

# Clinton Community College: Institutional Effectiveness Plan

March 2017



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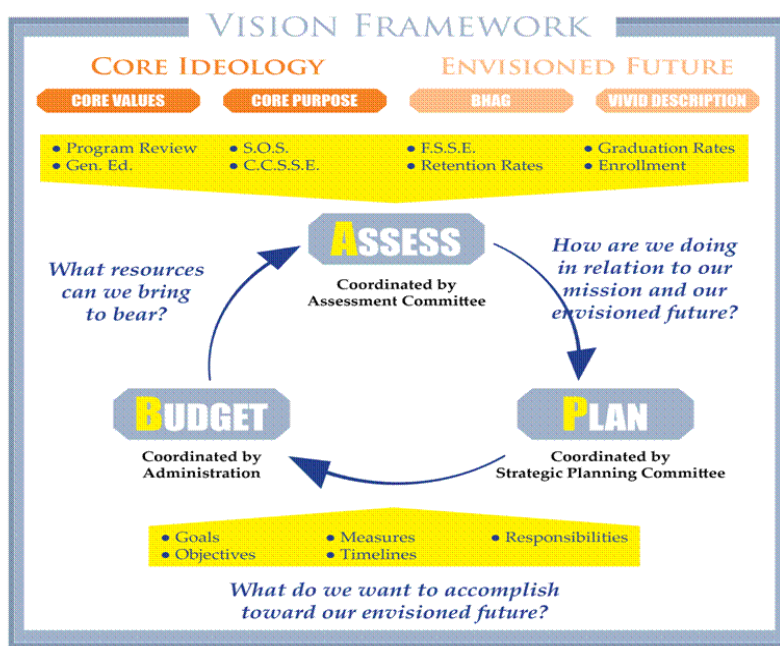
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## INSITUTIONAL EFFECTIVENESS PLAN AND COLLEGE ASSESSMENT NARRATIVE

### Overview:

The mission of Clinton Community College (CCC) is to provide educational opportunities that enrich minds, strengthen the economy and improve the quality of life in our region. CCC is committed to continual assessment of its institutional effectiveness in all areas of the College.

CCC has worked diligently to align the college’s mission, core values, goals, objectives and action plans at all levels. CCC created a visual model to reinforce how these pieces link together through its strategic planning process in 2010. The Assess, Plan, Budget (APB) model depicted below illustrates how strategic priorities are directly reflected within decision-making at all levels and within annual discussions of resource allocations.



The process is informed by the Middle States Commission on Higher Education’s (MSCHE’s) Characteristics of Excellence in Higher Education document. The College ensures that its goals, sub-goals and objectives are “SMART”- Specific, Measurable, Attainable, Relevant and Timely. These are directly in line with the College’s 2012-2017 Strategic Plan (Appendix A).

The College’s Strategic Planning Manual (first drafted in 2002 and last revised in 2016) outlines the overall timeline and procedures for strategic planning decisions (see Appendix B). A college-wide Strategic Planning Committee convenes bi-monthly as

needed, year-round, to review progress within the strategic planning goals and sub-goals, to analyze emerging needs which require commitment of college resources and to make recommendations of yearly resource allocations, within the context of the APB cycle. The 2014 revision of the Strategic Planning Manual was delivered by a task force which worked diligently during Fall 2014 to make significant recommended changes to the committee composition and processes to best fit college functions and apply to all College operations. In 2016 the cycle was changed from five years to three years and the timeline was updated to have the draft plan completed in May and formally approved by the Board of Trustees in September. In addition, the Strategic Planning Metrics last reported in Fall 2016 (Appendix C) have been discontinued and reported in the Enrollment Management Report (Appendix D).

All areas of the College complete thoughtful assessment on a planned schedule, with regular discussion within each operational area. These assessment results are then filtered for consideration to the Strategic Planning Committee, as appropriate, for further action. The narrative below summarizes the ways by which assessment results are gathered and used to improve college-wide instructional and administrative activities.

### **Academic Assessment:**

The Vice President of Academic Affairs (VPAA) oversees 43 full-time and approximately 50 part-time instructional faculty members. The College has 11 departments and 21 Associate's degree programs and seven certificate programs. Each of these departments/divisions participates in assessment through several means: annual department plans, seven-year cycle of program reviews and progress reports, and assessment of programmatic and general education student learning outcomes.

Any high priority identified needs from within each of these areas of assessment are discussed within Academic Council and provided to the Strategic Planning Committee for consideration in the following year's resource allocations. Details about areas of assessment within Academic Affairs are provided below.

#### Student Learning Outcomes Assessment

The Student Learning Outcomes Assessment Coordinator (SLOAC) position, staffed by a full-time faculty member who receives a load reduction, was created in Fall 2009 and began in January 2010. In 2016, the position was modified to include the oversight of the general education assessment. The SLOAC acts as a liaison between the Vice President for Academic Affairs, academic departments, the General Education Committee, and the Office of Institutional Research and Planning. The Coordinator

provides support and guidance for faculty in assessing student learning outcomes for every degree or certificate program at the College.

The Coordinator facilitates a continuous reporting process among these offices and links assessment data to the overall academic budget and planning processes. Student Learning Outcomes provide critical information within the academic program review process, as defined by the College's approved seven-year cycle.

The Coordinator keeps current in best practices and MSCHE requirements for student learning assessment and is the conduit to providing all of this information to faculty. In addition to the current and future assessment plans, the SLOAC attends conferences and acts as an ongoing resource for faculty, acquiring information and creating assessment documentation.

### General Education Assessment

The SLOAC leads faculty through the assessment of student learning outcomes specific to all courses designated as part of the institution's general education curriculum. In 2000, each SUNY campus became responsible for developing a campus-based general education assessment plan (Appendix E), which was approved by the SUNY General Education Assessment Review Group (GEAR), comprised of faculty with expertise in assessment from across the University system.

CCC developed a comprehensive plan for assessing the general education student learning outcomes, with implementation of the plan in Fall 2002. The plan embraces a course-embedded approach, with a goal of continual improvement of teaching and learning on campus. Outcomes from each of the ten knowledge and skill areas and the two competencies, which are included as the College's General Education framework, are assessed within a three-year cycle. The goal is for students in transfer degree (AA/AS) programs to have successfully completed 30 credits of general education coursework in seven of the ten knowledge areas, to include Basic Communication and Mathematics.

Student learning within the context of General Education is measured directly using either a pre-test/post-test methodology or a post-test methodology that employs the use of test questions, portfolios, demonstrations, and/or projects and papers. Faculty members teaching within each discipline determine the validity of specific indicators. In most cases, an overall score on an exam does not serve as evidence of student learning. Student performance on targeted questions or clusters of questions are designed to measure specific knowledge or competency learning outcomes are measured and reported.

Assessment items are scored either objectively (for multiple choice, matching, or single answer questions), or using a rubric developed by faculty teaching in the discipline or by one of the SUNY discipline-based panels (for open-ended questions, portfolios, demonstrations, papers, or projects). Training and norming sessions for scoring by the rubrics increase inter-rater reliability and provide opportunities for faculty teaching a common course to discuss the validity of the assessment instrument and a priori expectations for student performance.

For each General Education learning outcome, students are evaluated based on four performance levels: 1) exceeding the standard, 2) meeting the standard, 3) approaching the standard, or 4) failing to meet the standard. Standards are defined by the faculty who teach within the discipline, and who also create the assessment instruments and construct the scoring rubrics. The SLOAC submits the summary report each year of general education assessment (Appendix F, 2015-16).

#### Academic Assessment-Program Reviews and Progress Reports

In April 2009 Clinton Community College adopted a campus-wide, comprehensive plan for a Seven-Year Cycle for Program Assessment (Appendix G). While program reviews for academic departments had been conducted for decades, this cycle, for the first time, required full program reviews for all academic and student services departments and divisions. A detailed handbook (CCC Guide to Program Review-updated April 2014, Appendix H) provides details about the comprehensive process and its timeline. Program Reviews are required every seven years, with intermediary progress reports required in years three and five in between each full review. A template for progress reports is also provided to each reviewer. The Assessment Committee has drafted a new manual and a Five-Year Cycle for Program Review to take effect Fall 2017.

The Faculty Council Assessment Committee, in conjunction with the Vice President of Academic Affairs, Student Learning Outcomes Assessment Coordinator, and the Data Analyst, works closely with the reviewing departments to guide the process and provide detailed feedback. The review culminates with a visit by an external team and a report with their recommendations provided to the appropriate Vice President. The Academic Council regularly reviews results of these assessments and discusses substantive findings.

#### Annual Department Plans

In addition to the program review cycle, each academic department annually drafts formalized goals and objectives as part of their department plans. This is carried out through a template which ensures connection of plans to the overall College strategic planning process. These plans define the objectives and actions for the academic year

and are reviewed at the close of each academic year to measure progress and to reevaluate program planning and budgeting.

Department plans are submitted to the VPAA each spring, who brings them forward for discussion within the Academic Council as appropriate. The template for department plans is found as Appendix I.

### **Student Affairs Assessment:**

#### Student Affairs Assessment-Program Reviews and Progress Reports

Student Affairs departments also follow the guidelines in the Guide to Program Reviews and the College's Seven-Year Cycle for Program Assessment. Program Reviews are required every seven years, with intermediary progress reports submitted in years three and five between each complete review. A template for progress reports is also provided to each reviewer. The Assessment Committee has drafted a new manual and a Five-Year Cycle for Program review to take effect Fall 2017.

The Faculty Council Assessment Committee, in conjunction with the Associate Dean of Student Services, Dean of Enrollment, and the Data Analyst, works closely with each reviewing department to guide the process and provide detailed feedback. The review culminates with a visit by an external team and reporting of their recommendations. The Student Affairs leadership teams regularly review the results of program review assessments.

#### Annual Department Plans

In addition to the program review cycle, each Student Affairs department annually drafts formalized goals and objectives as part of their department plans. These plans provide an action plan for the upcoming academic year and are reviewed at the close of each academic year to measure progress and reevaluate program planning and budgeting. Any identified areas of high priority need found through either program review, progress reports or department plans are discussed within the Student Affairs Leadership Team and provided to the Strategic Planning Committee for consideration with regard to resource allocation. The template for department plans includes the assessment of the objective, the responsible party or parties and the date by which to accomplish each action. The template for department plans is found as Appendix I.

### **Assessment Team**

Recognizing a need to convene all leaders in assessment from across College operations, in 2012 the "Assessment Team" or "A-Team" was established. This includes the Vice President of Academic Affairs, Associate Dean of Student Services, Dean of Enrollment

Management, Data Analyst, Assessment Committee Chair, English Department Chair, Math Department Chair, and the Student Learning Outcomes Assessment Coordinator. These assessment leaders meet twice per semester to report on assessment within all areas of the College and to discuss manners for improvement. The result has been much greater awareness of and ability to sync assessment activities across the College. The team is also thereby better able to continue to improve the culture of assessment on campus.

### **Administrative Unit Assessment:**

CCC implemented an annual assessment plan for all administrative offices beginning in 2011-2012. In Fall 2016 the number of offices was reduced to include those listed below. The change incorporated all offices that reported to the VP of Administration and Finance to be incorporated into one Administrative Assessment document.

The offices included within the Administrative Assessment process include the following:

- Academic Affairs
- Administration and Finance
- Center for Community and Workforce Development (CCWD)/Institute for Advanced Manufacturing (IAM)
- Institutional Advancement
- Human Resources
- Information Technology
- President's Office
- Student Affairs

Each office develops a mission statement and aligned priority objectives with Strategic Plan goals. Outcomes and associated measurements for achieving these goals, as well as setting timelines and identifying each responsible party, are included within the assessment matrices. A guide to the process and appropriate objectives and outcomes is provided to each department or division (Appendix J).

By the end of March, the preliminary draft of the administrative assessment is due. This will allow the faculty and staff to utilize the assumptions associated with the preliminary budget information provided by the Vice President of Administration and Finance by mid-February. At this time, the Administrative Unit Assessment Team (representatives from each office listed above) convene to review the drafts and collaborate on the priorities across campus that can be accomplished. This allows for the Administrative Unit Assessment Team to prioritize based on the Strategic Planning goals. The final version of

the administrative assessment is due in May after the Strategic Planning goals and budget are finalized with final approval from the Board of Trustees, Clinton County and SUNY for the upcoming year.

The first update occurs at the end of January when the results are provided by the offices listed above. The second and final update is provided in August. Currently, the Administrative Assessments are stored in Public Folders available to the College community. However, the College is pursuing creating a shared space via Office 365 or another appropriate software. This will allow the strategic goals and all the actions related to them to be connected and tracked in an easily accessible, usable and analyzable manner.

### **Enrollment Management:**

The College's Enrollment Management Report informs of progress and determines next steps for the recruitment, retention, and associated planning efforts for the College. The Enrollment Management Committee (EMC), chaired by the Dean of Enrollment Management, includes a group of leaders from both Academic and Student Affairs. It consists of Recruitment and Retention sub-committees. The work of subcommittees is evaluated by the whole committee for recommendations and it is deliberately integrated with the strategic and institutional effectiveness plans. The sub-committees are chaired by the Dean of Enrollment Management (recruitment) and Associate Vice President of Academic Affairs (retention).

The EMC acts as a recommending body for initiatives to undertake for recruitment by the Enrollment Management Team and for retention by Academic Affairs. The Committee works during the Fall semester to review enrollment data and discuss ongoing trends in the areas of retention, admission and recruitment. By May 15, it begins drafting the Enrollment Management Report and analyzes the data to inform the following year initiatives. The report is finalized September 30. The 2016-2017 Enrollment Management Report is attached as Appendix D.

