary education drops so in addition to full-time enrollment decreases, and the shift in FTEs shared proportionally to part-time students the College becomes increasingly reliant on a part-time population with fewer dollars associated with it compared to the full-time student. In response to the shift of full-time to part-time student proportions in recent years, new enrollment reports have been developed and are run daily to continuously track metrics and to properly track part-time student contributions toward headcount enrollment and FTE generation.

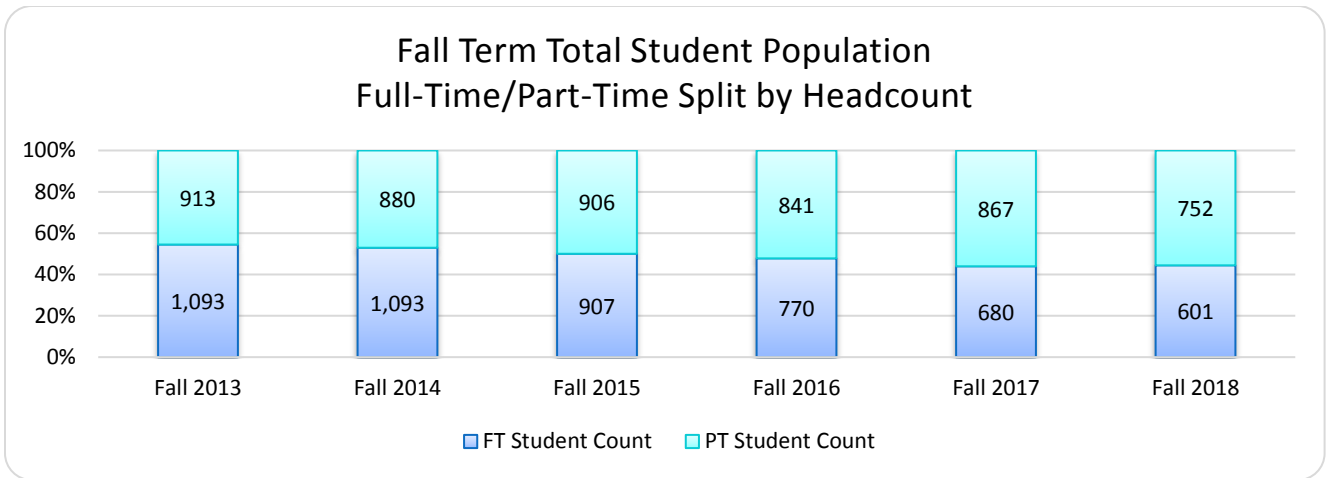


Figure 13. Fall 2013 to fall 2018. Source: CAMS Report Manager

Non-CAP students enrolled full-time generate the greatest financial contribution to the College’s budget; unfortunately, their contributions have also been in decline (Figure 14).

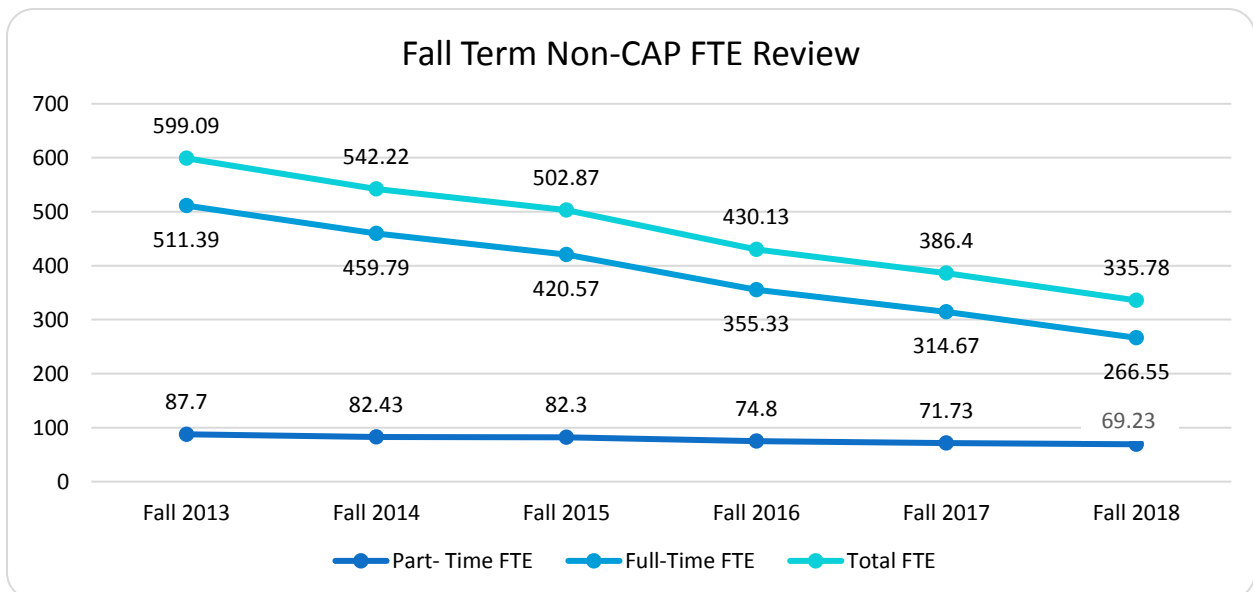


Figure 14. Full-time and part-time Non-CAP FTE contributions Fall 2013-Fall 2018. Source: CAMS Report Manager

Data shows approximately a 47% FTE drop in non-CAP full-time fall enrollments over the last six fall terms while non-CAP part-time FTE only declined 21% during that same time frame (Figure 14). Figure 14 also depicts a 44% decline in total non-CAP FTE in the last six years (Figure 14) again highlighting the significant fiscal impact of full-time versus part-time student enrollment.

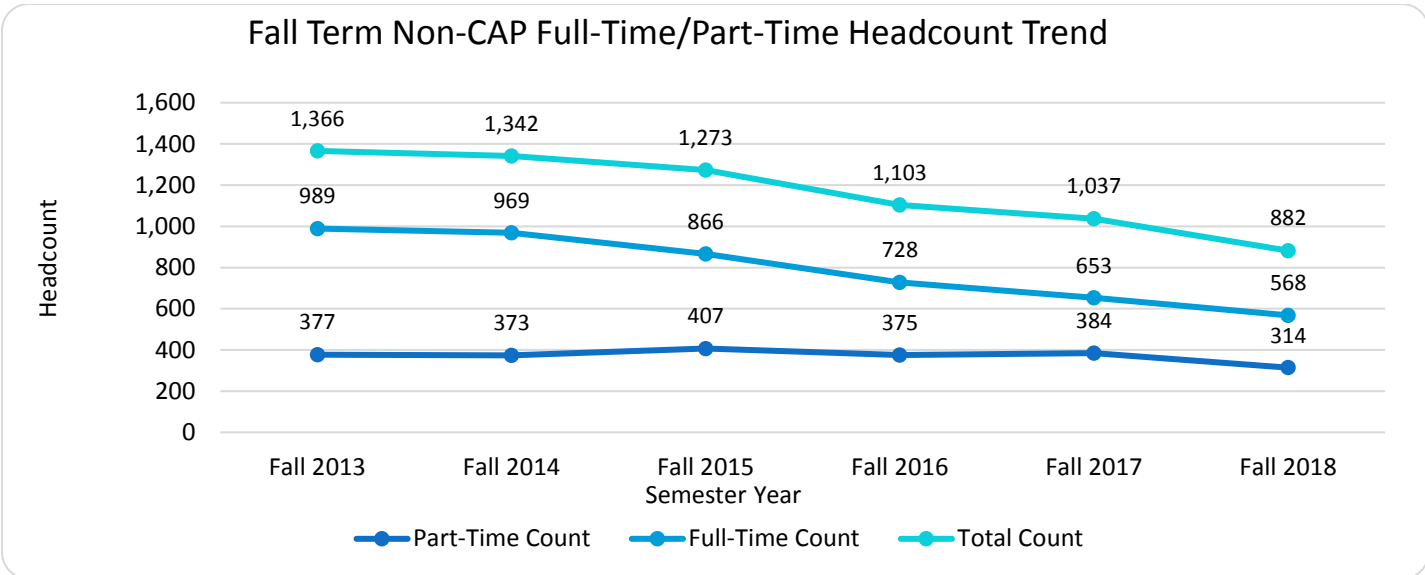


Figure 15. Fall 2013 to fall 2018 part-time and full-time non-CAP headcounts. Source: SUNY BI and CAMS Report Manager.

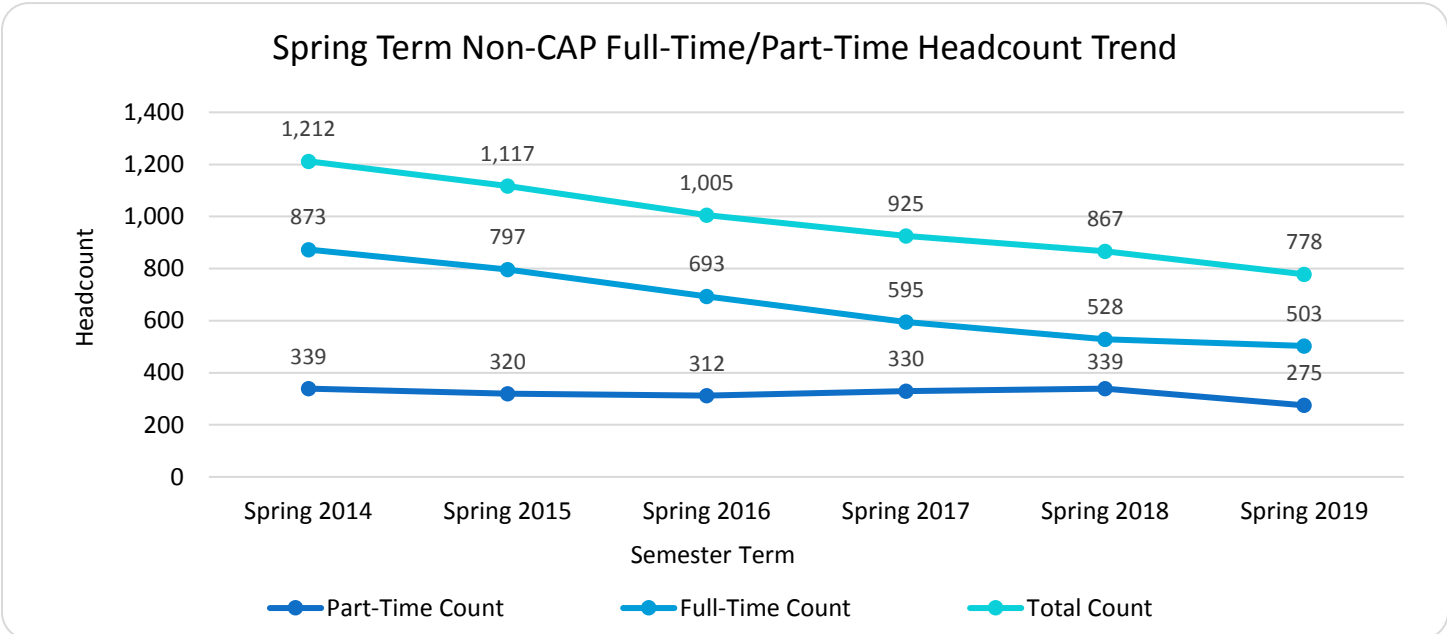


Figure 16. Spring 2014 to Spring 2019 part-time and full-time headcounts. Source: SUNY BI and CAMS Report Manager

The annual non-CAP full-time headcount has consistently declined during fall and spring terms, with part-time headcount slightly fluctuating over the last couple of years (Figure 17, p24).