The Enrollment Management Report not only guides departments in their planning for the subsequent year, but informs the Strategic Planning Committee with regard to estimated enrollments in program areas, as they consider prioritization of resources.

## **Institutional Effectiveness/Institutional Research:**

The Office of Institutional Research and Planning, staffed by a full-time Data Analyst, was created in 2004 to allow a dedicated position for institutional data collection and analysis. The position also has increased the quality of reporting and serves as a centralized, internal resource for campus-wide assessment activities.

The Data Analyst works closely with the VPAA, President's Council, Assessment Committee Chair, Dean of Enrollment Management and Student Learning Outcomes Assessment Coordinator to convey institution-wide assessment results which are used for timely decision-making. The Data Analyst also provides direct support to the Strategic Planning Committee, ensuring that the Committee is best-informed of college assessment data as it considers highest priorities for future resource allocations. CCC broadened its assessment and planning activities over the last decade to include a deeper reflection of its mission. Since 1995, assessment efforts were greatly expanded to include regularly reporting metrics that directly assess how successfully the College is in achieving its mission. A measure of our mission-centric performance was compiled at an institutional level through regular publication of the Institutional Effectiveness Report, and since Fall 2016 is contained in the Enrollment Management Report (EMR). The EMR is completed annually and ensures the information is directly aligned with the college's strategic plan. The College uses a number of external benchmarking and comparison sources to reflect on institutional performance. These sources include:

- Community College Survey on Student Engagement-CCSSE (every three years)
- ACT SUNY Student Opinion Survey (SOS) (every three years)
- SUNY and NYSED reporting and data (annual)
- IPEDS reporting and data (annual)
- Student Achievement Measure (annual)

In addition, the College regularly employs collected internal and external information to remain cognizant of our continuously evolving climate. During 2010-2012 the College invested in a new student information system (CAMS) in an effort to vastly improve student data and applications. The CAMS and SUNY Business Intelligence applications both serve as internal reporting resources that significantly aid in the College's ability to compile and review data as desired. Data elements from these sources are utilized to compile the following:

- Enrollment/Admissions data (annual)

- Student success data
- Enrollment Management Report (annual)
- Campus Climate Survey (every three years)
- Facilities Master Plan (every five years)

Major institutional data such as CCSSE and SOS are disseminated to the campus by the Data Analyst. Other reports such as general education, administrative assessments or program reviews are disseminated in committee meetings. It is incumbent upon representatives at the meetings where information is disseminated to bring the information back to their departments or division for further distribution and discussion. This information will then be used in their annual planning processes, thereby “closing the loop” in assessment.

### **Strategic Planning:**

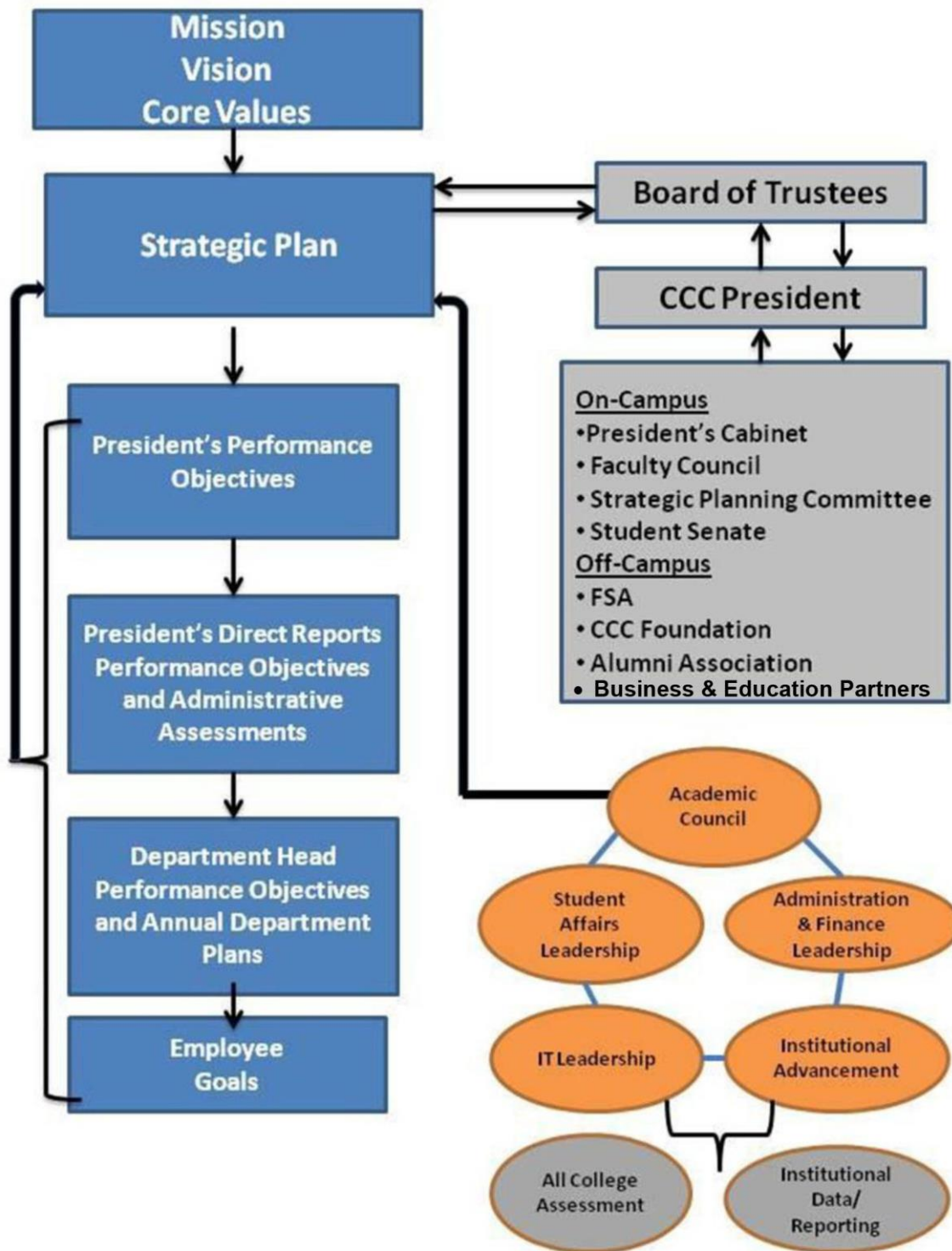
The College’s Strategic Planning Committee oversees implementation of the Strategic Plan (Appendix A). The committee structure was revamped in Fall 2014 to maximize representation, but still maintain a size conducive to action. In January 2017, recognizing a need to revise the process, the new President charged the Strategic Planning Committee to make revisions to the Strategic Planning Manual (Appendix B) and to complete the five-year strategic planning process. The College uses the Strategic Planning proposal template (Appendix K) as the mechanism for review.

The following diagrams detail the overall strategic planning process, the Academic and Student Affairs assessment cycles, the Administrative Division assessment cycle and the strategic planning and assessment cycle timelines. These are iterative processes that derive from the College mission, with information flow between and among all units and levels of decision-making.

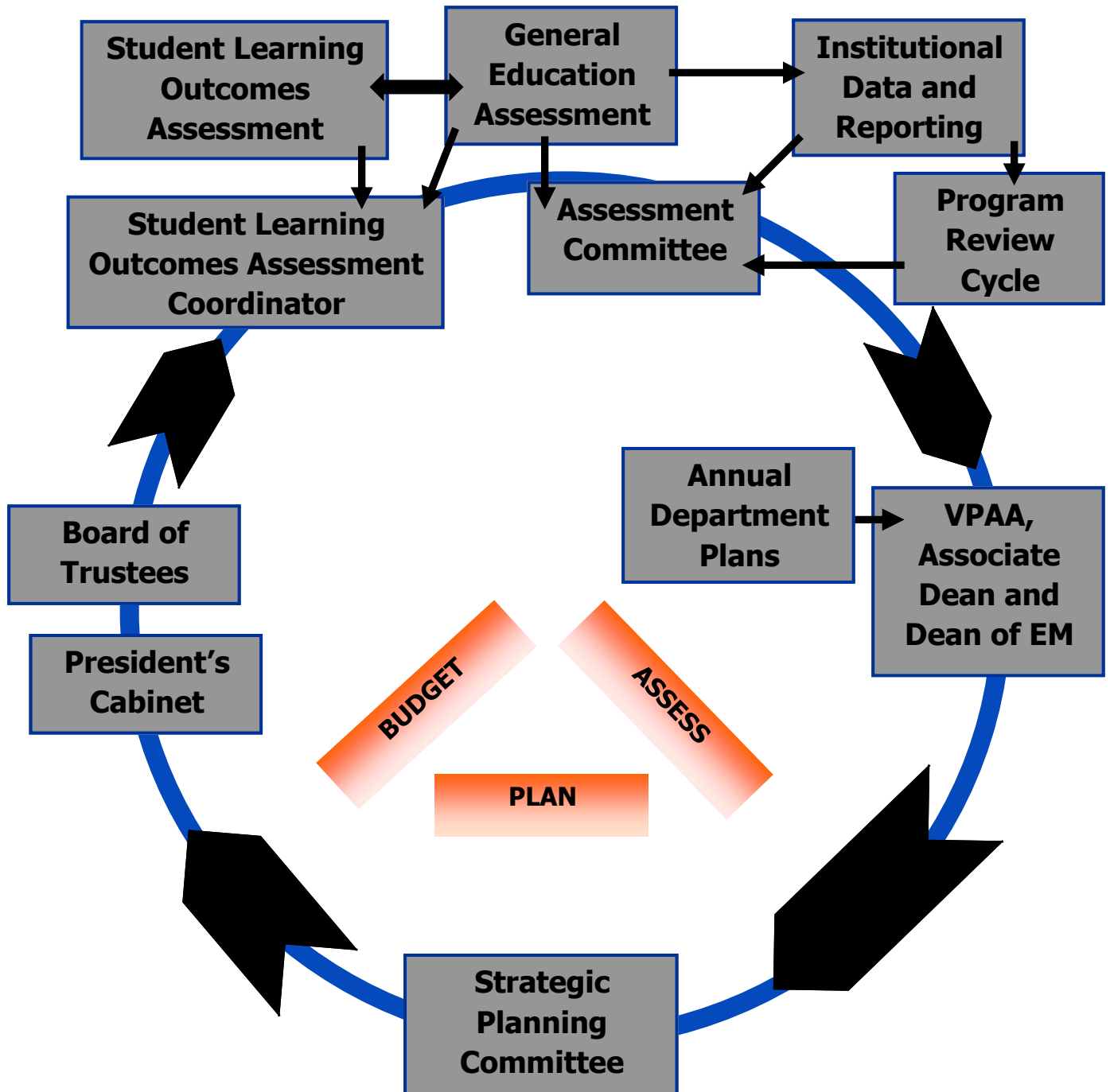
The two cycles of primary assessment on campus, Academic and Student Affairs and Administrative Units, tie closely to the strategic planning cycle. They are represented in the schematics following as well.

An additional aid, a tracking document of all MSCHE recommendations and suggestions and the College’s internal recommendations from the 2012 self-study, is regularly updated and communicated to the College (Appendix L). This document along with the academic affairs, student affairs, and administrative assessments has provided consistent communication and understanding of the APB cycle.

## Clinton Community College Strategic Planning Process



# Clinton Community College Academic and Student Affairs Assessment Cycle



# Clinton Community College Administrative Assessment Cycle



## **Resource Alignment/Budgeting**

The College begins work on a subsequent year budget early in the spring semester. Data and information is collected from Institutional Research, the Enrollment Management Report and other sources. Each department and division develops a standard budget in conjunction with their supervisor, which are then these are compiled by the Office for Administration and Finance.

In accordance with the Strategic Plan, the Strategic Planning Committee reviews proposals for initiatives that directly align with operational and strategic priorities which may require substantial college resources. The Committee then provides recommendations to the President's Cabinet for endorsed initiatives that will require resources, who then approves or disapproves these recommendations. The Strategic Planning Committee also reviews major grant-funding opportunities such as the annual Perkins Grant and the Moore Academic Innovation Fund which is administered by the College Foundation. Strategic initiatives are further reviewed for alignment with grant opportunities and are also included within the budgetary process. Department budgets are reviewed for correlation to necessary and required funding versus additional operating requests. Based on strategic initiatives, non-essential funding within department budgets may be reduced and those funds transferred to another department.

The President ultimately approves the draft budget which is submitted to the finance committee of the Board of Trustees in May/June for review and discussion. The Board of Trustees considers the budget in June and upon approval it is forwarded for approval to the Clinton County Legislature (County Sponsor) in July. Upon County legislative approval it is sent to SUNY System Administration for final approval in August.

## Clinton Community College

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### Strategic Planning and Assessment Process by Calendar Year Timeline and Responsibilities

WHO	WHAT	WHEN
President	Work with Board of Trustees to establish President's objectives for coming academic year	August 15
President	Update College on Assessment, Strategic Plan and Budgeting	Opening Day- August
Administrative Unit Department or Division Heads	Complete Administrative Unit Assessments from current academic year, review with supervisor and submit to President's Office	August 31
Dean of Enrollment Management	Disseminate Enrollment Management Report	September 30
VPAA/Data Analyst	Disseminate major institutional data results to President's Cabinet followed by Strategic Planning Committee and Faculty Council (i.e.- CCSSE or SOS Analysis)	September- October
Student Learning Outcomes Assessment (SLOA) Coordinator	Submits SLO assessment, General Education Campus Report, and General Education assessment cycle to VPAA, and Faculty Council	February 28
Strategic Planning Committee	Review, discuss, prioritize initiatives for following year based on all-college assessment; Provide recommendations to President's Cabinet	February- April
Assessment Committee	Notifies Student and Academic Affairs programs of next academic year program reviews	April 1
Administrative Unit Dept. or Division Heads	Submit Administrative Unit Assessments for upcoming year	May 15

## APPENDIX A

### **CLINTON COMMUNITY COLLEGE 2012-2017 STRATEGIC PLAN**

#### **MISSION:**

The mission of Clinton Community College is to provide educational opportunities that enrich minds, strengthen the economy and improve the quality of life in our region.

#### **VISION:**

As a result of our efforts in Clinton County and the North Country, individuals will be prepared to meet the challenges of a global society, our economy will thrive and the people in our region will enjoy an enhanced quality of life.

#### **CORE VALUES:**

- Access and success
- Students
- Community
- Excellence
- Integrity

#### **STRATEGIC GOAL: Increase Access to Postsecondary Education in Our Region**

- Increase enrollment of Clinton County adult learners (25 years and older).
- Maintain current enrollment numbers by recent high school graduates.

#### **STRATEGIC GOAL: Increase Retention/Success to Help Our Students and the People of Our Region Reach Their Full Potential**

- Improve second semester and one year student retention.
- Improve successful completion rates of gatekeeper courses.
- Examine successful course completion by modality (CAP, distance learning, hybrid and on-campus).

#### **STRATEGIC GOAL: Promote a Culture of Scholarship and Learning**

- Establish characteristics of a culture of scholarship and learning.
- Promote characteristics of a culture of scholarship and learning.

**STRATEGIC GOAL: Create a Culture that Embraces Internationalism and Diversity as Essential to the Economy and the Quality of Life of Our Region**

- Emphasize the impacts of internationalism on the region.
- Diversify the student body and continue international student programming.
- Diversify campus workforce.

**STRATEGIC GOAL: Create a Comprehensive Professional Development Program in Support of Institutional Effectiveness**

- Support professional development that allows the campus to be more data-driven in its decision-making, through institutional research.
- Support professional development related to best practices in student access, retention and success, and embracing internationalism and diversity.
- Support professional development in specific professional and academic content areas.

**STRATEGIC GOAL: Develop an Improved Campus Infrastructure that Supports Student Access & Success**

- Adopt the 2011 Facilities Master Plan Tune-Up.
- Implement portions of the plan as resources are identified and secured.

**STRATEGIC GOAL: Develop a Brand Identity that Distinguishes Us and Reflects Our Commitment to a Brighter Future**

- Establish an updated brand identity.

## **APPENDIX B**



# **Strategic Planning Procedure Manual**

Adopted by the Strategic Planning Committee January 2003; revised December 2007, revised November 2011; revised September 2012; revised October 2014; revised June 2015, revised December 2016, March 2017

## **Introduction**

Strategic Planning at Clinton Community College (CCC) is an objective, systematic process with the purpose of establishing prioritized goals and objectives for the College. It involves the entire College and the surrounding community. It is a deliberate, on-going process for reaching agreement on actions required to achieve the College's mission. The College's strategic plan includes the mission, vision, values and seven strategic goals defined below.

## **The Mission**

The mission of Clinton Community College is to provide educational opportunities that enrich minds, strengthen the economy and improve the quality of life in our region.

## **Vision Statement**

As a result of our efforts in Clinton County and the North Country, individuals will be prepared to meet the challenges of a global society, our economy will thrive and the people in our region will enjoy an enhanced quality of life.

## **Core Values**

- Access and success
- Students
- Community
- Excellence
- Integrity

## Strategic Goals

- Increase Access to Postsecondary Education in Our Region
- Increase Retention/Success to Help Our Students and the People of Our Region Reach Their Full Potential
- Promote a Culture of Scholarship and Learning
- Create a Culture that Embraces Internationalism and Diversity as Essential to the Economy and the Quality of Life of Our Region
- Create a Comprehensive Professional Development Program in Support of Institutional Effectiveness
- Develop an Improved Campus Infrastructure that Supports Student Access & Success
- Develop a Brand Identity that Distinguishes Us and Reflects Our Commitment to a Brighter Future

Strategic planning also establishes a timeline to foster efficient use of resources and to promote innovation in leading the College successfully into the future. The College's strategic planning process is closely linked to its Institutional Effectiveness Plan, which is the document that provides the institutional framework for these processes.

The Strategic Planning Committee facilitates an open, transparent, shared process for annual resource allocation recommendations, program activity changes and creation of the College's five year Strategic Plan. Each Strategic Planning Committee meeting is open to all members of the College community. The procedures outlined in this document provide a mechanism for strategic decisions to be made in a shared and coordinated manner. The Strategic Planning Committee follows Robert's Rules of Order.

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- IV. Developing the Three-Year Strategic Plan

## **I. Strategic Planning Process at Clinton Community College**

The Strategic Planning committee is charged as follows:

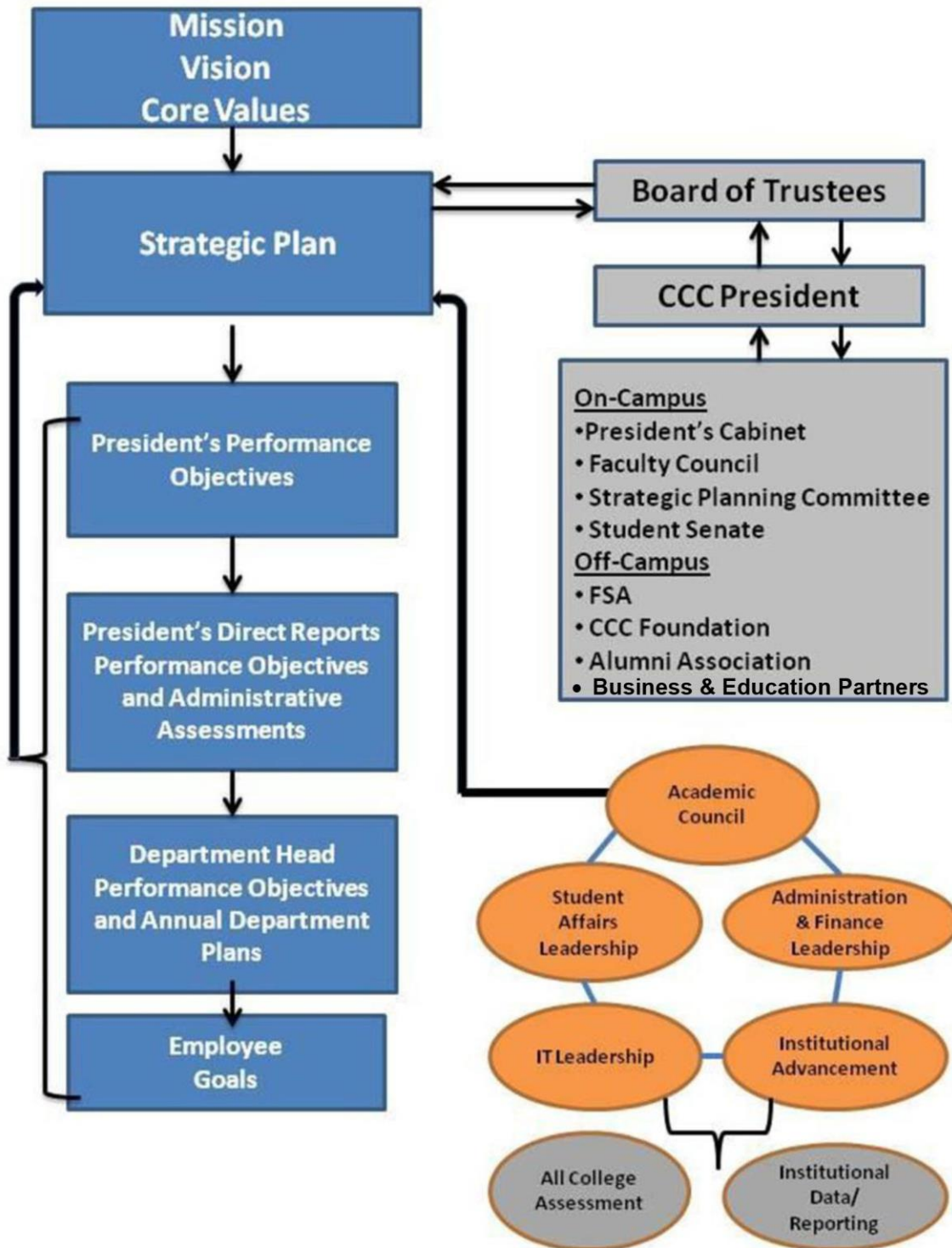
- To create a strategic plan to maintain long-term institutional success and viability.
- To review initiatives brought forth by each leadership group, across all college operations, and to recommend which initiatives should move forward for administrative action.
- To review resource allocation for major grant and College strategic development funds (e.g.- Perkins Grant, Moore Academic Innovation Fund), and to recommend which proposals should move forward for administrative action.
- To oversee the implementation timeline of strategic planning initiatives.
- To review proposals to create, reactivate, deactivate, make major changes to, or to discontinue programs, and to make recommendations regarding these proposals.
- To evaluate annually the planning process and implementation of priorities.

The College community identifies a mission, vision and core values within its Strategic Plan. These statements frame all college activities. The Strategic Plan defines Strategic Goals to implement its mission, vision and core values. Each Strategic Goal includes measurable Sub-Goals which represent institution-wide activities. These metrics are informed by campus-wide assessment and shared annually among all constituent groups.

Sub-goals are re-visited annually and modified as appropriate to best plan for college success in alignment with the Strategic Plan. Assessment results (through program reviews and progress reports, annual department plans, Student Learning Outcomes, General Education assessment and Administrative Unit assessments) are discussed within each leadership group and inform strategic proposals which may be moved forward for committee discussion. All proposals will submit complete information as specified by the proposal template (Appendix A) for their consideration and following the outlined procedures and timelines for submittal (section III of this manual)

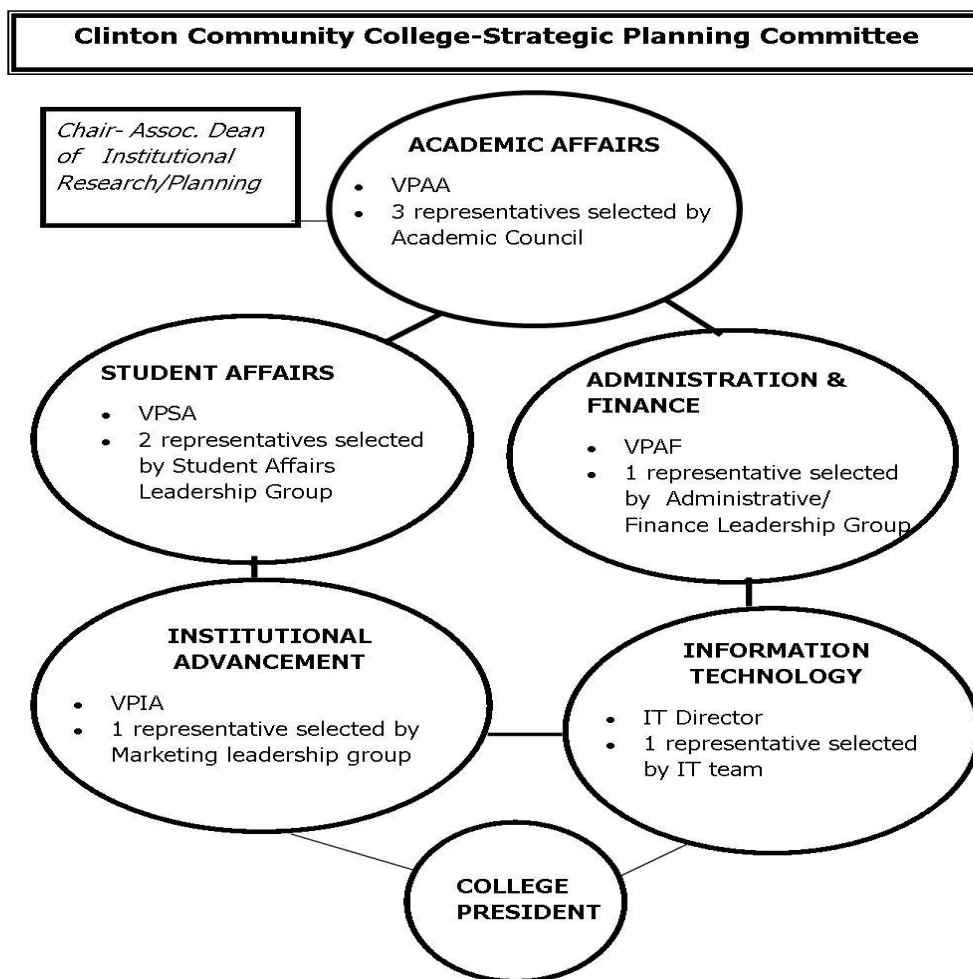
This process incorporates a “flow down” as well as a “flowing up” model of Strategic Planning, to ensure that each unit is working in concert to further the College’s Strategic Plan. Each of these are iterative processes that derive from the College Mission. Information thereby flows between and among all units and levels of decision- making.

## Clinton Community College Strategic Planning Process



## II. Composition of the Strategic Planning Committee

The Strategic Planning committee is chaired by the Associate Dean of Institutional Research and Planning who is a voting member. All areas of the College are represented within the committee. Each of the five operational areas select designees to serve on the Strategic Planning Committee. The process by which this selection occurs (vote/discussion, etc.) may vary by each group. The designees are forwarded to the Strategic Planning Committee Chair by the appropriate Vice President or Director, by September 1<sup>st</sup>. The College President is a standing, but non-voting member of the committee. The 15 member committee is illustrated below:



Representation on the Strategic Planning Committee is reviewed annually, with each area leader responsible for forwarding designees to the Committee Chair. The College recognizes that individuals should be selected as committee members because of their ability to think strategically and their dedication to this crucial process. In the event that a committee member cannot make a meeting, they may designate a replacement to attend in their place. This replacement will be allowed to vote at the meeting. If a member misses two or more meetings consecutively, the Committee Chair will provide notice to the area leader and the member may be replaced.