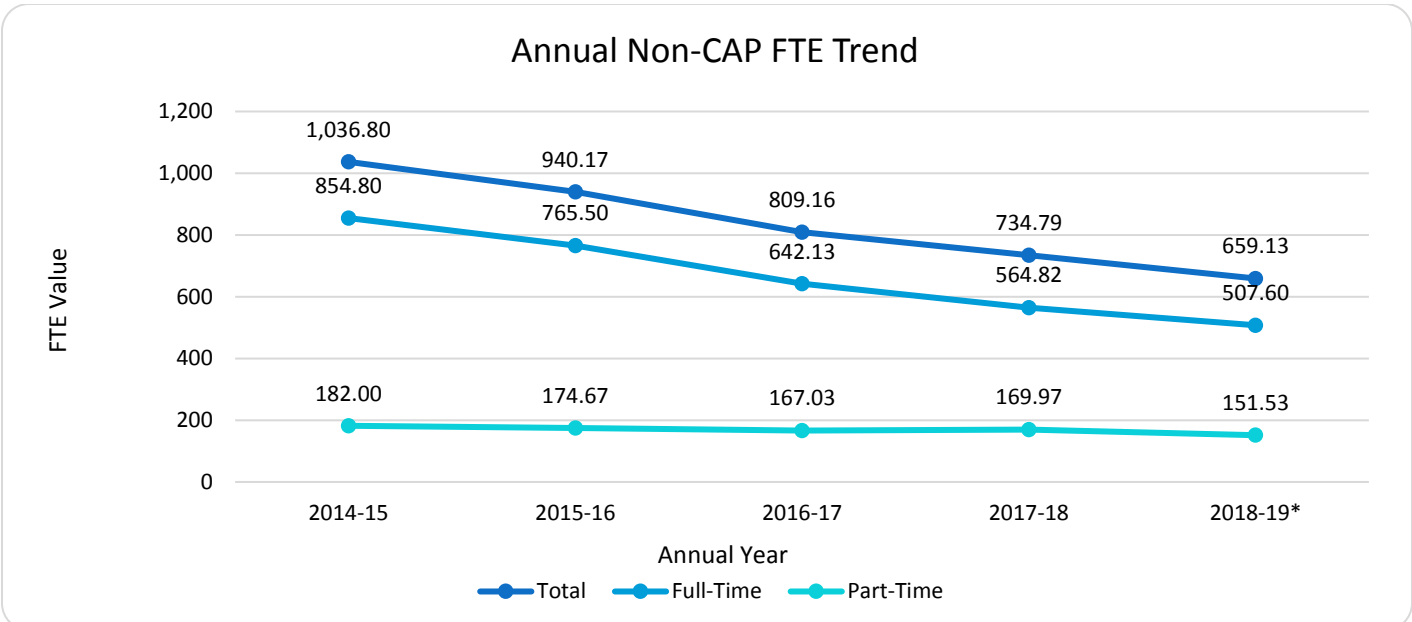


Figure 17. Full-time non-CAP FTE trends from 2014-2019. Source: CAMS Report Manager. *2018-19AY Not Finalized

SUMMER TERM HEADCOUNT AND FTE TRENDS

Summer enrollment trends have also declined overall in recent years. However, summer 2018 FTE improved slightly over summer 2017 (Figure 18). In addition, summer 2019 is also tracking with slight improvement in headcount and FTE production over the previous year. As a result of declining demand, winter intersession has not run since 2016. Enrollment projections remain conservative for the summer 2019 term, holding enrollment and FTE at the same level as 2017-2018AY.

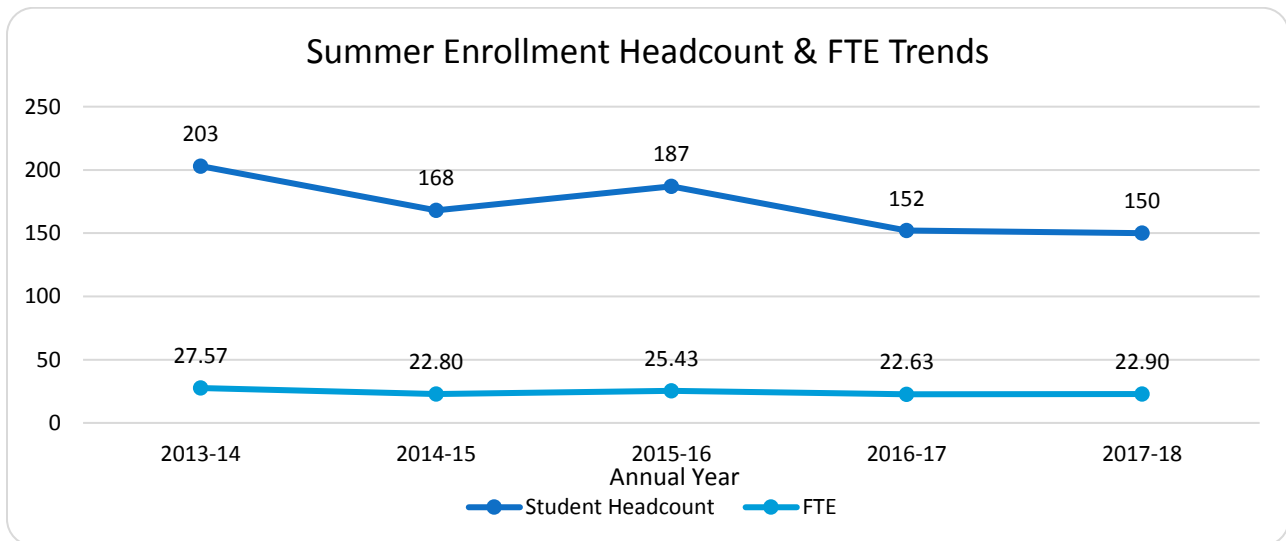


Figure 18. Summer enrollment trends from 2013-2017. Source: SUNY BI

ENROLLMENT TRENDS BY STUDENT STATUS AND LOAD

With the understanding that new and continuing matriculated students account for 60% of the FTE contribution in fall 2018, the College must track and review trends in those specific student subsets. In fall 2018 as in fall 2019, *new* students made up 22% of the overall population and the *continuing* population was 38% of the overall population. However, the numbers from fall 18 to 19 dropped 11.9% (Table 8).

NEW FIRST-TIME HEADCOUNTS

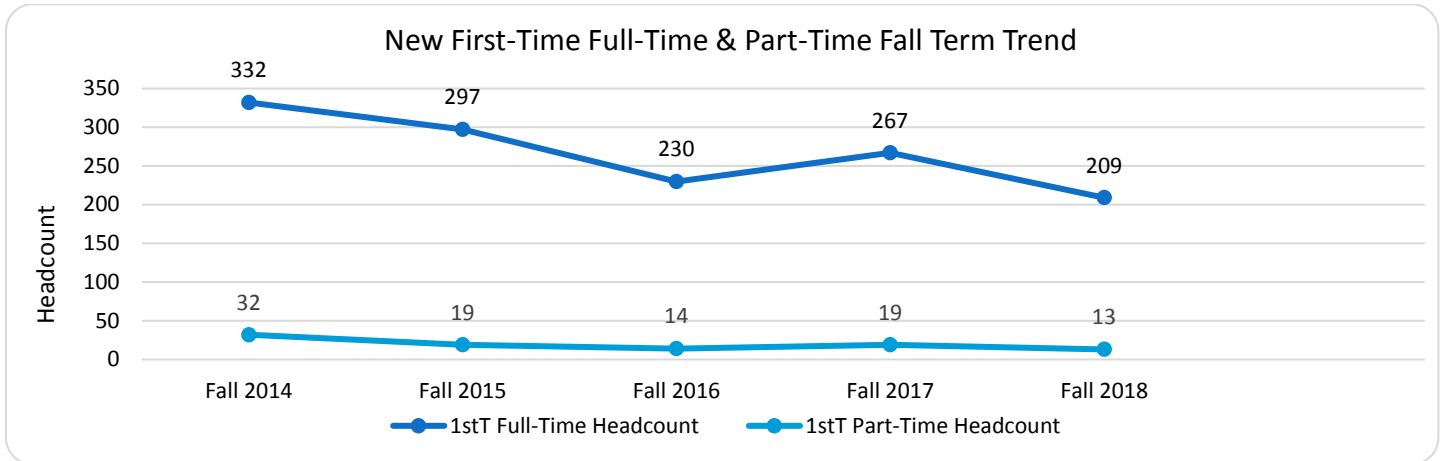


Figure 19. Fall 2014-Fall 2018 new first-time headcounts. Source: SUNY BI for Historical & CAMS Report Manager FA18

NEW TRANSFER HEADCOUNTS

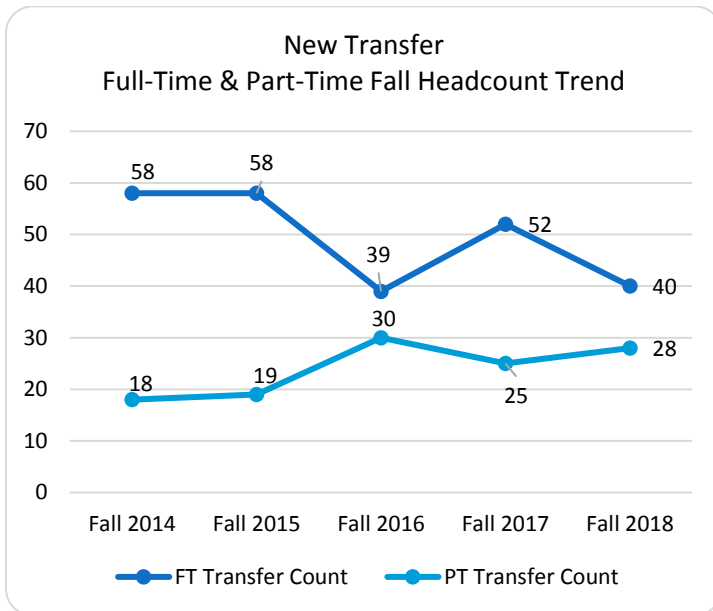


Figure 20. Fall 2014-2018 new transfer headcounts. Source: SUNY BI & CAMS Report Manager (Figures 19-21).

CONTINUING STUDENTS HEADCOUNTS

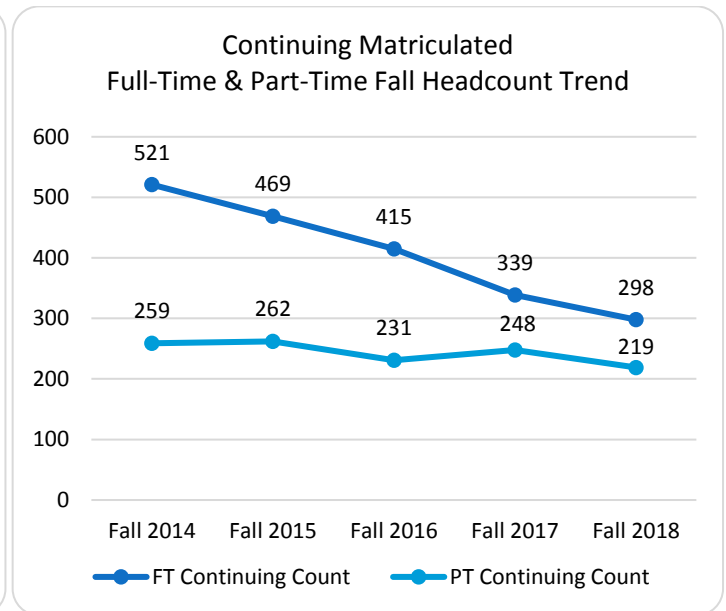


Figure 21. Fall 2014-2018 continuing headcounts.

COLLEGE ADVANCEMENT PROGRAM (CAP)

As noted previously, CAP has become an increasingly needed source of FTE generation for the college. Understanding trends in this population is critical to stabilizing enrollment, as with other populations fall term enrollments by type set the enrollment tone for the academic year. CAP is primarily part-time enrollments and only enrolls on average about 20-30 full-time students annually; Figure 22 combines new and continuing full-time unduplicated headcounts each semester.

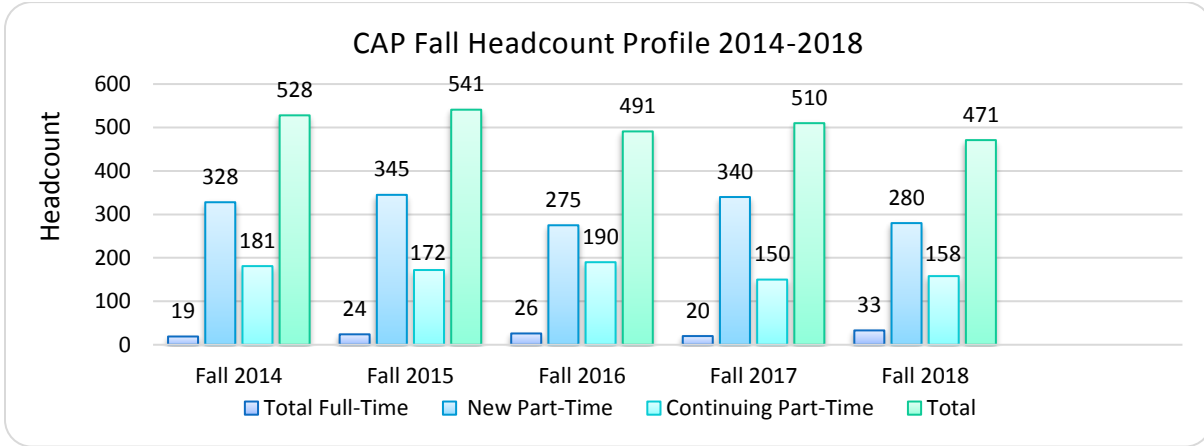


Figure 22. CAP fall and spring credit hour trends 2012-2017. Source: CAMS Report Manager

FTE's generated by the CAP program in 2018-2019 decreased by 10% (Figure 23) from the previous year and contributed 17% of the total state-aidable FTE's remaining a significant contributor to the College's budget. It should be noted that Clinton County K-12 enrollments are forecasted to remain stagnant of the coming five years, as a result the college will be reviewing course offerings and needs to ensure the program's enrollment remains stable.