### **III. Procedures for Annual Planning Decisions**

The policies and procedures set forth are consistent with the College's governance structure, in conjunction with the NY State Education Department and SUNY System Administration. These activities are directly tied to the Strategic Planning processes depicted and within the College's Institutional Effectiveness Plan.

The following guidelines apply to these procedures:

- a. Requests for consideration of proposed strategic initiatives must be given to the Committee Chair one week prior to scheduled meetings.
- b. Discussion of proposed strategic initiatives must occur at the appropriate leadership group prior to submittal of materials (see Appendix A for proposal template) for Committee consideration.
- c. Only initiatives that would be funded outside of the typical annual budgeting process will be brought to the Strategic Planning Committee for action. Other initiatives will be brought for information only. Minor operational changes that may be deemed of interest to the committee should be addressed within the "FYI" standing agenda item. This should include discussion of minor grant applications being submitted.
- d. If there is any question about whether an item is deemed "substantial" and should be considered by the Strategic Planning Committee through its proposal process, it should be sent to the Committee Chair for discussion within this standing agenda item.
- e. The Strategic Planning Committee will forward recommendations to the President's Cabinet within the week following the committee meeting. The President's Cabinet will communicate decisions regarding these recommendations to the Strategic Planning Committee (either at a meeting or to the Committee Chair who will share with the committee) within two weeks.

Timelines noted herein may be altered at the discretion of the Strategic Planning Committee.

## **A. Expansion or Retraction of Institutional Resources or Personnel**

The College carries out annual environmental scans based on assessment and evaluation. Any proposal to reorganize personnel, program resources or resources for ongoing or new initiatives must move through the strategic planning process. This includes submittal of the completed proposal form (Appendix A) and its attachments.

All areas of the College will use cost/benefit analysis, benchmarking comparison to other similarly-sized institutions, and the cost of alternate means of delivery in considering significant changes in the allocation of college resources. When considering the strategic reorganization of institutional resources or personnel, at least the following will be taken into consideration: change in enrollment, change in number of programs, change in number of employees needed to accommodate an expansion or reallocation of resources for retraction, supporting grants, contractual commitments, change in physical plant and properties, external regulatory and compliance requirements, and accounting and audit requirements.

## **B. Academic Program Decisions**

Major changes in the academic programs are governed by regulations from SUNY and the NY State Education Department in addition to internal processes established by CCC. The processes outlined in sections 1-5 below are very specific to ensure compliance with these regulations.

Major changes are defined as:

1. New programs not currently offered at CCC.
2. Expansion or major change in a program.
3. Reactivation of a deactivated program.
4. Deactivation of an existing program.
5. Discontinuation of a deactivated program.

Specific definitions for each of these may be found at:

<http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/SUNY-Guide-to-Academic-Program-Planning.pdf>

In addition to the processes outlined in this policy, academic program decisions must also follow CCC Faculty Council policies found here:

<http://www.clinton.edu/CurriculumCommittee/>

Note: these processes outlined above may run in parallel for sake of time, with careful consideration given to communication of all parties during this process.

## **B1. Development of a New Academic Program**

**Definition:** These are programs that do not currently exist on campus and will require substantial investment for development and ongoing operation.

**Timeline:** The development of a new program should begin at least three semesters prior to the anticipated implementation date. The following timeline is recommended:

- Steps 1 – 3 should be carried out in the fall and/or spring of year 1.
- Steps 4 – 7 should be carried out in the fall of year 2.
- Step 8 should be carried out in fall/winter of year 2.
- Steps 9 – 12 should be carried out in the spring of year 2.
- Implementation of the new program to begin in the fall of year 3.

### **Steps 1-12 for the Development of a New Academic Program**

1. The framework for the new program will be discussed at the department level. If departmental support is given, the initial proposal will be taken to Academic Council.
2. The proposal will be discussed at Academic Council. If council support is given, the VPAA will approve the funding of the program development. The lead faculty member of the sponsoring department will be instructed to submit the initial proposal to the chair of the Strategic Planning Committee for information only.
3. If funding for program development is approved, the lead faculty member of the sponsoring department will complete the SUNY New Undergraduate Degree Program Proposal Form. Within said form, the following information will be required:
  - Estimated number of students interested in/qualified for the new program including enrollment projections in the first year and in five years
  - Impact on other SUNY institutions
  - Job market data (for AAS degrees)
  - Demonstration that program's graduates will be able to transfer into at least two parallel SUNY baccalaureate programs (for AA and AS degrees)
  - Demonstration of meeting SUNY General Education Requirement (for AA and AS degrees)
  - Demonstration of meeting SUNY Transfer Path Requirements, where applicable (for AA and AS degrees)

A curriculum outline

- Names and qualifications of faculty

- Other resources with costs (e.g. additional faculty, computing and equipment costs; library, space, and facilities needs; marketing and recruitment costs)

**Web Link to the New Undergraduate Degree Program Proposal Form (2A):**

<http://system.suny.edu/academic-affairs/app/academic-program-planning/forms/>

4. When the New Undergraduate Degree Program Proposal Form is completed, the sponsoring department will submit the form to the chair of the Strategic Planning Committee. This document would supersede the Strategic Initiative Proposal Template (Appendix A).
5. The Strategic Planning Committee will hear the program proposal. At a subsequent meeting, the Strategic Planning Committee will make a decision to approve or reject the full development of the program and will provide its recommendation to the President's Cabinet.
6. The proposal will be discussed at President's Cabinet. Within two weeks of the recommendation by the Strategic Planning Committee, whenever possible, the President's Cabinet will make a decision to approve or reject the program development. This decision, including a rationale statement, will be communicated in writing to the chair of the Strategic Planning Committee and the sponsoring department.
7. If the program proposal is approved, the VPAA will announce the plan by sending the SUNY Provost a Program Announcement (PA) for the new undergraduate degree program. The new program plans will be announced to other SUNY campuses for a 30-day comment period.

The lead faculty member of the sponsoring department will develop the program and course proposals using the guidelines set by SUNY and NYSED for program activity, as referenced by the Faculty Council Curriculum Committee guidebook:

<http://www.clinton.edu/CurriculumCommittee>

8. The program and course proposals will be reviewed for adoption by the sponsoring department.
9. The program and course proposals will be reviewed for adoption by the Curriculum Committee, Faculty Council, and college administration.
10. The program proposal will be reviewed for adoption by the College Board of Trustees.
11. The program and course proposals will be reviewed for adoption by SUNY and NYSED.

## **B2. Major Change to an Existing Academic Program**

**Definition:** A change in a program that requires substantial change in resources and/or curriculum, or a curriculum change in 15 or more credits in required courses.

**Timeline:** The process for making a major change to an existing program should begin at least three semesters prior to the anticipated implementation date. The following timeline is recommended:

- Steps 1 – 2 should be carried out in the fall and/or spring of year 1.
- Steps 3 – 5 should be carried out in the fall of year 2.
- Step 6 should be carried out in fall/winter of year 2.
- Steps 7 – 10 should be carried out in the spring of year 2.
- Implementation of the revised program to begin in the fall of year 3.

### **Steps 1-10 for a Major Change to an Existing Academic Program**

1. The framework for the program revision will be discussed at the department level. This initial proposal will include a description of the presumed student and community need and the resources required to run the program. If departmental support is given, the proposal will be taken to Academic Council.
2. The proposal will be discussed at Academic Council. If council support is given, the sponsoring department will complete the SUNY form entitled Program Revision Proposal: Changes to an Existing Program. Within said form, the following information will be required:
  - a. A description of the changes in program content, including the change in the total number of credits
  - b. A side-by-side comparison of courses in existing and proposed revised program
  - c. Demonstration that program's graduates will be able to transfer into at least
    - i. two parallel SUNY baccalaureate programs (for AA and AS degrees)
  - d. Demonstration of meeting SUNY General Education Requirement (for AA and AS degrees)
  - e. Demonstration of meeting SUNY Transfer Path Requirements, where applicable (for AA and AS degrees)
  - f. Names and qualifications of faculty
  - g. Other resources with costs (e.g. additional faculty, computing and equipment costs; library, space, and facilities needs; marketing and recruitment costs)

**Web Link to the Program Revision Proposal: Changes to an Existing Program (3A):**

<http://system.suny.edu/academic-affairs/app/academic-program-planning/forms/>

3. When the SUNY Program Revision Proposal: Changes to an Existing Program form is completed, the lead faculty member of the sponsoring department will submit the form to the chair of the Strategic Planning Committee. This document would supersede the Strategic Initiative Proposal Template (Appendix A). If the program revision does not require a significant increase in resources, the item will be taken to the Strategic Planning Committee for information only (skip to step 6).
4. If the program revision requires a significant increase in resources, the Strategic Planning Committee will hear the program revision proposal. At a subsequent meeting, the Strategic Planning Committee will make a decision to approve or reject the program revision and will provide its recommendation to the President's Cabinet.
5. The proposal will be discussed at President's Cabinet. Within two weeks of the recommendation by the Strategic Planning Committee, whenever possible, the President's Cabinet will make a decision to approve or reject the program revision. This decision, including a rationale statement, will be communicated in writing to the chair of the Strategic Planning Committee and the sponsoring department.
6. The sponsoring department will develop any necessary course proposals using the guidelines set by SUNY and NYSED for program activity, as referenced by the Faculty Council Curriculum Committee guidebook:  
<http://www.clinton.edu/CurriculumCommittee>
7. The program revision and course proposals, if any, will be reviewed for adoption by the sponsoring department.
8. The program revision and course proposals will be reviewed for adoption by the Curriculum Committee, Faculty Council, and college administration.
9. The program revision will be reviewed for adoption by the College Board of Trustees.
10. The program revision and course proposals will be reviewed for adoption by SUNY and NYSED.

### **B3. Reactivation of a Deactivated Program**

**Definition:** The program will begin readmitting students into a curriculum that has been formally deactivated. If a reactivated program will be substantially revised as part of reactivation, Expansion or Major Change policies (section III. B.2.) of this document) also apply.

**Timeline:** The process for the reactivation of a deactivated program should begin at least two semesters prior to the anticipated implementation date. The following timeline is recommended:

- Steps 1 – 4 should be carried out in the fall of year 1.
- Steps 5-9 should be carried out in the spring of year 1.

#### **Steps for Reactivation of a Deactivated Program**

1. The framework for the program reactivation will be discussed at the department level. This initial proposal will include a description of the presumed student and community need and the resources required to run the program. If departmental support is given, the proposal will be taken to Academic Council.
2. The proposal will be discussed at Academic Council. The following information will be required:
  - a. A description of the changes in program content if any, including the change in the total number of credits. If changes are substantial, follow the steps in III. B.2.
  - b. Demonstration that program's graduates will be able to transfer into at least two parallel SUNY baccalaureate programs (for AA and AS degrees)
  - c. Demonstration of meeting SUNY General Education Requirement (for AA and AS degrees)
  - d. Demonstration of meeting SUNY Transfer Path Requirements, where applicable (for AA and AS degrees)
  - e. Names and qualifications of faculty
  - f. Other resources with costs (e.g. additional faculty, computing and equipment costs; library, space, and facilities needs; marketing and recruitment costs)
3. If the program revision requires a significant increase in resources, the Strategic Planning Committee will hear the program revision proposal. At a subsequent meeting, the Strategic Planning Committee will make a decision to approve or reject the program revision and will provide its recommendation to the President's Cabinet.
4. The proposal will be discussed at President's Cabinet. Within two weeks of the recommendation by the Strategic Planning Committee, whenever possible, the President's Cabinet will make a decision to approve or reject the program revision. This decision, including a rationale statement, will be communicated in

writing to the chair of the Strategic Planning Committee and the sponsoring department.

5. The sponsoring department will develop any necessary course proposals using the guidelines set by SUNY and NYSED for program activity, as referenced by the Faculty Council Curriculum Committee guidebook:  
<http://www.clinton.edu/CurriculumCommittee>
6. The program revision and course proposals, if any, will be reviewed for adoption by the sponsoring department.
7. The program revision and course proposals will be reviewed for adoption by the Curriculum Committee, Faculty Council, and college administration.
8. The program revision will be reviewed for adoption by the College Board of Trustees.
9. The program revision and course proposals will be reviewed for adoption by SUNY and NYSED.

#### **B4. Deactivation of an Existing Academic Program**

**Definition:** The program will not be offered to new students after a given point in time. Programs may be deactivated when enrollment, faculty availability or cost make it no longer a viable offering. These programs continue to be recognized by SED. The institution must contact the SUNY Provost within three years of the deactivation date to officially discontinue (section III. B.5) or reactivate the program (section III. B.3).

**Timeline:** The process for the deactivation of an existing program should begin at least two semesters prior to the anticipated implementation date of not accepting students in the program. The following timeline is recommended:

- Steps 1 – 4 should be carried out in the fall of year 1.
- Steps 5-6 should be carried out in the spring of year 1.

#### **Steps for the Deactivation of an Existing Program**

1. The VPAA will review programs for viability annually in consultation with Academic Council. Discussion should include program enrollment, impacts on other curricula and programs locally and system wide, and, student and community impact. In the event a program is identified as not viable, it will be referred to Strategic Planning for deactivation.