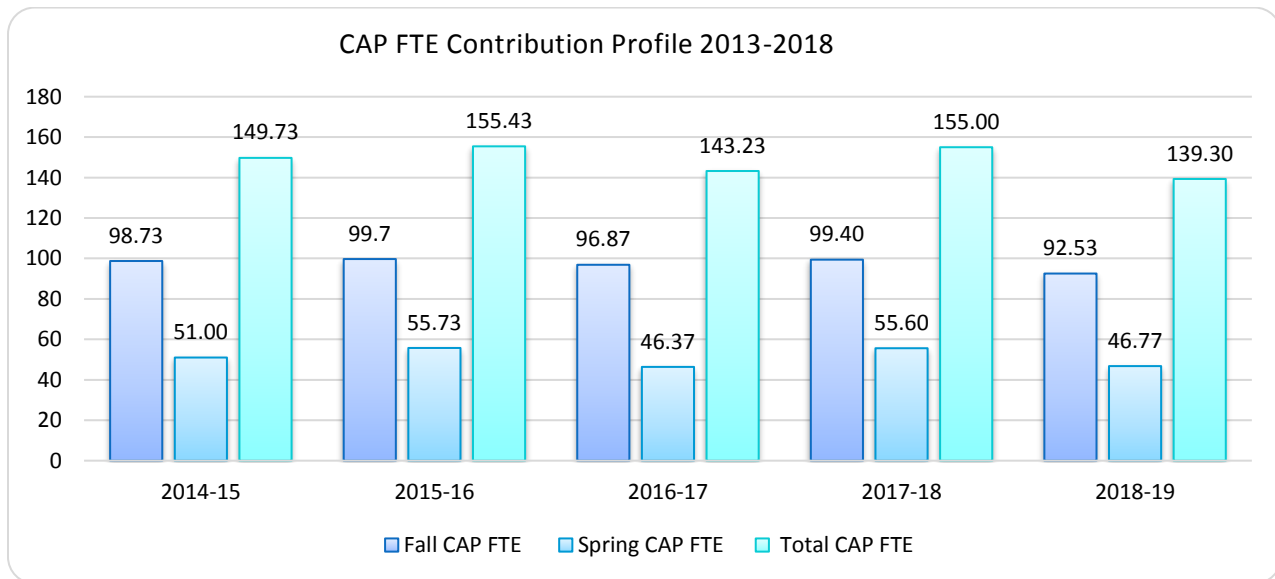


Figure 23. CAP FTE generation between Fall 2013 through Spring 2019. Source: CAMS Report Manager

The recruitment count of CAP students fall to fall by high school for years 2013-2018 who subsequently enrolled at Clinton can be found in Table 9. Subsequent enrollment from all school districts has dropped across all high schools. The competition from other area higher education institutions who are also seeing significant decreases in student enrollment is becoming increasingly problematic for CCC. Enrollment strategies that market the value of a CCC degree, the quality student support services provided to its students, and strategies that focus on the degree program areas with the greatest return on investment will need to be developed if CCC is to remain fiscally viable and increase conversion rates of CAP students to full-time enrolled students after high school graduation.

Table 9. Distribution of Former CAP Students Seamlessly Enrolled by H.S.

High School	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<u>Total</u> Fall 2018 Recruitment Headcount	% of New First-Time Cohort w. prior CAP
Ausable Valley	20	12	8	22	12	21	57%
Beekmantown	21	11	9	5	3	30	10%
Chazy	1	3	5	8	7	7	100%
Northeastern Clinton	17	11	5	8	4	21	19%
Northern Adirondack	7	9	5	3	6	10	60%
Peru	22	15	23	13	3	22	14%
Plattsburgh	13	3	4	3	4	16	13%
Saranac	18	10	7	3	9	18	17%
Seton Catholic	3	1	1	4	0	1	0%

Source: PIF Summary Workbook Fall 2012-Fall 2018 and CAMS Report Manager

During 2016-2017AY, the College pursued better tracking of CAP students via annual high school graduation cohort. Table 10 (p28) outlines a portion of the statistical information now being tracked by CAP annual cohort. This information allows the college to comprehensively assess conversion rates, gender demographics, enrollment load, program selection, scholarship information, high school performance, CCC performance (including retention and graduation rates); as well as, information regarding alternative (non-CCC) institution and program selection of CAP students beyond high school.

Changes to local University scholarship requirements beginning fall 2015 likely had an impact the number of students receiving the Presidential Scholarship numbers; as well as, conversion rates of CAP students during the same terms.

Table 10. CAP Cohort by High School Graduation Year Conversion and Enrollment Trend

<i>CAP Cohort Conversion Trend</i>										
Cohort Term	CAP Cohort Count	Went to Another Institution	Did Not Pursue Higher Ed	Came to Clinton, but NOT immediately following HS Grad	Enrolled @ Clinton Fall following H.S. Grad	Seamless Conversion %	Total Conversion %	FT/PT Split Review	Male/Female Count Review	Pres. Scholars
Fall 2012	286	102	20	46	118	41%	57%	117/1	59/59	17
Fall 2013	210	78	15	24	93	44%	56%	88/3	49/44	10
Fall 2014	398	219	38	19	122	31%	35%	117/3	52/70	12
Fall 2015	356	224	35	22	75	21%	27%	74/1	28/47	7
Fall 2016	342	225	39	15	63	18%	23%	61/2	31/32	5
Fall 2017	373	263	32	7	69	18%	20%	65/4	35/34	11
Fall 2018	355	TBD	TBD	TBD	48	14%	TBD	48/0	22/26	N/A

Source: PIF Summary Workbook Fall 2012-Fall 2018

ADIRONDACK PATHWAYS TO TECHNOLOGY EARLY COLLEGE HIGH SCHOOL (P-TECH)

Adirondack P-TECH is an early college high school program housed in a building within the Peru Central School District. Students from Peru, Saranac, Beekmantown, and Plattsburgh high schools currently participate in the program. The program was cancelled in 2018 meaning that no new students will be accepted to the program but students currently in it, will be allowed to finish it as planned. Students in this program prepare for higher education and/or career placement in technology and advanced manufacturing fields by earning one of our technology degrees/certificates while simultaneously earning their high school diploma. The first students in the ADK P-TECH program were matriculated at the college in fall 2018 and others, continue their schoolwork on CCC campus instead of Peru high school. P-Tech program enrollment by school is found in Table 11.

Table 11. ADK P-TECH Enrollment by School

High School	Class of 2020 Cohort Fall 2018	Class of 2021 Cohort Fall 2018	High School Total Fall 2018
Ausable Valley CSD	0	0	0
Beekmantown CSD	3	5	8
Peru CSD	3	3	6
Plattsburgh CSD	0	0	0
Saranac CSD	5	0	5
Cohort Total	11	8	61

CAP & NON-CAP FTE WITH PROJECTIONS

Table 12 shows the historical percent FTE contribution from non-CAP and CAP students, as well as projected FTE for the upcoming year.

Table 12. Annual CAP and Non-CAP FTE Contributions 2012-2018

Academic Year	FTE Contributions			Percent CAP FTE Contributions
	CAP	Non-CAP	Total	
2014-15	149.73	1038.97	1188.7	13%
2015-16	155.43	942.77	1098.2	14%
2016-17	143.23	811.37	954.6	15%
2017-18	155.00	735.30	890.3	17%
2018-19*	138.97	659.13	798.1	17%
Projected 2019-20	138	662	800	17%

*2018-2019AY Not Official

The financial impact of the CAP program and its FTE contribution to the College is significant. Maintaining stable enrollment within the CAP program is fiscally imperative and reliance on CAP should be coupled with recruitment efforts that increase CAP student conversion rates. The approximated FTE for 2018-2019AY is 800 (Table 12) and the college has decided to employ this forecast to remain conservative and within the SUNY projected FTE figure 817 (Table 13, p31) for 2019-2020AY.

ADDITIONAL TRENDS AND PROJECTIONS

Enrollment projections for 2019-2020 were based on historical retention statistics, as well as historical recruitment percentages from area high schools and anticipated high school graduate counts from the NYSED database (Figure 24). In fall 2018, CCC recruited 20% of the eligible high school graduating classes in Clinton County. High school graduation information is not available yet for spring 2019; however, using a three-year average conversion rate, seamless high school recruitment will experience a slight drop for Fall 2019 as seen in Figure 24, p.30.

As also shown in Figure 24, p.30, Clinton County's high school population has declined overall since 2014. Clinton County high school graduate counts are projected to slightly improve in Fall 2020 until the next dip in high school graduating class sizes for 2022 and 2023.

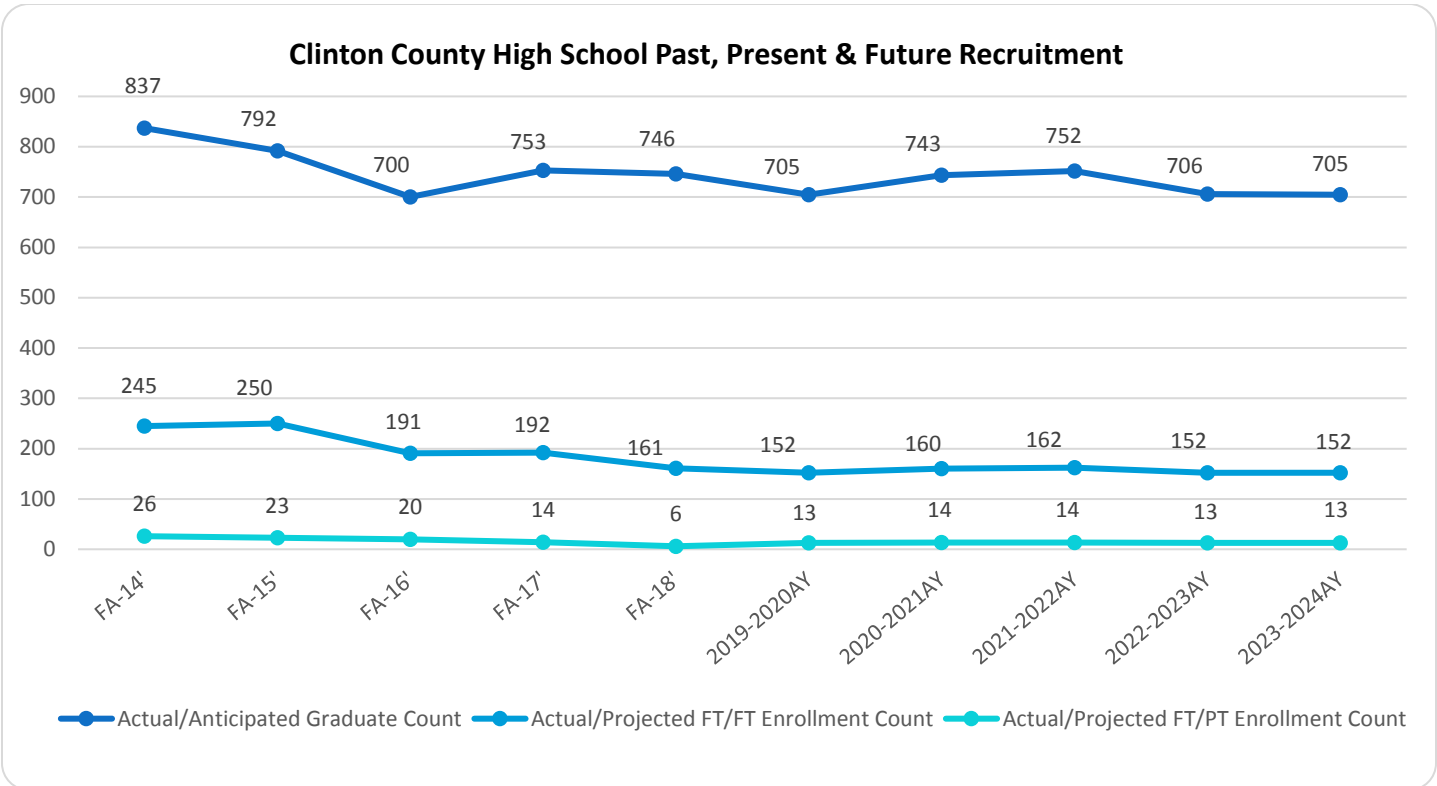


Figure 24. Clinton County 12th Grade Class Enrollments Actual and Projected 2014-2024. Source: NYSED & CAMS Report Manager

Clinton County high school populations are not anticipated to reach graduating class totals in the mid-800's as experience in 2013 but are forecasted to remain fairly stable in the low to mid 700's through 2028. Recent forecasting from SUNY Institutional Research profile a gradual decline of 8% in high school graduate counts in the North Country Region from 2017-2025. The Western Interstate Commission for Higher Education (WICHE) currently forecast high school populations within the northeast region of the U.S. and NYS across the state to remain stable (within 5%) of current counts through 2030. The College must remain aware of local high school population rate changes annually and strive to improve recruitment strategies that reach beyond Clinton County and the North Country region. Table 13 (p31) conservatively estimates projected FTE enrollments from SUNY using the WICHE information and provides a breakdown for the College to employ when forecasting income by student type and residency.

Table 13. SUNY Projections for CCC Fall 2019-Spring 2026.

State University of New York (SUNY)							
FTE Enrollment History and Projections by Category							
Clinton							
	Projections						
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Out-of-State	23.5	23.0	20.2	19.6	17.9	15.3	12.4
Concurrently Enrolled HS	143.8	142.0	137.4	133.8	134.6	134.5	137.9
Learning Centers	4.5	4.4	4.5	4.5	4.5	4.5	4.6
Undefined*	-	-	-	-	-	-	-
Total Other	171.9	169.4	162.2	158.0	157.0	154.4	154.9
	New York State Resident Students						
Age Groups							
19 and Under	233.2	226.8	223.9	232.8	235.0	236.5	240.7
20 - 21	160.6	157.6	160.3	158.8	158.5	160.6	162.8
22 - 29	140.9	138.7	137.3	136.2	135.3	134.9	134.7
30 and Over	107.8	105.0	102.8	101.0	99.6	98.5	97.7
Total by Age	642.4	628.0	624.3	628.7	628.4	630.5	635.8
Enrollment Type of NYS Resident Students							
Undergraduate First-Time	224.6	220.9	217.7	227.4	228.4	229.1	232.4
Undergraduate Continuing/Returning	391.0	380.7	376.9	373.1	369.8	370.9	372.5
Undergraduate Transfer	29.2	28.6	29.1	28.9	28.8	29.2	29.6
Other**	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Total by Enrollment	645.1	630.5	624.1	629.7	627.3	629.5	634.8
Total New York State Residents	645.1	630.5	624.1	629.7	627.3	629.5	634.8
Total Full-Time Equivalent Enrollment	817.0	799.9	786.3	787.7	784.3	783.8	789.7
* Due to system limitations and differences in reporting, some students are not classified in any of the above categories							
** Includes but not limited to: Graduates, Joint Programs, Transitions, and Cross-Registered							

INSTITUTION RETENTION & GRADUATION RATES

STRATEGIC PLANNING RETENTION METRICS

Retention rates are tracked for historical reference and significantly aid in accurately forecasting student enrollment and institutional effectiveness. To better understand retention and attrition trends the College has chosen to review retention based on the billing residency and student load of non-CAP students because CAP students are not targeted for retention in the same way and are supported directly by their respective high school counselors and teachers. Understanding these five-year trends will aid us in forecasting enrollments, remain aware of budgeting implications and allows the College to track and assess the success of its retention efforts. The most recent second semester retention rates of all students from fall to spring is 72% which is down slightly in recent years (Table 14). However, the fall to fall retention of all non-CAP students increased slightly over last year to 59% (Table 15). Tables 16 – 21 (pages 31-34), provide both sets of retention metrics broken out billing residency and by full-time or part-time enrollment, as well as, IPEDS official retention metrics with benchmark information.

Table 14. Total Non-CAP Population Second Semester Retention Trend

Total Non-CAP Second Semester Retention				
Fall 2014 to Spring 2015	Fall 2015 to Spring 2016	Fall 2016 to Spring 2017	Fall 2017 to Spring 2018	Fall 2018 to Spring 2019
75%	75%	74%	72%	72%

Table 15. Total Non-CAP Population One-Year Retention Trend

Total Non-CAP One-Year Retention				
Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019
62%	58%	56%	57%	59%

Table 16. Second Semester Retention Rates among non-CAP/Full-time Students

Billing Resident County	Fall 2014 to Spring 2015	Fall 2015 to Spring 2016	Fall 2016 to Spring 2017	Fall 2017 to Spring 2018	Fall 2018 to Spring 2019
Clinton	84% (n= 659)	79% (n= 766)	82% (n= 503)	77% (n= 470)	77% (n= 445)
Essex	81% (n= 75)	87% (n= 31)	86% (n= 69)	73% (n= 64)	90% (n= 42)
Franklin	81% (n= 32)	85% (n= 13)	85% (n= 20)	100% (n= 11)	73% (n= 15)
St. Lawrence	76% (n= 17)	100% (n= 3)	71% (n= 7)	67% (n= 6)	50% (n= 8)

New York Metro (Bronx, Kings, NY, Queens, Richmond)	82% (n= 87)	74% (n= 27)	66% (n= 58)	63% (n= 35)	69% (n= 16)
Other NYS	85% (n= 40)	82% (n= 11)	76% (n= 25)	78% (n= 23)	82% (n= 17)
Out-of-State	61% (n= 18)	50% (n= 2)	66% (n= 12)	94% (n= 17)	80% (n= 10)
International	52% (n= 31)	40% (n= 5)	75% (n= 8)	75% (n= 8)	100% (n= 2)
Tuition/Veteran Resident	90% (n= 10)	88% (n= 8)	77% (n= 26)	63% (n= 19)	77% (n= 13)
Total Full-Time	82% (n= 969)	79% (n= 866)	80% (n= 728)	76% (n= 653)	78% (n= 568)

Source: CAMS Report Manager

Table 17. One-Year Retention among non-CAP/Full-time Students

<i>One Year Retention Rate (Non-CAP, full-time students)</i>					
Billing Resident County	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019
Clinton	67% (n= 659)	63% (n= 766)	65% (n= 503)	61% (n= 470)	49% (n= 445)
Essex	57% (n= 75)	68% (n= 31)	68% (n= 69)	55% (n= 64)	71% (n= 42)
Franklin	47% (n= 32)	31% (n= 13)	50% (n= 20)	82% (n= 11)	47% (n= 15)
St. Lawrence	53% (n= 17)	100% (n= 3)	29% (n= 7)	50% (n= 6)	38% (n= 8)
New York Metro (Bronx, Kings, NY, Queens, Richmond)	52% (n= 87)	41% (n= 27)	22% (n= 58)	34% (n= 35)	38% (n= 16)
Other NYS	63% (n= 40)	64% (n= 11)	36% (n= 25)	30% (n= 23)	47% (n= 17)
Out-of-State	28% (n= 18)	0% (n= 2)	33% (n= 12)	53% (n= 17)	80% (n= 10)
International	42% (n= 31)	20% (n= 5)	50% (n= 8)	75% (n= 8)	100% (n= 2)
Tuition/Veteran Resident	90% (n= 10)	75% (n= 8)	62% (n= 26)	58% (n= 19)	38% (n= 13)
Total Full-Time	63% (n= 969)	62% (n= 866)	60% (n= 728)	58% (n= 653)	61% (n= 568)

Source: CAMS Report Manager

Part-time students have increasingly gained a greater share of student enrollments. Initiatives targeting retaining this population of students were developed over the 2016-2017AY and will continue to be necessary to increase continuing student enrollments. Historically, the retention rates of part-time students are lower than full-time students.

Table 18. Second Semester Retention Rates of Non-CAP Part-time Students

Resident County	Fall 2014 to Spring 2015	Fall 2015 to Spring 2016	Fall 2016 to Spring 2017	Fall 2017 to Spring 2018	Fall 2018 to Spring 2019
Clinton	69% (n= 293)	65% (n= 375)	64% (n= 293)	68% (n= 311)	66% (n= 232)
Essex	79% (n= 28)	44% (n= 9)	84% (n= 19)	64% (n= 22)	67% (n= 21)
Franklin	57% (n= 7)	67% (n= 6)	56% (n= 9)	50% (n= 2)	20% (n= 5)
St. Lawrence	N/A (n= 0)	50% (n= 2)	0% (n= 2)	100% (n= 2)	0% (n= 1)
New York Metro (Bronx, Kings, NY, Queens, Richmond)	25% (n= 4)	50% (n= 2)	27% (n= 11)	43% (n= 7)	14% (n= 7)
Other NYS	20% (n= 10)	33% (n= 3)	39% (n= 18)	17% (n= 12)	11% (n= 18)
Out-of-State	68% (n= 25)	86% (n= 7)	75% (n= 16)	71% (n= 17)	68% (n= 19)
International	0% (n= 2)	100% (n= 1)	N/A (n= 0)	50% (n= 2)	100% (n= 2)
Tuition/Veteran Resident	100% (n= 4)	100% (n= 2)	57% (n= 7)	67% (n= 9)	89% (n= 9)
Total Part-Time	58% (n= 373)	65% (n= 407)	63% (n= 375)	66% (n= 384)	62% (n= 314)

Source: CAMS Report Manager

Table 19. One-Year Retention Rates of Non-CAP Part-time Students

<i>One Year Retention Rate (Non-CAP, part-time students)</i>					
Resident County	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019
Clinton	59% (n= 293)	51% (n= 375)	51% (n= 293)	56% (n= 311)	60% (n= 232)
Essex	71% (n= 28)	22% (n= 9)	63% (n= 19)	41% (n= 22)	48% (n= 21)
Franklin	43% (n= 7)	50% (n= 6)	33% (n= 9)	0% (n= 2)	0% (n= 5)

St. Lawrence	N/A (n= 0)	50% (n= 2)	0% (n= 2)	50% (n= 2)	0% (n= 1)
New York Metro (Bronx, Kings, NY, Queens, Richmond)	0% (n= 3)	0% (n= 2)	18% (n= 11)	43% (n= 7)	0% (n= 7)
Other NYS	20% (n= 10)	33% (n= 3)	17% (n= 18)	8% (n= 12)	0% (n= 18)
Out-of-State	60% (n= 25)	86% (n= 7)	63% (n= 16)	82% (n= 17)	63% (n= 19)
International	0% (n= 2)	100% (n= 1)	N/A (n= 0)	50% (n= 2)	100% (n= 2)
Tuition/Veteran Resident	50% (n= 4)	50% (n= 2)	57% (n= 7)	56% (n= 9)	78% (n= 9)
Total Part-Time	58% (n= 373)	51% (n= 407)	49% (n= 375)	54% (n= 384)	54% (n= 314)

Source: CAMS Report Manager

The national benchmark information allows the College to better understand its performance compared to institutions nationwide. Unfortunately, the most recent Fall 2017 retention fell just below the national average for both full and part-time students (Tables 20 & 21). Lastly, the College must remain aware of the transfer out rate of students who do not graduate and leave the institution, Clinton has a four-year average transfer out rate of 17% (Table 22).

Table 20. IPEDS NEW FIRST-TIME/FULL-TIME FALL TO FALL RETENTION TREND

	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>
IPEDS National Average	59.5%	60.5%	61.1%	62.1%	62.3%
CCC	53%	55%	65%	68%	57%

Source: IPEDS

Table 21. IPEDS NEW FIRST-TIME/PART-TIME FALL TO FALL RETENTION TREND

	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>
IPEDS National Average	43.1%	43.7%	43.6%	44.6%	45.2%
CCC	55%	24%	59%	58%	44%

Source: IPEDS

Table 22. IPEDS TRANSFER-OUT RATE BY COHORT

	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>4-Year Average</u>
CCC	16%	18%	14%	19%	17%

Source: IPEDS

GRADUATION RATE

The overall graduation rate for *first-time, full-time* students has increased since 2010 (Table 18) but more progress will need to be made. SUNY's ongoing completion agenda requires increasing graduation rates or transfers to a four-year degree for community college students statewide. To improve retention and completion statistics, it is imperative to review the information from several perspectives. A three-year graduation rate for *first-time, full-time* students is a known CCC average for all programs and is sound measure of performance for the Strategic Plan (Table 23).