2. To be considered for deactivation an academic department or the VPAA will prepare Appendix A appropriate describing the presumed student and community impact and the resources required to run a quality program.
  3. The Strategic Planning Committee will hear the deactivation proposal and then make a recommendation at a subsequent meeting. This recommendation will be communicated in writing to the sponsoring department or division and will include a rationale statement and will provide its recommendation to President's Cabinet.
  4. President's Cabinet will make a decision to approve or reject deactivation. This recommendation will be communicated in writing to the Strategic Planning Committee and will include a rationale for the decision.
  5. Proposals will be reviewed for adoption by the College Board of Trustees.
  6. A memo will be sent by the President to the SUNY Office of the Vice Chancellor for Academic Affairs including a description of the impact of the change on campus mission, budget, campus staff and students, and college community.
- a) The forms for Deactivation can be found here: <http://system.suny.edu/academic-affairs/app/academic-program-planning/forms/>

### **B5. Discontinuance of a Deactivated Program**

**Definition:** A campus decides to stop offering a program and awarding a credential for its completion. After SUNY's review and approval, the program is removed from the State Education Department's Inventory of Registered Programs after all continuing students have completed it.

**Timeline:** The process for the deactivation of an existing program should begin at least two semesters prior to the anticipated last graduation date for which the credential is awarded. The following timeline is recommended:

- Steps 1 – 5 should be carried out in the fall of year 1.
- Step 6 should be carried out in the winter of year 1.

#### **Steps for Discontinuance of a Deactivated Program:**

1. The proposal for discontinuance will be initiated by the VPAA in consultation with the sponsoring department.
2. The proposal will be discussed at Academic Council. If support is given, the proposal list submitted to the Strategic Planning Committee.
3. The Strategic Planning Committee will review the proposal for discontinuance and make a recommendation to President's Cabinet.
4. President's Cabinet will make a decision on discontinuance and communicate its decision in writing to the chair of the Strategic Planning Committee.
5. The proposal will be considered by the Board of Trustees for adoption.
6. The VPAA will submit the necessary form to SUNY for discontinuance found here: <http://system.suny.edu/academic-affairs/app/academic-program-planning/forms/>

## **IV. Developing the Five Year Strategic Plan**

Every five years the College systematically evaluates its mission, its place in the community, its strengths and weaknesses, and thereby develops a new Strategic Plan to guide its growth and change. This effort is led by the Strategic Planning Committee.

### **Step 1: Gathering information on the External Climate**

A comprehensive assessment of the needs of the local community, economic and political trends, and legislative mandates is conducted. The College will solicit input from area organizations who are asked to assess the effectiveness with which the College carries out its current mission, and to identify unmet current and anticipated needs relevant to the College mission or indicative of a need for change in the mission.

One week before the September meeting, the Associate Dean of Institutional Research and Planning provides a summary of the data collected from the sources listed above to all Committee members.

At the September meeting, the external climate data is discussed by the Strategic Planning Committee for the purpose of goal-setting.

### **Step 2: Gathering information on the Internal Environment**

A comprehensive assessment of the needs, concerns, strengths, and accomplishments of CCC students and employees is completed. All members of the College community are asked to consider the overall effectiveness of the College in fulfilling its mission and to identify untapped resources, changes they foresee that will have an impact on the College, and major external and internal obstacles to fulfilling the mission.

By October 1, the Associate Dean of Institutional Research and Planning sends electronically the following information:

- The current Mission Statement
- A summary of the information regarding external climate and discussions.
- The most recent Institutional Effectiveness Report

In October, each group listed below, having received the above documents, meets to review the materials provided, to conduct an internal assessment, and to discuss planning:

- Employees- Each area Vice President oversees that every department and academic division on campus devotes at least one meeting to assess Strategic Planning and campus needs.
- Trustees- The President leads the Trustees through an internal assessment activity. (Although the Board does not participate in all the steps involved in the planning process, it does ensure that they have sufficient resources and devoted time to take place.)
- Faculty Student Association- The President of the Faculty Student Association leads the FSA Board through an internal assessment activity.
- Alumni Association- The Vice President for Institutional Advancement leads the Alumni Association through an internal assessment activity.
- CCC Foundation- The Vice President for Institutional Advancement leads the Foundation Trustees through an internal assessment activity.
- Students- Student Senate participates in a discussion of strengths, weaknesses, opportunities, and threats (“SWOT”). This activity is organized in collaboration with the Vice President for Student Affairs.

At the November meeting, the Strategic Planning Committee receives feedback from all groups. Summaries of input from the following groups are presented to the Committee by the following:

- |                                |  |
|--------------------------------|--|
| • The Board of Trustees-       | College President                              |
| • Faculty Council              | VP for Student Affairs/VP for Academic Affairs |
| • Faculty Student Association- | VP for Student Affairs                         |
| • Alumni Association-          | VP for Institutional Advancement               |
| • The College Foundation-      | VP for Institutional Advancement               |

By November 30<sup>th</sup>, these representatives provide these summaries electronically to the Associate Dean of Institutional Research and Planning. By December 1, a summary of the information which has been gathered regarding the internal climate assessment phase is disseminated to the College community by the Associate Dean of Institutional Research and Planning.

At the December meeting, 3-year budget projections are presented by the Vice President for Finance & Administration.

### **Step 3: Revising/Renewing the Mission Statement**

At the January meeting, the Strategic Planning Committee examines the appropriateness of the Mission Statement and recommends revisions, if necessary, based on the input from all constituent groups. A task force meets to make suggested changes to the mission statement if needed.

By February 15, revisions suggested by the Committee are disseminated to the entire campus community, for review and approval of the draft mission statement through all constituent bodies.

### **Step 4: Creating the Plan**

February through April, meetings of the Strategic Planning Committee are devoted to a discussion of how best to realize the (new) College Mission, to define its vision and values and to establishing its goals and priorities.

### **Step 5: Approving the Draft Plan**

By May 15, the Strategic Planning Committee will send the draft 3-year plan to the college community for feedback to be incorporated by August 15.

### **Step 6: Formally Approving the Plan**

The Strategic Planning Committee presents the 3-year Strategic Plan to the Board of Trustees at the first Board meeting in September for final approval. The plan includes:

- Mission, Vision and Core Value statements
- Strategic Goals

All Strategic Plan processes channel into annual department and division plans as identified through the College's Institutional Effectiveness Plan.

## APPENDIX C

### 2012-2017 STRATEGIC PLAN SUB-GOALS METRICS 2016-17 UPDATE

#### 1. ACCESS

**Sub Goal 1A. Increase enrollment of adult learners 25 years of age or older from 525 to 575 by Fall 2017.**

(Fall 2010) 525

(Fall 2011) 505

(Fall 2012) 399

(Fall 2013) 321

(Fall 2014) 246

(Fall 2015) 319

**Sub-Goal 1B. Maintain enrollment of students under age twenty-five at 674 part-time and 1,135 full-time**

(Fall 2010) 674 part-time and 1,135 full-time

(Fall 2011) 757 part-time and 1,095 full-time

(Fall 2012) 765 part-time and 1,079 full-time

(Fall 2013) 729 part-time and 954 full-time

(Fall 2014) 741 part-time and 868 full-time

(Fall 2015) 724 part-time and 769 full-time

**Sub-Goal 1C Maintain enrollment of 31% of prior year Clinton County high school graduates.**

(Fall 2010 of Spring 2010 high school graduates) 31% (297/951)

(Fall 2011 of Spring 2011 high school graduates) 27% (240/892)

(Fall 2012 of Spring 2012 high school graduates) 37% (323/876)

(Fall 2013 of Spring 2013 high school graduates)	<u>37%</u> (315/852)
(Fall 2014 of Spring 2014 high school graduates)	<u>38%</u> (315/837)
(Fall 2015 of Spring 2015 high school graduates)	<u>34%</u> (273/792)

**Sub-goal 1D. Capture 20% of prior CAP students in annual fall enrollment.**

(Fall 2011)- 238	13.4% (out of 1,779 non-CAP students enrolled)
(Fall 2012)- 261	15.6% (out of 1,673 non-CAP students enrolled)
(Fall 2013)- 278	18.8% (out of 1,477 non-CAP students enrolled)
(Fall 2014)-311	23.9% (out of 1,301 non-CAP students enrolled)
(Fall 2015)-275	22.3% (out of 1,232 non-CAP students enrolled)

**2. Retention and Success**

**Sub-Goal 2A. On an annual basis, measure second semester and one year retention rates by county of residence and identify target geographic areas of concern.**

<b>Student Geographical Residence</b>	<b>Second Semester Retention Rate (New First Time, full-time Students)</b>				
	Fall 2011 to Spring 2012	Fall 2012 to Spring 2013	Fall 2013 to Spring 2014	Fall 2014 to Spring 2015	Fall 2015 to Spring 2016
North Country (Clinton, Essex, Franklin Counties)	74%	74%	78%	88%	79%
New York Metro (Bronx, Kings, NY, Queens, Richmond)	57%	71%	74%	88%	65%
International	95%	80%	100%	75%	100%
All Others	85%	68%	67%	73%	68%
<b>Retention Rates Among <u>All</u> Students</b>	72%	73%	73%	70%	66%

**Sub-Goal 2B. Improve retention rates for targeted geographic areas.**

<b>Student Geographical Residence</b>	<b>One Year Retention Rate (new, first-time, full-time students)</b>			
	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015
North Country (Clinton, Essex, Franklin Counties)	55%	58%	61%	63%
New York Metro (Bronx, Kings, NY, Queens, Richmond)	36%	35%	56%	56%
International	60%	92%	56%	25%
All Others	40%	35%	48%	48%
<b>Retention Rates Among <u>All</u> Students</b>	52%	53%	56%	49%

**Sub-Goal 2C. On an annual basis, measure second semester and one year retention rates of part-time non-CAP student population. (See Tables 2C-1 and 2C-2)**

<b><i>Part-Time Non-CAP: Fall to Spring Student Retention Rates</i></b>				
	<b>Fall 12' to Spring 13' % Retained</b>	<b>Fall 13' to Spring 14' % Retained</b>	<b>Fall 14' to Spring 15' % Retained</b>	<b>Fall 15' to Spring 16' % Retained</b>
New 1stT	57% (16 of 28)	57% (12 of 21)	68% (19 of 28)	54% (15 of 28)
New Non-Matric	34% (13 of 38)	30% (7 of 23)	33% (6 of 18)	28% (5 of 18)
New Transfer	73% (22 of 30)	71% (17 of 24)	76% (16 of 21)	59% (13 of 22)
Continuing	49% (142 of 290)	53% (142 of 269)	51% (127 of 251)	55% (150 of 275)
Continuing Non-Matric	24% (8 of 34)	41% (16 of 39)	41% (14 of 34)	16% (6 of 37)
<b>Average</b>	<b>48%</b>	<b>50%</b>	<b>54%</b>	<b>42%</b>
*Cross-Registered subset does not have any retention for the above timeframes.				

Table 2C-1

<b>Part-Time Non-CAP: Fall to Fall Student Retention Rates</b>				
	<b>Fall 12' to Fall 13' % Retained</b>	<b>Fall 13' to Fall 14' % Retained</b>	<b>Fall 14' to Fall 15' % Retained</b>	<b>Fall 15' to Fall 16' % Retained</b>
New 1stT	57% (16 of 28)	29% (6 of 21)	57% (13 of 21)	TBD
New Non-Matric	16% (6 of 38)	13% (3 of 23)	28% (5 of 18)	TBD
New Transfer	77% (23 of 30)	58% (14 of 24)	62% (13 of 21)	TBD
Continuing	28% (82 of 290)	29% (79 of 269)	29% (73 of 251)	TBD
Continuing Non-Matric	24% (8 of 34)	23% (9 of 39)	29% (10 of 34)	TBD
<b>Average</b>	<b>40%</b>	<b>30%</b>	<b>41%</b>	<b>TBD</b>
*Cross-Registered subset does not have any retention for the above timeframes.				