Table 23. Three Year Graduation Rate

	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>
Cohort Count	481	469	365	361	337
IPEDS National Average	30.6%	31.5%	32.8%	33.9%	TBD
CCC: 3-Year Grad Rate	29%	29%	33%	37%	29%

Source: Strategic Planning Metrics & IPEDS

Graduation rates for *first-time, full-time* students at CCC and other community colleges of comparable size or in our region are presented in Table 24.

Table 24. Graduation Rate Comparison for Fall 2013 New First-Time/Full-Time

Awarding Campus Name	Initial Cohort Student Count	Grads Within 2 Years Rate	Grads Within 3 Years Rate	Grads Within 4 Years Rate
SUNY Adirondack	989	12%	22%	26%
Clinton CC	365	19%	33%	34%
Columbia-Greene CC	339	22%	36%	40%
Fulton-Montgomery CC	629	20%	34%	35%
Herkimer County CC	682	25%	35%	38%
Jefferson CC	698	16%	28%	31%
North Country CC	359	26%	36%	40%
SUNY Sullivan	367	18%	26%	28%

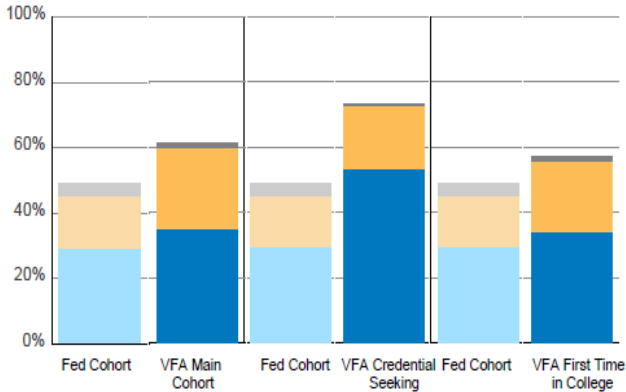
Source: IPEDS

VOLUNTARY FRAMEWORK OF ACCOUNTABILITY

The Voluntary Framework of Accountability (VFA) offers the College a chance to review performance of a given cohort versus the IPEDS benchmark. The Fall 2012 cohort showed that CCC has a lower percentage of students still enrolled and a higher transfer rate than the national benchmark. However, the “Total Earned Awards” percentage was noticeably higher than the national cohort, with the students considered credential-seeking nearly doubling the federal cohort percentage.

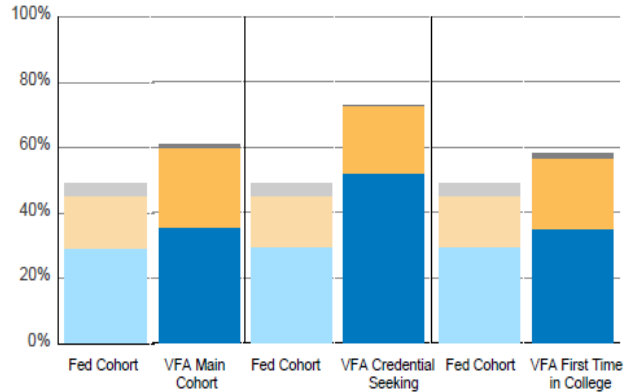
Comparison of the college's IPEDS (federal) graduation rate to the college's VFA Six-Year Outcomes

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time and part-time students)



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	4.1%	1.2%	0.5%	1.5%
No Award (Transfer)	15.6%	25.1%	19.5%	21.4%
Total Earned Awards**	29.4%	34.8%	53.4%	34.2%

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time students)



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	4.1%	1.0%	0.3%	1.3%
No Award (Transfer)	15.6%	24.2%	20.6%	21.8%
Total Earned Awards**	29.4%	35.5%	52.2%	34.9%

**VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

Federal Graduation Rate Cohort:

- Fall entering, first-time, full-time degree seeking students. For more information: <http://nces.ed.gov/ipeds/glossary/index.asp?id=812>

VFA Cohort Types:

- Main Cohort: fall entering, first time at **reporting** institution, "all students".
- Credential Seeking: fall entering, earned 12 credits by end of year two.
- First Time in College: fall entering, first time in any post-secondary institution.

Through the VFA, the institution may also remain aware of the percentage of students requiring developmental coursework. Noticeably, almost 75% of the “First-Time in College” cohort required some form of developmental course work with almost 47% of them successfully completing the required remedial coursework. This figure is significantly higher than the Fall 2011 cohort, which had only 46% of “New First-Time” students requiring some form of developmental coursework.

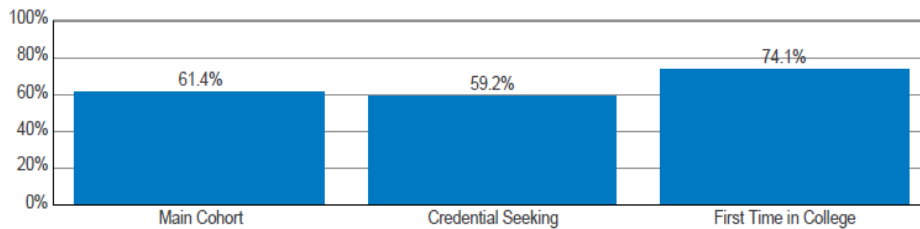
Six Year Cohort (Fall Students 2012)

These data represent students that first entered the college in Fall Students 2012 (or summer before) and their progress and outcomes by the end of six years.

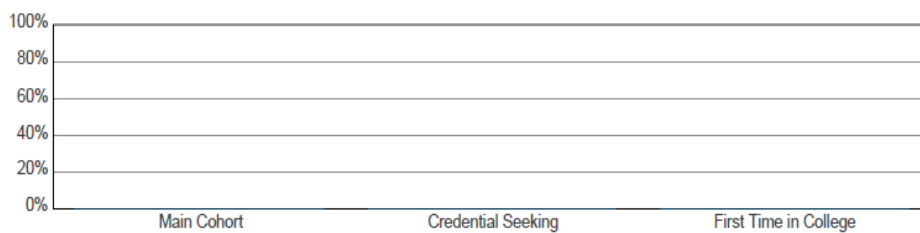
Any Developmental

	Main Cohort	Credential Seeking	First Time in College
Dev Need Count	413	255	357

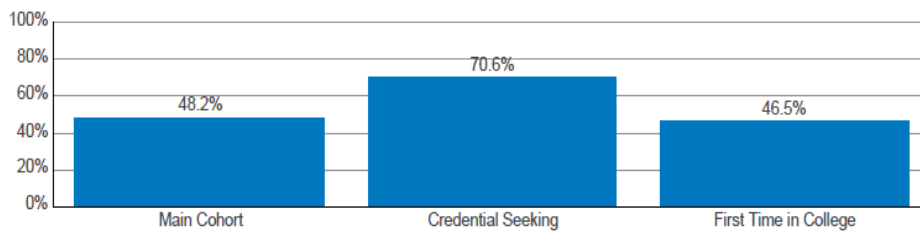
Any Developmental Need by Cohort Type



Attempted at Least One Developmental Course (By Referral) by Cohort Type



Completed All Developmental Education* by Cohort Type



Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; “all students”
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Any Developmental

Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).

Your college used course-taking behavior to identify students with a developmental need.

*This college uses a grade of C- to define success.

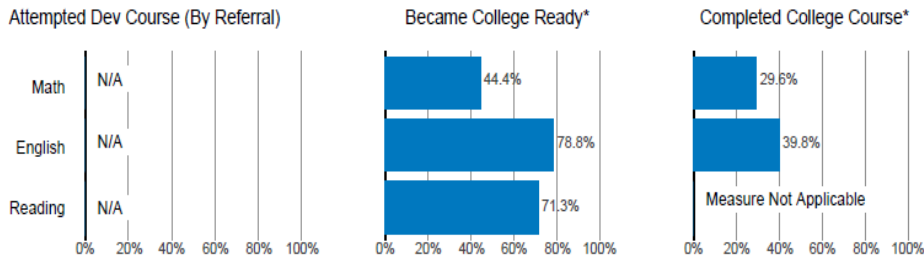
Below is the subsequent developmental student success by subject. Credential-seeking, development Math students' successful developmental course completion declined from 62% (Fall 2011 cohort) to 42.4% (Fall 2012 cohort). Credential-seeking developmental English students' successful course completion fell only slightly from 99% (Fall 2011) cohort to 97% (Fall 2012). However, credential-seeking developmental Reading students' successful developmental course completion improved from 94% (Fall 2011 cohort) to 98% (Fall 2012 cohort).

Six Year Cohort (Fall Students 2012)

These data represent students that first entered the college in Fall Students 2012 (or summer before) and their progress and outcomes by the end of six years.

Developmental Outcomes across Subjects by Cohort Type

Main Cohort



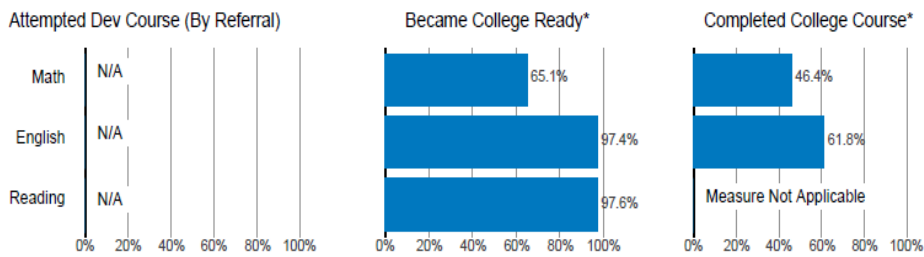
Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Credential Seeking



Developmental Outcomes by Subject

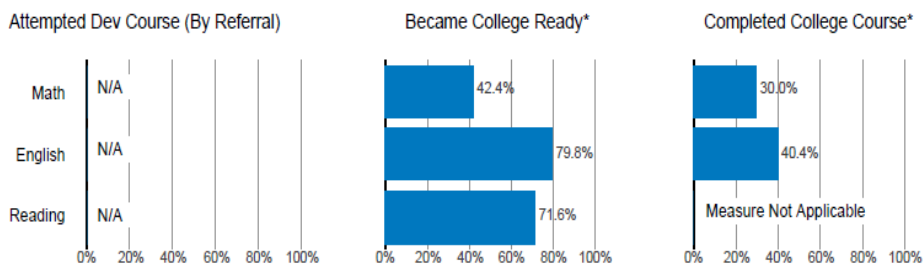
These outcomes answer the question: – What percentage of students in the cohort type that needed developmental education in a subject – completed developmental education in that subject and progressed to successfully complete a college-level course in the subject?

This view of the data shows how students that are classified by a specific cohort type progress through and complete developmental education.

Your college used course-taking behavior to identify students with a developmental need.

*This college uses a grade of C- to define success.

First Time in College Cohort



		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	338	209	290
Dev Need Count	English	118	76	109
Dev Need Count	Reading	216	123	201

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STUDENT INSTITUTIONAL FEEDBACK

To remain aware of student perception of CCC as an institution, the College participates in the Student Opinion Survey (SOS), which is conducted triennially and assesses student opinion surrounding the five areas listed below. The survey provides statistical ranking of the institution in comparison with the other SUNY community colleges. In spring 2016, 24 of SUNY's community colleges participated and 15,619 surveys were collected. Clinton collected 430 in-class responses from March 28, 2016 – April 25, 2016; of these 396 were rigorously evaluated by ACT, a third-party contractor, and determined to be valid. A brief synopsis of areas where the college excelled and where there is opportunity for improvement are outlined in this section. The most recent survey has been conducted in Spring 2019. Updated results are anticipated in Fall 2019.

STUDENT OPINION SURVEY FOCUS AREAS

- I. College Impressions and plans
- II. Satisfaction with services, facilities, and environment
- III. Perceived college outcomes
- IV. Frequency of selected academic experiences
- V. Extent of campus contributions to student growth/preparation.

CCC ranked in top 1/3 of SUNY community colleges in the following:

- Out-of-class assignments requiring written response. (2 of 24)
- Ease of website use. (5 of 24)
- Finding adequate housing. (5 of 24)
- Engaged in a creative or research project under the directions of faculty. (6 of 24)
- Had instructors who used innovative technology to facilitate learning. (7 of 24)
- Working well with others. (6 of 24)
- Using computer and information technology effectively. (6 of 24)
- Developing problem solving skills. (7 of 24)
- Leading a meaningful life. (7 of 24)
- Acquiring knowledge and skills for intellectual growth throughout your life. (8 of 24)
- Availability of academic advisor(s). (6 of 24)
- Course registration processes. (6 of 24)
- Information provided by academic advisor(s). (6 of 24)
- Billing and payment processes. (6 of 24)
- College tutoring services. (7 of 24)

Understanding SOS categories in which the College ranked in the bottom third allows CCC the opportunity to focus and improve student services and perceptions accordingly. Ultimately, furthering recruitment and retention of students which will greatly help stabilize enrollment.

CCC ranked in bottom 1/3 of SUNY community colleges in the following:

- Recreational and intramural programs. (24 of 24)
- College social activities. (23 of 24)
- Cultural Programs – art, dance, film, music, theater. (23 of 24)
- Diversity of faculty and staff. (23 of 24)
- Student media-newspaper, radio station, blogs, etc. (22 of 24)
- Appreciating artistic expression - writing, art, music, theater, etc. (19 of 24)
- Acquiring knowledge and skills needed for a career. (14 of 24)
- Understanding environmental and sustainability issues. (14 of 24)
- Acquiring information, ideas, and concepts. (13 of 24)
- Understanding your rights and responsibilities as a global citizen. (12 of 24)
- College food services. (24 of 24)
- Availability of international learning opportunities. (22 of 24)
- Parking facilities. (22 of 24)
- Campus center/student union. (22 of 24)
- General condition of building and grounds. (22 of 24)

ACADEMIC PROGRAMS

Over the last two years, CCC has introduced associate level awards in Applied Psychology; Business Administration: Sport Management; Computer Electrics Technology and Health Services Management. In fall 2017, the Computer Technology and Electrical Technology: Electronics combined to form the new Computer Electronics Technology degree. In the last year, noticeable increases in enrollment are in Mechanical Technology and Alcohol/Substance Abuse Counseling (Table 20). Programs with high levels of part-time enrollment are the Business Administration AAS degree program (56%) and Nursing (67%). Criminal Justice and Business Administration AA and AAS degree enrollments shift between degree types because students stay within the same emphasis but change their goals and employment intentions; enrollment counts remain stable within each emphasis annually (Table 20). Lastly, the Liberal Arts: Humanities and Social Science program remains the largest program in fall 2018 (Table 20).

Please note when reviewing program enrollment and degree count tables:

- Per SUNY, students are only allowed to matriculate in one program at a time.
- A student is required to have 15 credit hours through CCC to graduate with a CCC award.
- Credit hours can be obtained through the CAP program or non-matriculated status.
- The SUNY reverse transfer portal highlights degree options for students. Upon request of the student, the Registrar has the authority to confer the degree if the student meets the criteria above and curriculum credit hour requirements.

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Table 25. Enrollment in Degree and Certificate Programs Fall 2013-2018

Academic Program Name	Award Name	5 Yrs Ago	4 Yrs Ago	3 Yrs Ago	2 Yrs Ago	1 Yr Ago	Fall 2018	Five Year Enrollment Change	Five Year % Change
Accounting	A.A.S.	34	27	27	27	18	11	-23	-67.7%
Alcohol/Substance Abuse Counseling	CERT	19	10	7	6	10	15	-4	-21.1%
Applied Psychology	A.S.					5	24	24	n/a
Business Administration: Sport Management	A.S.				8	10	14	14	n/a
Business: Business Administration	A.S.	105	97	82	65	49	35	-70	-66.7%
Business: Business Administration	A.A.S.	62	72	59	48	62	57	-5	-8.1%
Computer and Electronics Technology	A.A.S.	14	9	9	11	12	10	-4	-28.6%
Computer Information Systems	A.A.S.	41	41	39	41	47	31	-10	-24.4%
Computer Support	CERT					1		0	0%
Computer Technology (Discontinued)	A.A.S.	11	7	18	20	6		-11	n/a
Criminal Justice	A.A.S.	132	89	69	57	60	58	-74	-56.1%
Criminal Justice	A.A.	56	72	53	36	32	25	-31	-55.4%
Early Childhood Care and Development	CERT	8	5	5	1	5	1	-7	-87.5%
English	A.A.						2	2	n/a
Environmental Science	A.S.			4	12	12	12	12	n/a
Environmental Technology	A.A.S.	9	5	5	8	9	3	-6	-66.7%
Health Services Management	A.A.S.					7	15	15	n/a
Health Studies	CERT	44	45	30	27	20	3	-41	-93.2%
Human Services	A.A.S.	80	79	92	81	45	51	-29	-36.3%
Individual Studies	A.S.	2	2	2		4	3	1	50.0%
Individual Studies	A.A.	3	10	11	4	8	1	-2	-66.7%
Individual Studies	A.A.S.	3	10	8	2	5	6	3	100.0%
Liberal Arts & Sciences: Humanities & Social Science	A.A.	385	385	340	289	277	211	-174	-45.2%
Liberal Arts & Sciences: Math & Science	A.S.	121	101	113	82	59	47	-74	-61.2%
Mechanical Technology	A.A.S.	23	21	25	26	39	38	15	65.2%
Not In a Program (Includes CAP)	N/A	675	650	738	652	631	569	-106	-15.7%
Payroll	CERT	1						-1	-100%
Renewable Energy Technologies	CERT	2	2	2			1	-1	-50.0%
Renewable Energy Technologies	A.A.S.	8	8	8	6	7	9	1	12.5%
Telecommunications Technology (Discontinued)	A.A.S.	6	5					-6	n/a
Undeclared (1 st Reporting Fall 2017)	N/A					44	27	27	n/a
Undergraduate - Nursing	A.A.S.	100	95	96	87	88	89	-11	-11.0%
Wind Energy & Turbine Technology	A.A.S.	46	23	19	14	11	7	-39	-84.8%
Wind Turbine Service Technician	CERT			1	1		1	1	100%
CLINTON TOTAL		1,990	1,870	1,862	1,611	1,583	1,376	-614	-30.9%

Source SUNY BI

Clinton Community College does have a competitive advantage in degree program offerings in Renewable Technologies, Applied Psychology and English. The five technology degree programs offered exclusively at Clinton Community College through the IAM reside within the North Country REDC region. The Institute, even as programming currently exists, provides the only such training opportunities (both credit programs and non-credit offerings) within a wide geographic area.

The public community colleges (North Country and Jefferson) located in the seven-county North Country region of New York State do not have the technology programs which exist within the Institute for Advanced Manufacturing (Table 26). Summary information in Table 26 detail a comparative summary to peer institutions located in the region and presents a strategic advantage for increased enrollments in baseline degree programs and positions the IAM and the College at the center of filling business and industry skilled workforce needs.

Table 26. Program Offerings Reflection

Academic Program Name	Award Name	CIP6 Code	Duplicate Program by CIP Provided By:
Environmental Science	A.S.	030104	Hudson Valley, North Country
Computer Information Systems	A.A.S.	110401	Hudson Valley AAS & AS, Jefferson AS, Fulton-Montgomery
Computer and Electronics Technology	A.A.S.	150303	Adirondack, Hudson Valley, Fulton-Montgomery
Environmental Technology	A.A.S.	150507	
Wind Energy & Turbine Technology	A.A.S.	150599	
Wind Turbine Service Technician	CERT	150599	
Mechanical Technology	A.A.S.	150805	Hudson Valley
Renewable Energy Technologies	A.A.S.	159999	
Renewable Energy Technologies	CERT	159999	
Early Childhood Care and Development	CERT	190708	Hudson Valley AAS & CERT, Jefferson AAS, Fulton-Montgomery AAS & CERT
English	A.A.	230101	
Liberal Arts & Sciences: Math & Science	A.S.	240101	Adirondack, Hudson Valley, Jefferson, North Country, Fulton-Montgomery
Liberal Arts & Sciences: Humanities & Social Science	A.A.	240103	Adirondack, Herkimer, Hudson Valley, Jefferson, North Country, Fulton-Montgomery
Business Administration: Sport Management	A.S.	310504	Jefferson, Fulton-Montgomery
Applied Psychology	A.S.	422813	
Criminal Justice	A.A.	430103	Herkimer, Hudson Valley, Jefferson, North Country, Fulton-Montgomery
Criminal Justice	A.A.S.	430107	Adirondack, Herkimer CERT, Hudson Valley, North Country
Human Services	A.A.S.	440000	Herkimer, Hudson Valley, Jefferson, North Country, Fulton-Montgomery
Health Services Management	A.A.S.	510701	Herkimer

Alcohol/Substance Abuse Counseling	CERT	511501	Adirondack AAS, Hudson Valley AAS & CERT, North Country AAS, Fulton-Montgomery
Undergraduate - Nursing	A.A.S.	513801	Adirondack, Hudson Valley, Jefferson, North Country, Fulton-Montgomery
Health Studies	CERT	519999	Fulton-Montgomery AAS
Business: Business Administration	A.A.S.	520201	Adirondack, Herkimer, Hudson Valley, Jefferson, North Country, Fulton-Montgomery
Business: Business Administration	A.S.	520201	Herkimer, Hudson Valley, Jefferson, North Country, Fulton-Montgomery
Business: Accounting	A.A.S.	520302	Adirondack, Herkimer, Hudson Valley, Jefferson, Fulton-Montgomery

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ENROLLMENT HEADCOUNT BY AGE

Fall 2018 program enrollments by age reflect that a majority of remain within the 17-21 age group (58%, Figure 25), the traditional immediate post high school population. The balance of the traditional age student enrollment is captured in students 22 through 24 years of age (11%, Figure 25). Non-traditional age students (≥ 25 years old) counts are on the rise and now account for 31% of the matriculated population.

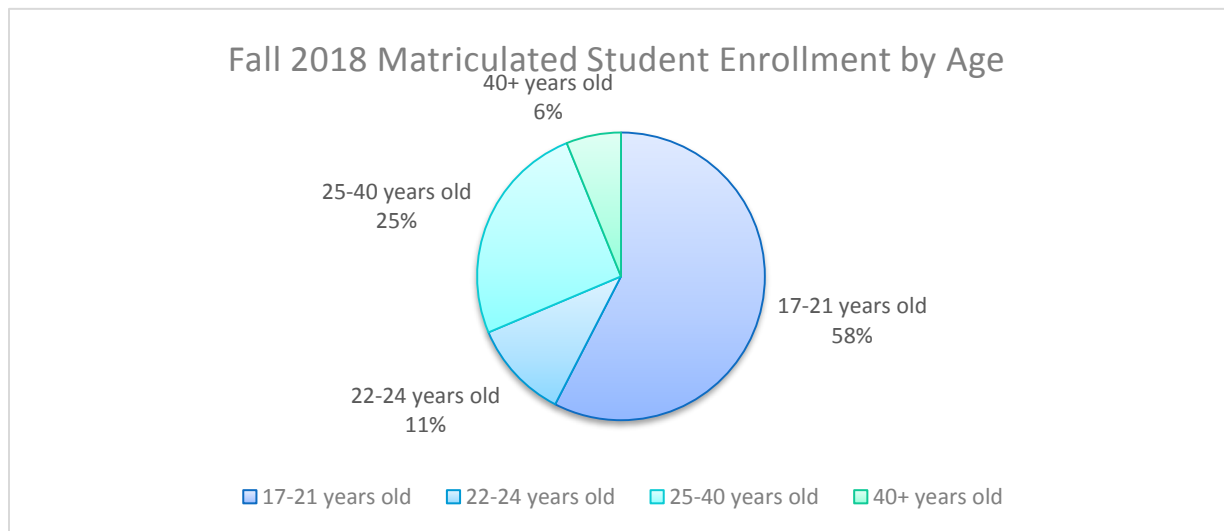


Figure 25. Source: CAMS Report Manager

Course scheduling that will accommodate the non-traditional learner will expand educational opportunities for the community. The College’s distance learning course delivery is aimed to meet the non-traditional students “where they are”. Delivery methods like ‘flex learning’ allow students the on-demand flexibility of taking course content online or popping into the same on-campus session at any given time during the semester to meet their personal learning needs.

UNDECLARED DEMOGRAPHIC REVIEW

In fall 2018, a total of 27 degree seeking students are undeclared. That's 37% decrease from fall 2017 (43 students). An initiative that focused on retaining undeclared students and converting them to a degree pathway has been underway since spring 2016. The undeclared population consists mainly of full-time students who are younger than twenty-four years of age.

RETENTION & GRADUATION TRENDS BY PROGRAM

One-year retention figures for New First-Time/Full-Time students by program are provided in Table 27 (p. 47). Table 28 (p. 48) depicts the degrees conferred counts by academic year.

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Table 27. New First-Time/Full-Time One Year Retention by Academic Program.