Table 2C-2

**Sub-Goal 2D. On an annual basis, measure one year retention rates for students with military ties (service members, veterans and military dependents).**

**One-Year Retention Rates for First-time, Full-time Students with Military Ties**

	<b>Fall 2011-Fall 2012</b>	<b>Fall 2012-Fall 2013</b>	<b>Fall 2013-Fall 2014</b>	<b>Fall 2014-Fall 2015</b>
<b>Service Members</b>	33% (2 out of 6)	60% (3 out of 5)	100% (2 out of 2)	0% (0 out of 2)
<b>Veterans</b>	60% (3 out of 5)	86% (6 out of 7)	50% (2 out of 4)	50% (1 out of 2)
<b>Military Dependents</b>	50% (1 out of 2)	80% (4 out of 5)	70% (7 out of 10)	67% (8 out of 12)
<b>All Military-Related</b>	46% (6 out of 13)	76% (13 out of 17)	69% (11 out of 16)	56% (9 out of 16)

**Sub-Goal 2E. Measure *three-year* graduation rates for first-time, full-time students; with goal of improving rates annually.**

	<b><u>Fall 2009</u></b>	<b><u>Fall 2010</u></b>	<b><u>Fall 2011</u></b>	<b><u>Fall 2012</u></b>
<b>Cohort Count</b>	551	555	536	469
<b>Graduate Count</b>	114	115	157	137
<b>3 Year Grad Rate</b>	21%	21%	29%	29%

**Sub-Goal 2F. Measure *four*-year graduation rates for new first-time and new transfer, part-time students; with goal of improving rates annually.**

	<b><u>Fall 2009</u></b>	<b><u>Fall 2010</u></b>	<b><u>Fall 2011</u></b>	<b><u>Fall 2012</u></b>
<b>Cohort Count</b>	77	55	67	58
<b>Graduate Count</b>	22	10	10	23
<b>3 Year Grad Rate</b>	29%	18%	15%	40%

\*Fall 2012 Graduate count does not include SP & SU 16'

**Sub-Goal 2G. On an annual basis, identify courses with the highest number of unsuccessful completions (those with highest percent of students receiving an F/W/U/I/R) in the course) and select target courses accordingly. (Chart on next page)**

**Sub-Goal 2H. Reduce D/F/R/W rates in those identified gatekeeper courses. (Chart on next page)**

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### Courses with High Levels of Unsuccessful Completion\* FALL 2011-2015

\*Unsuccessful Completion = F, W, R, I grades

	Fall 2015 Unsuccessful Completions		Fall 2014 Unsuccessful Completions		Fall 2013 Unsuccessful Completions		Fall 2012 Unsuccessful Completions		Fall 2011 Unsuccessful Completions	
	# Students (total enrolled)	% Students	# Students (total enrolled)	% Students	# Students (total enrolled)	% Students	# Students (total enrolled)	% Students	# Students (total enrolled)	% Students
<b>MAT 098</b>	73 (131)	56%	43 (94)	46%	48 (85)	57%	70 (165)	42%	70 (165)	42%
<b>CSC 121</b>	12 (26)	46%	9 (27)	33%	7 (25)	28%	15 (32)	47%	15 (32)	47%
<b>MAT 100</b>	72 (180)	40%	68 (186)	37%	77 (208)	37%	132 (300)	44%	132 (300)	44%
<b>BIO 101</b>	27 (69)	39%	30 (94)	32%	40 (87)	38%	73 (154)	47%	73 (154)	47%
<b>ENG 099<sup>1</sup></b>	27 (76)	35%	11 (37)	30%	40 (87)	46%	31 (119)	26%	31 (119)	26%
<b>MAT 215 (New)</b>	6 (18)	33%								
<b>MAT 080<sup>3</sup></b>	19 (58)	33%	20 (60)	33%	25 (62)	40%	20 (46)	43%	20 (46)	43%
<b>HIS 132 (New)</b>	9 (30)	30%								
<b>BIO 100</b>	10 (33)	30%	8 (24)	33%	8 (22)	36%	17 (65)	26%	17 (65)	26%
<b>ENG 102 (New)</b>	38 (126)	30%								
<b>RDG 095<sup>2</sup></b>	35 (115)	30%	15 (116)	13%	24 (71)	34%	43 (99)	43%	43 (99)	43%
<b>MAT 103</b>	35 (126)	28%	50 (147)	34%	41 (160)	26%	66 (155)	42%	66 (155)	42%
<b>MAT 161</b>	23 (86)	27%	15 (93)	16%	24 (83)	29%	32 (107)	30%	32 (107)	30%
<b>ENG 101</b>	93 (394)	24%	73 (400)	18%	103 (372)	28%	134 (421)	32%	187 (480)	39%

Note: shaded areas show areas where failure rates generally were below 30% or ≤ 1 course offering in previous years.

**\*\*Only Courses with 2 or more sections depicted\*\***

<sup>1</sup> ENG 094 & ENG 081 prior to Fall '15.

<sup>2</sup> ENG 093 & RDG 080 prior to Fall '15.

<sup>3</sup> MAT 096 prior to Fall '15.

**Sub-Goal 2I. Measure A, B, or C grades achieved within distance learning or hybrid courses.**

<u>Students with A,B,C Grades in DL or Hybrid Courses</u>			
<u>Term</u>	<u>Total Student Enrollment</u>	<u># of A,B,C Grades</u>	<u>Percentage</u>
Fall 2011	626	429	69%
Fall 2012	510	355	70%
Fall 2013	394	274	70%
Fall 2014	414	286	69%
Fall 2015	528	386	73%

**Sub-Goal 2J. Compare A, B, C rates of all live courses versus all distance learning or hybrid courses and CAP courses and develop plan to address any concerns.**

	<u>On Campus</u> (#A,B,C Grades/ Total Enrolled)	<u>DL/Hybrid</u> (#A,B,C Grades/ Total Enrolled)	<u>CAP</u> (#A,B,C Grades/ Total Enrolled)
Fall 2010	64% (4,247/6,674)	65% (312/479)	81% (839/1,038)
Fall 2011	66% (4,220/6,359)	69% (429/626)	95% (894/938)
Fall 2012	62% (4,000/6,482)	70% (355/510)	93% (963/1,035)
Fall 2013	73% (3,864/5,312)	69% (273/394)	89% (655/728)
Fall 2014	73% (3,563/4,905)	69% (286/414)	92% (857/929)
Fall 2015	72% (3,118/4,356)	73% (386/528)	TBD

**3. Scholarship and Learning**

**Sub-Goal 3A. Measure enrollment of students in Honors Program.**

In its inaugural semester, Fall 2014, the Honors Program had 46 students enrolled. Fall 2015, the Honors Program had 38 students enrolled, a decline of 17%.

**4. Internationalism and Diversity**

**Sub-Goal 4A. By Fall 2017, increase the number of international students from 14 to 50 and racial minority students from 179 to 200).**

(Fall 2010): International Students 18 Minority Group Students: 184 # Countries- 10

(Fall 2011): International Students 31 Minority Group Students: 221 # Countries- 12  
(Fall 2012): International Students 33 Minority Group Students: 250 # Countries- 20  
(Fall 2013): International Students 34 Minority Group Students 176 # Countries- 18  
(Fall 2014): International Students 28 Minority Group Students 176 # Countries- 20  
(Fall 2015): International Students 18 Minority Group Students 162 # Countries- 22

**Sub-Goal 4B. By the 2016/2017 academic year, increase the number of annual student programming events from 437 to 500.**

(2010/2011 AY): 437  
(2011/2012 AY): 578  
(2012/2013 AY): 529  
(2013/2014 AY): 641  
(2014/2015 AY): 520

**Sub-Goal 4C. By 12/31/15, develop and implement recruiting strategies to increase the total number of minority employee applicants.**

Placed on hold by President's Cabinet in August 2014.

## **5. Professional Development**

**Sub-Goal 5A1. Analyze expenditures and activities committed through professional development for data-driven decision-making and institutional research annually.**

Placed on hold by President's Cabinet in August 2014.

**Sub-Goal 5B1. Analyze expenditures and activities committed through professional development for best practices in student access, retention and success, and embracing internationalism and diversity annually..**

Placed on hold by President's Cabinet in August 2014.

**Sub-Goal 5C1. Analyze expenditures and activities committed through professional development for academic content areas annually.**

Placed on hold by President's Cabinet in August 2014.

**6. Infrastructure**

**Sub-Goal 6A. Revisit, review and revise priorities of the Facilities Master Plan tune-up on a quarterly basis.**

**CAPITAL PROJECT UPDATE**

**ACTIVE PROJECTS**

- SUNY 2020 Institute for Advanced Manufacturing
- Learning Commons and Moore Renovation & Renewal
- Stafford Mechanical Equipment Replacement

**FUTURE PROJECT (Pending)**

- George Moore Administration and Academic Building Critical Maintenance and Upgrade

**PROJECT STATUS**

**SUNY 2020 IAM:**

The IAM is now enveloped, interior second floor concrete floor is complete and first floor scheduled to be poured mid- December. The metal siding being installed. Exterior EFIS portions will be completed in the spring.

Furniture and layout design is complete and furniture orders have been prepared. Interior color schemes have been finalized.

Currently the project is staying well within budget and project timelines are being met.

**Learning Commons:**

Student access, service and success are objectives of this renovation project. The project budget is limited at \$3,000,000 of which we are fortunate to receive through State and the Clearly Clinton Campaign funds.

Renovation and renewal of space will centralize and streamline student academic support areas for library, tutoring and accommodative services on the second floor. North end of the Moore building. It will provide for collaborative learning space with expanded technology. New space will reduce the isolation of student learning services and enhance academic and social access for the students. The concept of the learning commons renovation is driven by the original initiative in the 2011 Facility Master Plan Tune-up. The renovation project will require one or two possible approaches; (1) renovate in a single phase (over 12 months, requiring swing space for core library services) or (2) multi-phase approach (over an 18 – 24 months, requiring disruption and multiple levels of inconvenience to students).

Swing space in Stafford for temporary library services for the 2017-2018 year is under consideration. The atrium and adjacent rooms to be vacated by the technology groups would serve as the minimum required space.

Setting up a temporary library elsewhere will allow for timely completion, considerable budget savings and most importantly, the least amount of disruption to the students. In addition, timelier modernization of space provides opportunity for enhanced recruitment.

Representatives of staff involved in the programming and swing space discussion include but are not limited to staffing from the Library, Accommodative Services, the Tutoring Center, STEM, Associate VPAA and VPAA office, Technology Department, Buildings and Grounds, Information Technology, Institutional Advancement, and VPAF Office.

#### **Stafford Mechanical Equipment Replacement:**

This project will include the purchase of the new cooling tower and new circulator pumps. This is a \$250,000 project funded 50% by State and 50% by County.

Placement of the new tower will be outside of the Stafford Building. A poured pad will be required for placement of the tower. A piping extension will be installed to run from the new location outside to the third floor HVAC system. A roof patch will be required where the old plenum was located.

AES Northeast is completing the project design and engineering. We anticipate going out to bid late January or early February.

The mechanical equipment replacement will take place immediately following May 2017 graduation and will be completed in advance of the fall 2017 semester.

#### **George Moore Upgrade:**

This project will include a new exterior, windows, access and air cooling system. It is a \$12,000,000 project covered 50% by State and 50% by County.

The SUNY Office for Capital and Facilities reviewed and accepted our project. It has been included in the SFY 17-18 budget request. Once the State budget is enacted, we will know if it is funded.

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#### **Sub-Goal 6B. Assess campus real estate boundaries, space and limitations for potential future facilities growth.**

See above.

### **7. Brand Identity**

#### **Sub-Goal 7A. Develop a marketing strategy and campaign that distinguishes Clinton and highlights our commitment to students.**

Beginning in 2014, the College shifted from outbound to inbound marketing techniques to better connect and engage with our audience. We also began working with a new marketing partner, Boire Benner Group, who helped us develop our “We Live It, You Learn It,” campaign. The campaign features faculty members who are experts in their field and are committed to providing a quality

education for our students. In 2016, the campaign will continue evolving to feature students who speak directly of our commitment to them.

**Sub-Goal 7B. Promote Clinton’s lasting contributions to the community.**

In celebration of the 50<sup>th</sup> anniversary of the College, 2016 will see a year-long campaign featuring local, successful alumni. By featuring our alumni and their contributions to the community, Clinton should be able to further establish its brand and gain recognition for its lasting contributions to the community.

**Sub-Goal 7C. Define a name and logo, and marketing plan to establish a brand for the College’s new manufacturing institute.**

With the establishment of the Omni Technological Institute in 2016, Clinton will look to promote the Omni Tech brand in conjunction with the College’s brand. Successful promotion of Omni Tech will distinguish Clinton as a leader in technology and manufacturing education, as well as reinforce the College’s roll as an active partner with other educational and economic institutions, and overall commitment to a brighter future for our community.

**APPENDIX D**

# CLINTON COMMUNITY COLLEGE

## ENROLLMENT MANAGEMENT 2016-2017



State University of New York  
**CLINTON**  
Community College

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# ENROLLMENT MANAGEMENT OVERVIEW

As a committee of faculty, staff, and administration at the college, we have sought to understand the current enrollment trends and to formulate reasonable recruitment and retention strategies that will bolster our institutional enrollment in the 2016-2017 academic year. It is our conviction that through collective discussion, reflection, and planning that Clinton will continue its strong tradition of educating minds and transforming lives for many years to come.

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

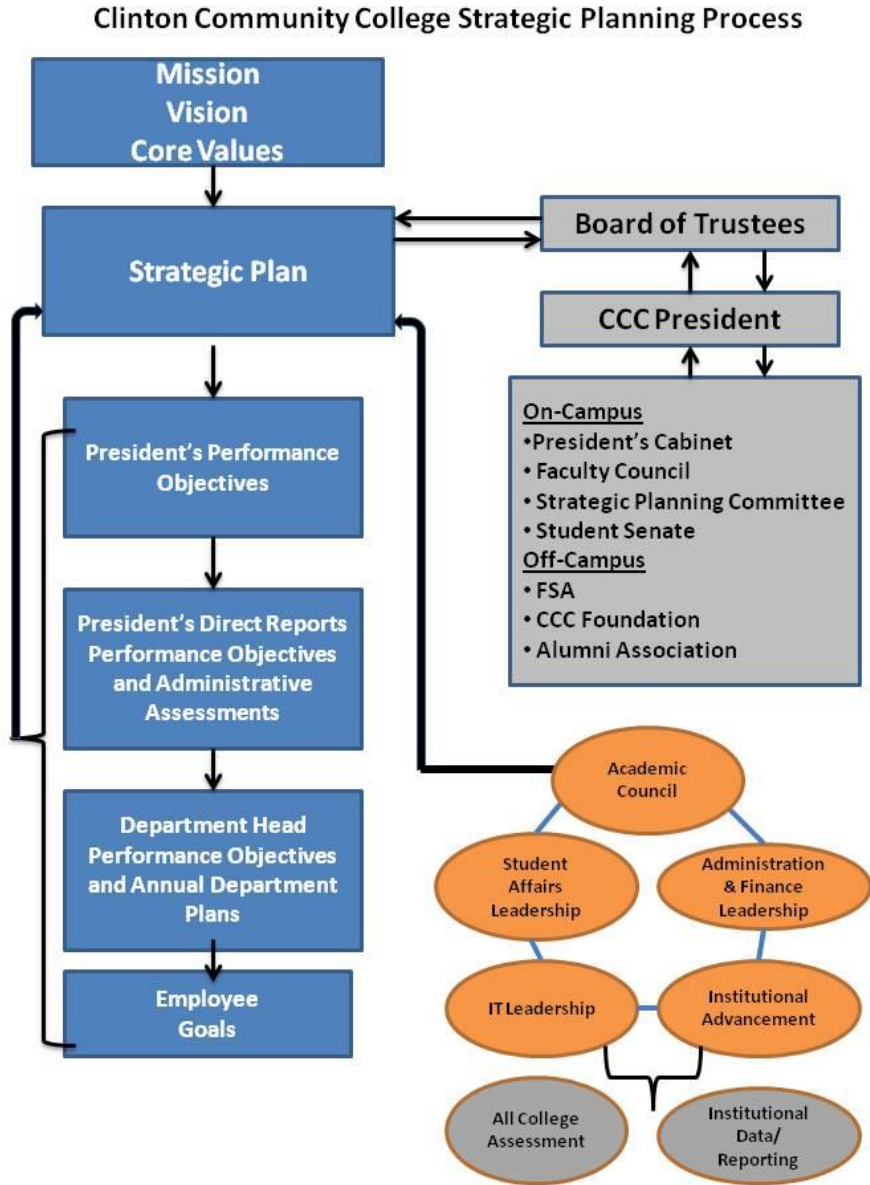
## **MISSION**

The mission of the Enrollment Management Committee 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 yearly enrollment management plan. The committee formulates a new plan over the course of fall and early spring semesters to review enrollment trends and discuss enrollment strategies for the upcoming year. By February 28<sup>th</sup>, the plan is presented to the Strategic Planning Committee. The Strategic Planning Committee (SPC) reviews the plan and sets institutional priorities and the budget for the upcoming year. The Enrollment Management Committee (EMC) spends the remainder of the year reviewing and carrying out the current year plan.