		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
Academic Program Name	Award	Initial Cohort	First Year Retention	Initial Cohort	First Year Retention	Initial Cohort	First Year Retention	Initial Cohort	First Year Retention
Alcohol/Substance Abuse Counseling	CERT	4	75.0%	1	0.0%	1	100.0%	2	100.0%
Applied Psychology	A.S.							3	0.0%
Business Administration: Sport Management	A.S.					6	33.3%	4	50.0%
Business: Accounting	A.A.S.	10	90.0%	6	83.3%	6	66.7%	3	66.7%
Business: Business Administration	A.A.S.	21	47.6%	17	47.1%	16	75.0%	16	37.5%
Business: Business Administration	A.S.	26	61.5%	16	62.5%	17	70.6%	9	66.7%
Computer and Electronics Technology	A.A.S.	1	0.0%	2	100.0%	3	33.3%	8	37.5%
Computer Information Systems	A.A.S.	12	66.7%	14	50.0%	11	72.7%	11	63.6%
Computer Technology (Discontinued)	A.A.S.	2	0.0%	8	62.5%	3	33.3%	n/a	n/a
Criminal Justice	A.A.	31	54.8%	18	50.0%	12	33.3%	13	76.9%
Criminal Justice	A.A.S.	19	63.2%	23	65.2%	21	71.4%	20	45.0%
Early Childhood Care and Development	CERT	3	33.3%	2	50.0%	1	100.0%	2	50.0%
Environmental Science	A.S.			2	0.0%	4	25.0%	5	40.0%
Environmental Technology	A.A.S.	1	100.0%	1	0.0%	4	50.0%	4	50.0%
Health Studies	CERT	29	62.1%	24	54.2%	16	25.0%	13	38.5%
Human Services	A.A.S.	13	53.8%	28	57.1%	11	18.2%	9	22.2%
Individual Studies	A.A.	2	100.0%	4	50.0%	1	100.0%	1	0.0%
Individual Studies	A.A.S.	7	0.0%	1	0.0%			1	0.0%
Individual Studies	A.S.	1	0.0%						
Liberal Arts & Sciences: Humanities & Social Science	A.A.	121	66.1%	85	57.6%	72	62.5%	89	50.6%
Liberal Arts & Sciences: Math & Science	A.S.	43	55.8%	38	55.3%	31	41.9%	15	53.3%
Mechanical Technology	A.A.S.	2	100.0%	10	50.0%	6	83.3%	15	46.7%
Renewable Energy Technologies	A.A.S.	2	100.0%	2	0.0%			4	25.0%
Undergraduate - Nursing	A.A.S.	10	80.0%	8	75.0%	2	100.0%	4	50.0%
Wind Energy & Turbine Technology	A.A.S.	4	50.0%	6	33.3%			1	100.0%

Source: SUNY BI

Table 28. Degrees Awarded Summer 2014-May 2019 by Program.

Academic Program Name	Award Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
		Degree Awarded Count	Degree Awarded Count	Degree Awarded Count	Degree Awarded Count	Degree Awarded Count
Accounting	A.A.S.	3	6	9	5	2
Alcohol/Substance Abuse Counseling	CERT	7	4	5	10	5
Applied Psychology	A.S.				2	1
Business Administration	A.A.S.	12	15	6	11	16
Business Administration	A.S.	27	26	15	12	15
Business Administration: Sport Management	A.S.					3
Computer and Electronics Technology	A.A.S.	4	1	5	1	3
Computer Information Systems	A.A.S.	10	8	11	10	8
Computer Support	CERT			2	1	
Computer Technology	A.A.S.	1	3		5	
Criminal Justice	A.A.	16	17	9	5	8
Criminal Justice	A.A.S.	27	16	16	19	14
Early Childhood Care and Development	CERT	4	1	2		
English	A.A.					1
Environmental Science	A.S.			1		3
Environmental Technology	A.A.S.		1		1	1
Health Services Management	A.A.S.					3
Health Studies	CERT	9	10	5	2	
Human Services	A.A.S.	12	19	18	10	5
Individual Studies	A.A.	5	4	3	2	1
Individual Studies	A.A.S.	5	11	4	7	5
Individual Studies	A.S.		1		2	5
Liberal Arts & Sciences: Humanities & Social Science	A.A.	98	98	82	58	60
Liberal Arts & Sciences: Math & Science	A.S.	25	26	19	10	10
Mechanical Technology	A.A.S.	2	2	4	5	9
Payroll	CERT	4	2	8	4	3
Renewable Energy Technologies	A.A.S.	1	4	2	2	1
Renewable Energy Technologies	CERT	1	1	1	4	2
Telecommunications Technology: Verizon	A.A.S.	5				
Undergraduate - Nursing	A.A.S.	32	36	29	33	33
Wind Energy & Turbine Technology	A.A.S.	13	3	3	1	
Wind Turbine Service Technician	CERT	1	2			3
Clinton Total		324	317	259	222	220

Source: SUNY BI

DISTANCE LEARNING PROGRAM

The mission of the College's online learning program is to deliver high-quality and affordable education to learners any time, any place. CCC currently offers four associate level and one certificate level programs 100% online. Additionally, there are three more associate level and two certificate level awards that are offered more than 50% online. Though the total number of DL courses offered in 2018-19AY was slightly reduced from the 2017-18AY, the number of DL enrollments increased by 3.8% (Table 29).

Table 29. Distance Learning Enrollments Fall 2014-Spring 2019

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Courses	30	35	44	43	45	30	37	38	38	36
Enrollment	297	440	489	410	462	463	501	471	488	513

Source: CAMS Report Manager-Course Offering Listing

Summer DL course offerings dropped slightly during Summer 2019, but also experienced an increase in enrollments (Table 30). Distance learning enrollment most recently occurred in Winter 2013, one course with thirteen enrollments, and has not run since. Marketing and recruitment initiatives that focuses on the between semester sessions may be another avenue to boost overall annual enrollment.

Table 30. Distance Learning Enrollments Summer 2013-Summer 2019

	Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019
Courses	12	15	13	18	11	15	14
Enrollment	111	94	97	115	91	142	157

Source: CAMS Report Manager-Course Offering Listing

Table 31 reflects the annual FTE contribution of DL Courses. DL courses have steadily increased despite overall declining enrollment at the institution. DL course enrollments continue to significantly contribute to the number of state-aidable FTE's.

Table 31. FTE Allocation for DL Course Enrollments

Academic Year	Credit Hours	FTE
2013-2014	2,094	69.80
2014-2015	2,642	88.07
2015-2016	3,153	105.10
2016-2017	3,028	100.93
2017-2018	3,249	108.3
2018-2019	3,371	112.37

Source: CAMS Report Manager

The majority of DL only students are from the North Country (Figure 26). Initiatives that expand the DL program service area will need to be aggressive and targeted to increase enrollments from outside the North Country.

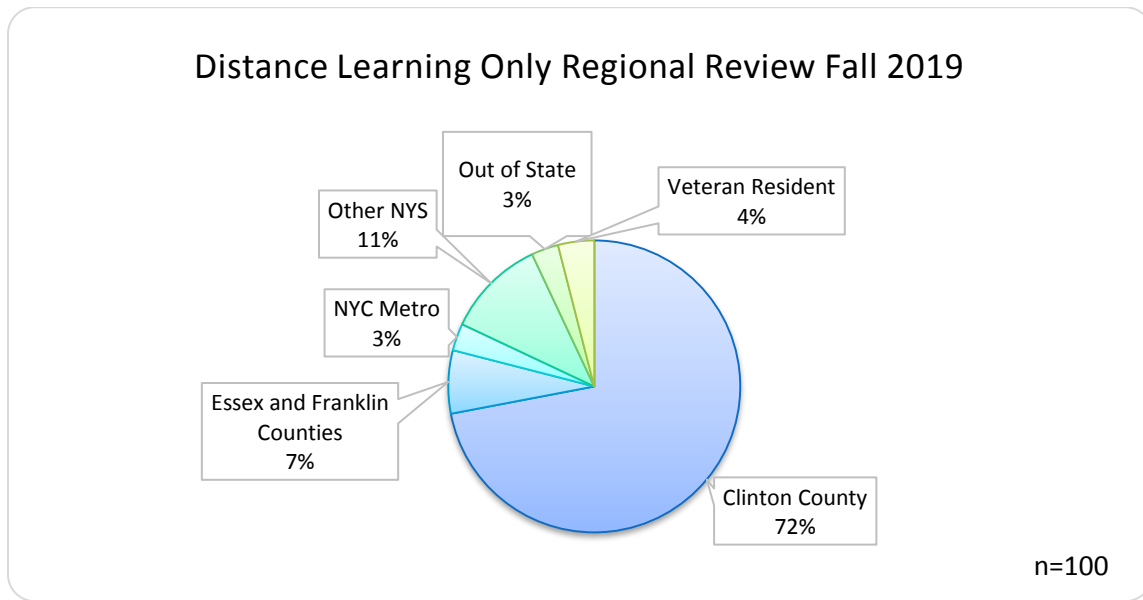


Figure 26. Fall 2019 DL Only Enrollment

Students enrolled in only distance learning courses are enrolled in the following degree programs with most of them enrolling part-time and taking DL coursework for degree completion (Table 32). Fewer students are enrolled full-time in distance learning to complete their degrees.

Table 32. Distance Learning Only Degree Program Student Headcount and FT/PT Split

Program	Student Headcount	FT/PT Split
Applied Psychology	1	0/1
Business Accounting	3	1/2
Business Administration AAS	8	2/6
Business Administration AS	12	6/6
Computer Information Systems	13	6/7
Criminal Justice AAS	1	0/1
Health Services Management AAS	11	6/5
Human Services	5	4/1
Individual Studies AAS	8	0/8
Liberal Arts: Humanities & Social Science	19	5/14
Renewable Energy Technologies AAS	1	0/1
Non-Matriculated	17	1/16
Undeclared	1	1/0

Source: CAMS Report Manager-Enrollment by Distance Learning Only

TUITION PRICING & FINANCIAL SUPPORT

TUITION PRICING

The ability of the College to remain tuition competitive is an important factor for enrollment as students and families have increasingly more educational choices, and thus planning for long-term tuition pricing will be essential. A selection of similar sized SUNY community colleges geographically located near Clinton is found in Table 33.

Table 33. Annual Tuition Cost Comparison: Dependent/In-State/Full-Time Costs

2019-2020 Tuition Comparison								
	Clinton*	Columbia Greene*	SUNY Sullivan	NCCC**	Fulton-Mont.	SUNY ADK	Jefferson	SUNY Plattsburgh
In-State price per Credit Hour	\$230	\$201	\$209	\$212	\$204	\$200	\$205	\$295
Tuition	\$5,518	\$4,824	\$5,016	\$5,076	\$4,900	\$4,800	\$4,920	\$7,070
Fees	\$1,313	\$504	\$1,617	\$1,172	\$590	\$978	\$672	\$1,802
Books and Supplies	\$1,100	\$1,200	\$1,450	\$1,700	\$900	\$1,800	\$1,500	\$1,320
Room	\$8,924	\$7,000	\$6,228	\$6,200	\$7,900	\$8,160	\$7,190	\$8,740
Board			\$3,720	\$3,900	\$4,130	\$3,740	\$4,476	\$4,890
Transportation/Misc. /Personal	\$2,925	\$2,800	\$2,020	\$1,500	\$3,200	\$1,800	\$2,350	\$2,750
Total	\$18,865	\$16,328	\$20,051	\$19,548	\$21,620	\$21,278	\$21,108	\$26,572

*Clinton and Columbia Greene do not offer on-campus housing and meals plans, CG's approximation uses SUNY's Net Price Calculator

**NCCC did not provide approximated transportation costs

If the gap between the total cost of attendance and the maximum student financial aid and loans widens, the inability for a student or family to cover the difference can influence the decision to enroll. Since the new, higher tuition combined with fees is higher than full time Pell award, an analysis should be made to determine whether that might be a possible factor in dropping enrollments. The College must remain competitive in its tuition pricing for local students and it also must strategize what tuition would be appropriate to attract students from out-of-county and state.

Planning for long-term tuition pricing will be advantageous to create a long-term tuition and fees plan to envelope into future financial forecasting. A robust benchmarking of fees will also need to be completed. However, at the forefront of planning it is extremely important to maintain a competitive Cost of Attendance (COA) in order to continue our appeal to students as the most cost-effective option within Clinton County and beyond.