The current relationship between the Enrollment Management Committee and the College’s strategic planning process is shown in Figure 1.



**Figure 1.** Clinton Community College Strategic Planning Process

## CCC MISSION, VISION, AND CORE VALUES

The following were adopted as part of the 2012-2017 Clinton Community College Strategic Plan:

**MISSION:** “The mission of Clinton Community College is to provide educational opportunities that enrich minds, strengthen the economy and improve the quality of life in our region.”

**VISION:** “As a result of our efforts in Clinton County and the North Country, individuals will be prepared to meet the challenges of a global society, our economy will thrive, and the people of our region will enjoy an enhanced quality of life.”

### **CORE VALUES:**

- Access and Success
- Students
- Community
- Excellence
- Integrity

## STRATEGIC GOALS

In the 2012-2017 Clinton Community College Strategic Plan, the college identified the following major goals:

- Increase access to postsecondary education in our region
- Increase retention/success to help our students and the people of our region reach their full potential
- Promote a culture of scholarship and learning
- Create a culture that embraces internationalism and diversity as essential to the economy and the quality of life of our region
- Create a comprehensive professional development program in support of institutional effectiveness
- Develop an improved campus infrastructure that supports student access and success
- Develop a brand identity that distinguishes us and reflects our commitment to a brighter future

## MEMBERSHIP

The Enrollment Management Committee for the 2015-2016 academic year was comprised of the following individuals:

Gina Brightwell, Associate Director of College Relations  
Faith Carter, Systems Support Analyst  
Lauren Currie, Registrar  
Catherine Eloranto, Professor, Criminal Justice Department  
Stephen Frederick, Vice President for Institutional Advancement  
Jessica Hill, Data Analyst  
Dr. Cheryl Lesser, Vice President for Academic Affairs  
Chrisa O’Connell, Counseling and Advisement  
Janice Padula, Professor, Science Department  
Lisa Shovan, Vice President for Administration and Finance  
Dr. Michele Snyder, Associate Dean of Academic Affairs, Chair

## MEMBERSHIP RECOMMENDATION FOR 2016-2017

The committee made the recommendation that the composition of the Enrollment Management Committee be restructured to include two subcommittees that specifically focus on Recruitment and Retention. The Dean of Enrollment Management serves as the EMC Chair and serves as the Recruitment subcommittee chair. The Dean of Student Affairs or Associate Dean of Academic Affairs could serve as chair of the Retention Subcommittee. The members of the two subcommittees will comprise the Enrollment Management Committee in total. The two subcommittees will convene together at least twice per semester to review progress by each subcommittee. Subcommittees will meet during the time between the larger group convening to review enrollment data specific to, but not limited to, their subcommittees and develop recruitment and retention plans for the coming year along with recommendations for long-term strategic planning. The recommendation was endorsed by the Strategic Planning Committee April 28, 2016. The subcommittee members will be finalized prior to September 1<sup>st</sup> 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 subcommittee membership that is comprised of, but not limited to, membership in the following departments/offices:

**Table 1.** Recommended EMC Subcommittee Membership

<u>Recruitment Subcommittee</u>	<u>Retention Subcommittee</u>
<ul style="list-style-type: none"> <li>➤ Dean of Enrollment Management - <b>EMC Chair</b></li> <li>➤ Associate Director of College Relations</li> <li>➤ Director of Advanced Manufacturing and Technology</li> <li>➤ Athletics</li> <li>➤ Data Analyst</li> <li>➤ Admissions Personnel</li> <li>➤ Department Chairs/Faculty Representatives</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dean of Student Affairs</li> <li>➤ Associate VP for Academic Affairs</li> <li>➤ Student Support Services Counselor</li> <li>➤ Systems Support Analyst</li> <li>➤ Director of Campus Life</li> <li>➤ Student Senate Representative</li> <li>➤ Registrar</li> <li>➤ Data Analyst</li> <li>➤ Department Chairs/Faculty Representatives</li> </ul>

The EMC begins meeting the second week in September to develop the enrollment management report and plan for the coming academic year. The plan will be available for President’s Cabinet final review by November 15th which will include the current estimated fall enrollment figures and projections. 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 2016 is verified through SUNY Business Intelligence Dashboard. Fall 2016 data has been compiled from CAMS (CCC’s internal data management system) as it is a more up-to-date reflection of the current term than the information reported to SUNY at the beginning of the fall 2016 term. However, data retrieved from CAMS Report Manager is not finalized. The subsequent tables and charts will have the reporting body listed if a different source was referenced, e.g. NYSED, etc.

# **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. As of June 2016, Clinton County’s total population hovers around 81,000 with a median household income of \$53,575 and an unemployment rate of approximately 5.4%. 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.** Projected North County Population Changes 2015-2025

<b>Age Range</b>	<b>2015</b>	<b>2020</b>	<b>2025</b>	<b>Percent Change 2015-2020</b>	<b>Percent Change 2015-2025</b>
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%
<b>Total</b>	<b>172,134</b>	<b>170,730</b>	<b>168,489</b>	<b>-0.8%</b>	<b>-2.1%</b>

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

Clinton County population changes also show a significant decrease in the 15-24 age range with decrease in this population by almost 15% by 2025 (Table 3). Clinton County and North Country population will see growth in a 65 and older population with overall population decreases in these areas.

**Table 3.** Projected Clinton County 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%
<b>Total</b>	<b>81,067</b>	<b>79,809</b>	<b>78,120</b>	<b>-1.6%</b>	<b>-3.6%</b>

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 serve the institution, 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. Additionally, new opportunities will arise for the College as the Institute for Advanced Manufacturing opens in fall 2017, and partnerships with new business and industry that arrive because of regional economic development initiatives by NYS (Start-up NY) and the Regional Economic Development Council. The 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 near future. Clinton Community College plays a key role in providing educational opportunities for its community and contributes significantly to workforce development.

**Table 4.** Examples of Partnerships and Affiliation with CCC

Partner Name	CCC Affiliation
Boire Benner Group	Marketing/College Relations
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 (NCRWDB)	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
American Safety Council	OSHA/Educational Partner
Mindedge, Inc. Corporate, Continuing, and Higher Ed. – online	Educational Partner/CCWD
Career Step	Online Workforce/Educational partner/CCWD
Dearborn (Arelllo)	Online Real Estate Cert./Business Partner/CCWD
SUNY Plattsburgh	Educational Partner (SUNY 2020)

## ANNUAL EXTERNAL SCAN

### THE NORTH COUNTRY REGION

In order to maintain relationships within our local community and greater region, the CCC leadership, faculty and staff must continuously be informed of local demographics and employment trends. An improved understanding of these data will, in turn, improve post-graduation student employment, foster community partnerships and strengthen our region’s economy as a whole. Population statistics, as well as information from the annual external scan, is reviewed in the sections that follow.

### NORTH COUNTRY INDUSTRY PROFILE

Seven local industries are designated as “significant” in this report. Four of these industries managed to increase their employment levels between 2009 and 2014 in the aftermath of the worst national economic downturn in 75 years. In addition, six of these seven industries employed at least 5,000 during 2014.

All “significant industries” 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.

A small set of industries were identified for this report. They fall into seven major industry groups: manufacturing; trade, transportation, and utilities; educational services; health care; leisure and hospitality; and public administration/government (Table 5).

The North Country (NC) region 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.

**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*					
	<b>Total, all industries (all ownerships)</b>	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 top North Country occupations with positive projected employment growth through 2022 and programs that align with this growth can be found in Table 6. Employment opportunities cluster around manufacturing technology skills and compliment technology degree programs the College already offers. 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. As these jobs emerge the College is poised to close the workforce skills gap that currently exists through credit and non-credit programming.

**Table 6.** Top 15 North Country Occupations with Highest Projected Job Growth from 2012-2022.

<u>Occupational Title</u>	<u>Industry</u>	<u>% Share of Industry Workforce*</u>	<u>Median Occupational Wage**</u>	<u>Projected Employment Change (%) 2012-2022</u>	<u>Affiliated CCC Program</u>
Machinists	Transportation Equipment Manufacturing	6.5%	\$46,108	27.3%	IAM Curriculum/Employer specific through CCWD
Mechanical Engineers	Transportation Equipment Manufacturing	3.4%	\$84,516	25.0%	Mechanical Tech Degree, Manufacturing Skills Standards Council (MSSC) certificates through CCWD
EMT and Paramedics	Ambulatory Health Care Services	4.5%	\$30,292	24.0%	CCWD offers basic EMT & Critical Care portions only
Dental Hygienists	Ambulatory Health Care Services	4.0%	\$56,272	17.0%	N/A
Medical Assistants	Ambulatory Health Care Services	2.5%	\$28,752	17.2%	N/A
Team Assemblers	Transportation Equipment Manufacturing	11.2%	\$38,635	16.7%	IAM Curriculum/MSSC

Electrical and Electronic Equipment	Transportation Equipment Manufacturing	3.4%	\$24,686	16.1%	Electrical Tech/MSSC
Bartenders	Food Services & Drinking Places	7.1%	\$18,900	14.2%	N/A
Cooks, Restaurant	Food Services & Drinking Places	7.2%	\$23,107	13.0%	N/A
Coaches and Scouts	Education Services	1.7%	\$32,198	12.9%	N/A
Welders, Cutters, Solderers, Brazers	Transportation Equipment Manufacturing	2.0%	\$39,910	11.8%	IAM Curriculum
Interviewers, Except Eligibility and Loan	Hospitals	1.7%	\$29,308	11.6%	Health Studies
Receptionists and Information Clerks	Ambulatory Health Care Services	9.0%	\$27,830	11.4%	Health Studies
Nursing Assistants	Hospitals	9.1%	\$28,611	11.2%	N/A
Combined Food Prep. and Serving Workers (Includes Fast Food)	Food Services & Drinking Places	21.8%	\$18,892	10.9%	N/A
*The source of this information is the NYS statewide occupational staffing patterns.					
**The source of this information is the NYS statewide wage data.					

## CLINTON COUNTY INDUSTRY/EMPLOYMENT PROFILE

### CCC ANNUAL LOCAL EMPLOYER SURVEY-JANUARY 2016

A survey was sent to thirty-eight local employers to determine the areas where job growth was likely to occur in the next five years. These responses align with the data reported by the NYS Bureau of Labor Market Information Division as noted in the previous section.

- Assembly, Quality Assurance, Industrial Technician, Electrical Technician
- Production Operators
- Welding, Fabrication, Engineering, Drafting
- Fabrication Personnel
- Manufacturing

Further supporting growth in the areas noted above, is another measure that indicates employment growth, the location quotient. A location quotient (LQ) is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an industry (or occupation) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation. Industry clusters in manufacturing have the greatest location quotients (Table 7).

**Table 7.** Top 10 Occupations in Clinton County with >1.5 Location Quotient (Industry Clusters)

Job Clusters	Location Quotient
Textile Bleaching and Dyeing Machine Operators and Tenders	9.45
Rail Car Repairers	7.09
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	6.22
Cargo and Freight Agents	4.84
Farmers, Ranchers, and Other Agricultural Managers	4.80
Paper Goods Machine Setters, Operators, and Tenders	4.16
Bailiffs	4.14
Forest Fire Inspectors and Prevention Specialists	4.11
Fish and Game Wardens	4.09
First-Line Supervisors of Fire Fighting and Prevention Workers	3.94

Source: Jobs EQ, SUNY System Administration, November 2015

A complete list of occupation projection tables as well as the complete reports from SUNY Jobs EQ, North Country Economic Overview and additional supportive data can be found in:

Public Folders>Committees>Strategic Planning>2016-17>Documents>Strategic Planning Data.