2019/2020 COA:	\$19,731/year Independent Student \$19,3812/year Dependent Student Housing \$12,347/year Dependent Student At Home
2018/2019 COA:	\$19,578/year Independent Student \$19,232/year Dependent Student Housing \$11,743/year Dependent Student At Home
2017/2018 COA:	\$19,466/year Independent Student \$19,090/year Dependent Student Housing \$11,650/year Dependent Student At Home

FINANCIAL SUPPORT

Clinton’s ability to remain an eligible institution for Federal and State Financial Aid ensures our student population has access to funding to support their education no matter their financial background. The following metrics are collected by the Financial Aid Office annually:

3 Year Cohort Default Rate:

FY 2013	18.3%
FY 2014	17.0%
FY 2015	13.5%

Graduation Rate 18-19AY: 29%

Median Borrowing: \$7,712

FINANCIAL AID AND SCHOLARSHIPS

Financial aid is available for students in the form of state grants, federal Pell grants, loans and scholarships. The CCC Foundation offers scholarships that have specific guidelines delineated by the donor. The College has eliminated the Presidential, Academic Excellence, and Technology Scholarship due to the unsustainable drain on the operational budget, which lead to a loss in recruitment higher achieving traditional students. There are, however, Foundation sponsored scholarship in the NYS Excelsior Scholarships available to students who meet their criteria.

MARKETING

The College Relations and Marketing Office supports recruitment efforts and building the foundation of a solid brand for Clinton Community College. These efforts directly align with strategic priorities to establish Clinton's brand and improve access.

A marketing strategy which highlights the quality of the College's faculty and alumni, student successes, the College's unique location, and student support services are the foundation upon which Clinton markets itself. The marketing strategy includes a shift from outbound to inbound marketing techniques with a target market of traditional age students and their influencers (parents, guidance counselors, and friends), and non-traditional age students.

Focus on PR and positive stories about the college in the media have been successful. However, since the TV news and newspapers articles do not always reach our targeted audiences, the Marketing department has been centering their efforts on production of videos and posts for digital and social media. The slow progress with the new website due to losing and not replacing a web developer position has been hurting marketing efforts as a lack of modern destination/landing site for lead acquisition is a barrier to effective recruitment. The progress is being made by the enrollment/marketing staff but it is slow.

OVERVIEW OF ANNUAL EXTERNAL AND MEDIA CAMPAIGNS:

The advertising efforts include the following channels:

- Press Republican
- WPTZ (the first two weeks each month)
- MeTV (the first two weeks each month)
- North Country Public Radio
- Northern & Central NY Guide to Higher Education
- Sun Community News
- Strictly Business
- North Country This Week
- Cardinal Points
- You Tube
- Facebook
- Google Ad Network
- Other:
 - NCPR Underwriting Support
 - Local HS sports teams support – pocket schedules
 - IAM Facilities & Equipment booklets in NBT Bank
 - Guide to Higher Education ad & editorial
 - Adirondack Daily Enterprise College Guide
 - Manufacturing Day feature

- WPTZ digital advertising
- Radio Promotion on WPLA

Social media is used for promotion of all Admissions events and all Student Life/Engagement events, averaging 4 announcements per week; posting of student/campus events; news stories; photos, and videos. Any news that talk about community college advantage are being shared through all social media. For retention purposes, many internal campaigns are organized on a regular schedule, which include:

- Operation Registration
- Second 7-week courses
- Summer session
- Open Education Resources – Free Textbooks

ENROLLMENT OUTLOOK AND RECOMMENDATIONS

Clinton Community College is continuing to face challenging enrollment hurdles. Like many other community colleges Clinton depends on college-age students from its county of residence for the majority of its enrollment but with the trend of high school graduation not going up for the next several years, the college needs to look at other populations to meet enrollment targets. Another dominant trend is the growth in students taking courses part-time, which means the college needs more students to make up for the difference in full- and part-time enrollment. However, that is a significant challenge as recruiting a part-time student takes the same amount of time and resources without the ROI in revenue. Finding ways to tackle this problem will be critical for future enrollment. On the other hand, the potential for growth in previously unrealized areas such as advanced manufacturing, distance learning and engagement within business and industry sectors of the community promises new opportunities that college did not have in the past. Some efforts in those area have already begun but the shortage of staff and budget to support these initiatives remain to be obstacles slowing the progress.

Recommendations for moving the college forward with enrollment management include:

- Implement technologies that can help with atomization of tasks and elevate the shortage of staff problem (Mobile responsive website; CRM; Degree Works).
- Creating learning and credentialing pathways from non-credit offerings to certificates to degrees, which align with community needs and addresses the gap that currently exists regarding the highly-skilled workforce that is needed to support new industries coming to Clinton County in different areas of manufacturing and all the other industries that support these companies.
- Recruitment efforts should continue to be multipronged, diversified and targeted. Initiatives would include marketing to adult students, reaching out to CAP students who did not attend CCC after high school (e.g. summer enrollment-get ahead campaign), reaching out to students who have left the

institution prior to receiving a degree, and leveraging the IAM to draw students into the programs associated with it which includes credit and non-credit or credential programming.

- The growth in the demand for distance learning and the inability of many working students to take courses during a day, indicates that growing distance and flex learning course delivery could significantly boost enrollments.
- Target recruitment and marketing initiatives that focus on degree programming that is currently only offered at CCC and cannot be obtained within other geographic areas such as technology degree and certificate programs, health studies certificate, nursing degree, applied psychology, human services degree and certificates, health services management, accounting, and individual studies degrees.
- Marketing efforts that are targeted and focused to include:
 - Leveraging career pathways to market current program offerings
 - Leveraging educational partnerships in our marketing materials (e.g. articulation agreements; admission agreements for transfer students)
 - Use the market data to stress the tangible value of a two-year degree.
- Start eliminating the retention struggles by modifying the advising model that provides students with very needed attention. Advisement for course registration is not sufficient.
- A multipronged student support service approach that will contribute to increased enrollment and retention is necessary to keep students enrolled at CCC and can be used to as a recruitment tool advertising all that is available to help students succeed. This can be accomplished by:
 - Make access to services quick and easy.
 - Start career planning conversation at the recruitment/early advising stage.
 - Continue the pre-college degree program planning in ten area high schools currently participating in our College Advancement Program
 - Part-time students are a significant part of the student population. Strategies for improving part-time student retention should be explored and implemented.

2018-2019 ENROLLMENT MANAGEMENT PLAN WITH YEAR-END STATUS



Division Administrative Assessment Plan

Division Name: Enrollment Management

Academic Year: 2018-19

MSCHE Standard(s) of Accreditation:

- Standard I: Mission and Goals**
- Standard II: Ethics and Integrity**
- Standard III: Design and Delivery of the Student Learning Experience**
- Standard IV: Support of the Student Experience**
- Standard V: Educational Effectiveness Assessment**
- Standard VI: Planning, Resources, and Institutional Improvement**
- Standard VII: Governance, Leadership, and Administration**

Strategic Goal(s):

- Improve access and retention to ensure student success**
- Commit to broad internal and external communication and collaboration**
- Support and collaborate with the FSA in their mission**
- Develop partnerships and programming to ensure the IAM becomes the hub for advanced manufacturing technology education in our region and beyond**

Division Goal 1:							
OBJECTIVE(S)	TASK(S)	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	<u>End of Year Analysis</u>	<u>Budget Status</u>
Implement new CRM (Slate) to improve prospect and student follow up, automate quick communications, and communicate with students through their expected technologies.	Map out the field and prompt system matching with CAMS data entry.	Saved documentation of all mapped lists.	Spring 2019	Dean of EM	Mapping completed.	MEETS Metric	APPROVED
	Create a communication plan and build it out in Slate	Map of the communication plan completed.	Spring 2019	Dean of EM and Assoc. Director of College Relations	Communication for all RFI inquiries completed.	MEETS Metric	APPROVED
	Create a marketing/outreach plan and build it out in Slate	A completed plan.	Summer 2019	Dean of EM and Assoc. Director of College Relations	A plan is completed.	MEETS Metric	APPROVED

	Test and launch the marketing and communication Slate platform.	CRM is up and working. Data for the outreach (number of communications, inquiries, and applicants) to be pulled in reported on a semester basis.	Summer 2019	Dean of EM	CRM is launched. Some modules are not utilized yet due to lack of resources. The campaigns are being developed for individual programs and some staff training remains.	MEETS Metric	APPROVED
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MSCHE Standard(s) of Accreditation:

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- Standard VII: Governance, Leadership, and Administration**

Strategic Goal(s):

- Improve access and retention to ensure student success**
- Commit to broad internal and external communication and collaboration**
- Support and collaborate with the FSA in their mission**

□ Develop partnerships and programming to ensure the IAM becomes the hub for advanced manufacturing technology education in our region and beyond

Division Goal 2:							
OBJECTIVE(S)	TASK(S)	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	<u>End of Year Analysis</u>	<u>Budget Status</u>
Finalize and launch the new CCC website	Finish building out the site's structure.	Information Architecture in place.	Spring 2019	Dean of EM and Assoc. Director of College Relations, Vendor	Information Architecture was developed.	MEETS Metric	PENDING Approval
	Finish all Enrollment Management related content on the new website	All EM pages (admissions, financial aid, college relations, registrar, CAP, international students) are built.	Spring 2019	Dean of EM and Assoc. Director of College, and staff of each department.	Still in progress due to lack of people resources/positions not being filled.	FAILS to meet Metric	PENDING Approval
	Test the site	All aspects of the new website are working, meet accessibility	Spring 2019	Dean of EM, Assoc. Director of College, and IT Director	Should take place in the fall 2019	FAILS to meet Metric	PENDING Approval

		standards, and are ready to launch.					
	Link the site with the new CRM	Inquiry forms and application portal linked and working.	Summer 2019	Dean of EM and IT Director	Forms are linked and working.	MEETS Metric	PENDING Approval
	If IT division is ready, launch the site	New site launched.	Summer 2019	Dean of EM and IT Director	Should take place in the fall 2019	FAILS to meet Metric	PENDING Approval

MSCHE Standard(s) of Accreditation:

- Standard I: Mission and Goals**
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- Standard IV: Support of the Student Experience**
- Standard V: Educational Effectiveness Assessment**
- Standard VI: Planning, Resources, and Institutional Improvement**
- Standard VII: Governance, Leadership, and Administration**

Strategic Goal(s):

- Improve access and retention to ensure student success**
- Commit to broad internal and external communication and collaboration**
- Support and collaborate with the FSA in their mission**
- Develop partnerships and programming to ensure the IAM becomes the hub for advanced manufacturing technology education in our region and beyond**

Division Goal 3:							
OBJECTIVE(S)	TASK(S)	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	<u>End of Year Analysis</u>	<u>Budget Status</u>
Implement Transfer Finder (as initial part of implementing Degree Works)	Identify with SUNY help, the resources and scope of work needed to start Transfer Finder implementation	A check list of an implementation completed.	Spring 2019	Registrar	Resources and scope were identified.	MEETS Metric	PENDING Approval
	Using Scribe, ensure that all courses are properly entered in the Degree Works database	All courses are scribed up to date.	Spring 2019	Registrar	All courses scribed through Fall 2019.	MEETS Metric	PENDING Approval
	If feasible (due to resources), follow SUNY guidelines for implementation.	Transfer Finder ready for launch.	Summer 2019	Registrar	Due to Registrar leaving the implementation isn't all completed.	FAILS to meet Metric	PENDING Approval
	Train advisors on the software	All advisors introduced to the software and	Summer 2019	Registrar/ Dean of EM/ VPAA	Cannot happen until launch.	FAILS to meet Metric	PENDING Approval

		training materials shared.					
	Promote Transfer Finder to students.	Number of communications sent to students and prospects regarding the new tool.	Summer 2019	Registrar	Cannot happen until launch.	FAILS to meet Metric	PENDING Approval

MSCHE Standard(s) of Accreditation:

- Standard I: Mission and Goals
- Standard II: Ethics and Integrity
- Standard III: Design and Delivery of the Student Learning Experience
- Standard IV: Support of the Student Experience
- Standard V: Educational Effectiveness Assessment
- Standard VI: Planning, Resources, and Institutional Improvement
- Standard VII: Governance, Leadership, and Administration

Strategic Goal(s):

- Improve access and retention to ensure student success
- Commit to broad internal and external communication and collaboration
- Support and collaborate with the FSA in their mission
- Develop partnerships and programming to ensure the IAM becomes the hub for advanced manufacturing technology education in our region and beyond

Division Goal 4:							
OBJECTIVE(S)	TASK(S)	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	<u>End of Year Analysis</u>	<u>Budget Status</u>
Evaluate new ways of communications to lower the students default rate	Review and assess current processes for exit interviews.	Number of current processes documented.	Spring 2019	Fin. Aid Director	Processes updated and documented.	MEETS Metric	APPROVED
	Identify new ways to enhance/improve the communications.	A plan/list of new actions created and documented.	Spring 2019	Fin. Aid Director	A plan was created.	MEETS Metric	APPROVED
	Implement the new/updated procedures.	Number of communications/actions taken.	Summer 2019	Fin. Aid Director	A plan was implemented. The number of students in default rate has improved by 3% so far.	MEETS Metric	APPROVED