Additional notable employment information that can be gleaned from Table 6 and Table 7 above shows that employment projections align with CCC degree programs in health care, criminal justice, and manufacturing. The top ten projected job growth areas by 2020 are found below in Table 8 and align with data presented in the previous two tables:

- Projected demand for healthcare and related support occupations is dominant.
- Areas of manufacturing and logistics occupations show strength; more specifically: machining, operators, cargo/freight, electrical assemblers
- Law enforcement occupations show high LQs but projections all depict fewer new jobs in these areas in the future.

**Table 8.** Clinton County Top 10 Projected Job Growth by Number (2010-2020)

Occupation	Number of Current Jobs	Number of Projected Job Growth 2010-2020
Personal Care Aides	241	80
Registered Nurses	875	77
Home Health Aides	156	54
Combined Food Preparation and Serving Workers	739	47
Retail Salespersons	1,422	44
Nursing Assistants	426	40
Medical Secretaries	146	38
Construction Laborers	162	34
Medical Assistants	159	32
Carpenters	130	31

Source: NYSDOL Employment Data, December 2015

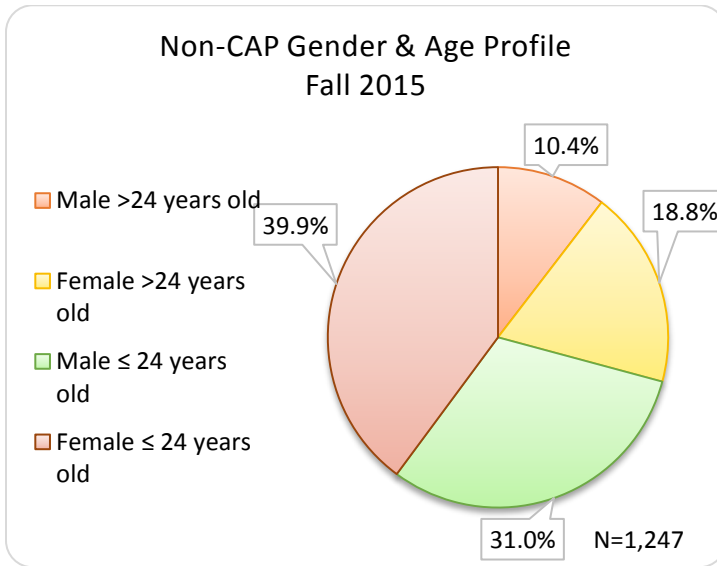
# STUDENT ENROLLMENT PROFILE

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.

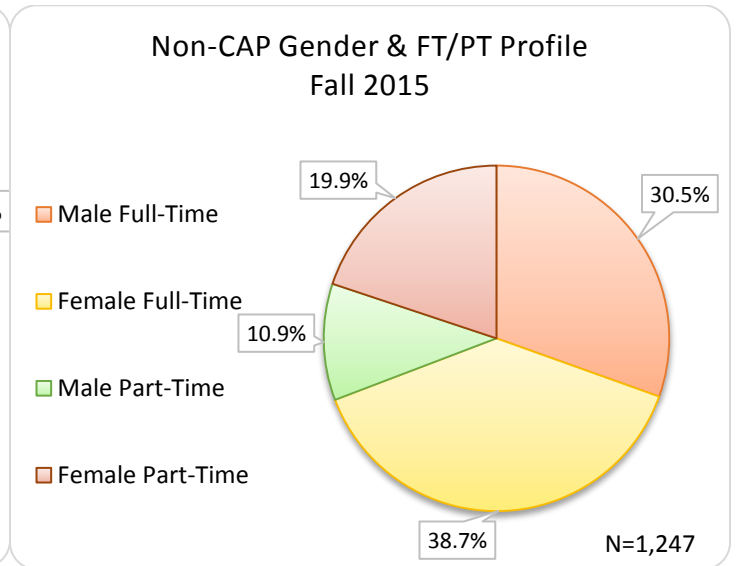
## DEMOGRAPHIC REVIEW

### AGE, GENDER AND ETHNICITY COMPOSITION

The fall 2015 non-College Advancement Program (CAP) demographic profile shows that the majority of student enrollments are those 24 years or younger (70.9%) and more females than males attending (Figure 2). The non-traditional student (age  $\geq 25$ ) comprises 29.2% of the fall 2015 student population and within this age group there are almost twice as many females attending than males (Figure 3).

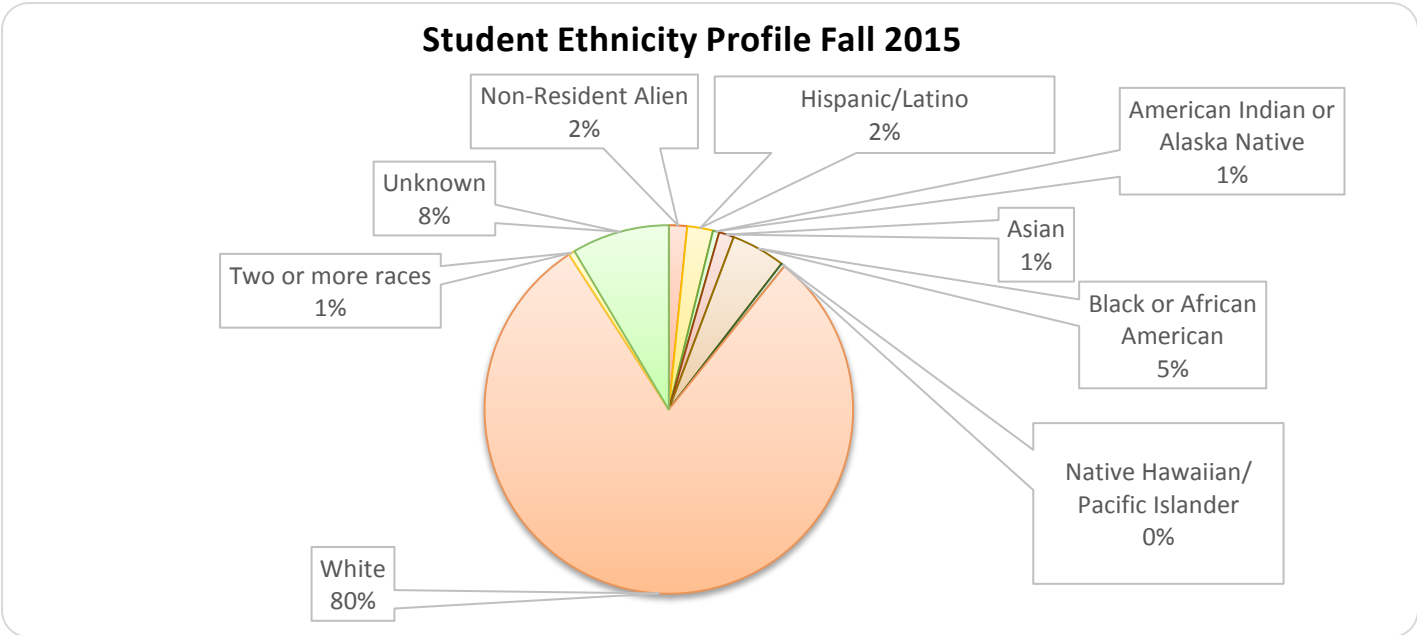


**Figure 2.** Gender and age enrollment profile for fall 2015. Source: CAMS Report Manager



**Figure 3.** Full-time and part-time enrollment by gender for fall 2015. Source: CAMS Report Manager

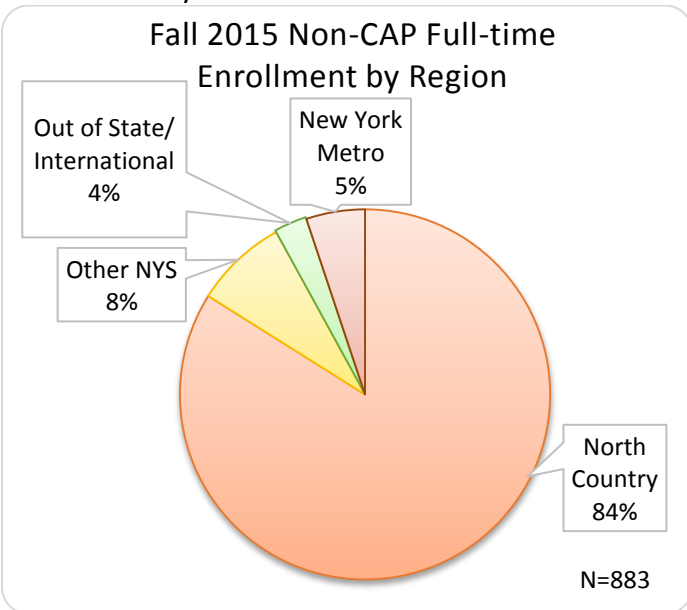
The number of non-traditional students returning to higher education has implications for student support services. Students in this demographic may have different needs for success than students considered ‘traditional’. CCC students are predominately white (80%) with other reported ethnicities totaling 12% (Figure 4). Eight percent of ethnicity is reported as unknown, and an opportunity exists to evaluate how our data is being collected to reduce unknown reported ethnicity, which may help better define campus diversity in the future. 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.



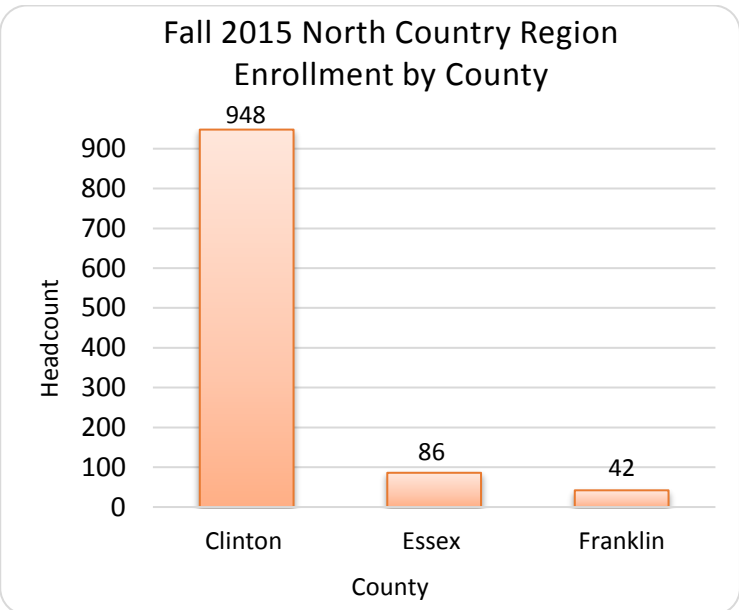
**Figure 4.** Ethnicity profile for fall 2015. Source: IPEDS Fall Enrollment 2015-2016

**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 6 and 7 below shows the enrollment based on residency and the headcount by local county as of fall 2015. The majority of students come from the North Country region (Figure 5) and specifically Clinton County (Figure 6). Eight 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.



**Figure 5.** Enrollment by region for fall 2015. Source: SUNY BI Official Enrollments by 2015

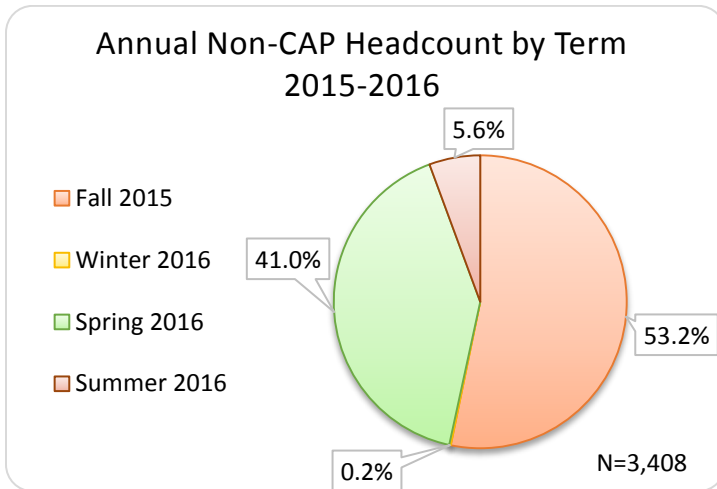


**Figure 6.** North Country regional breakdown for fall 2015. Source: SUNY BI Enrollment by Local County

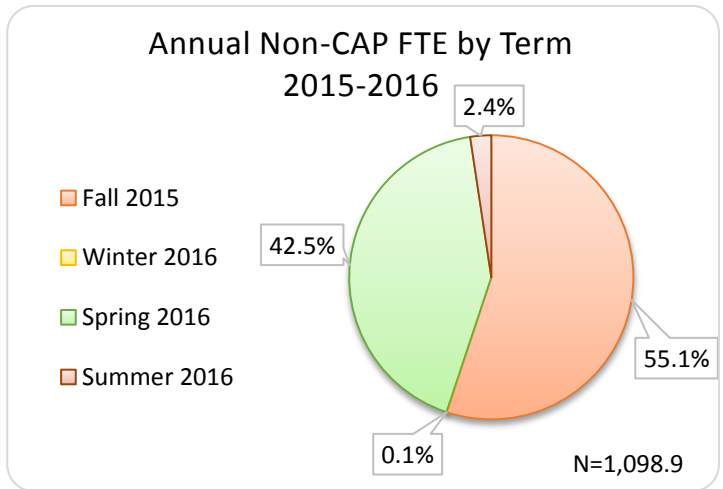
# ENROLLMENT TRENDS AND PROJECTIONS

## HEADCOUNT AND FTE TRENDS

Enrollment status categorizes student groups by type and is analyzed by headcount and FTE based on credit hours. The majority of non-CAP enrollment annually originates during the fall and spring terms (Figures 7 and 8). The annual total headcount and FTE trends show decline since the height of enrollment in 2010-2011. Utilizing the fall enrollment profile by enrollment status as well as recruitment trends by region allows for forecasting the subsequent terms annually.

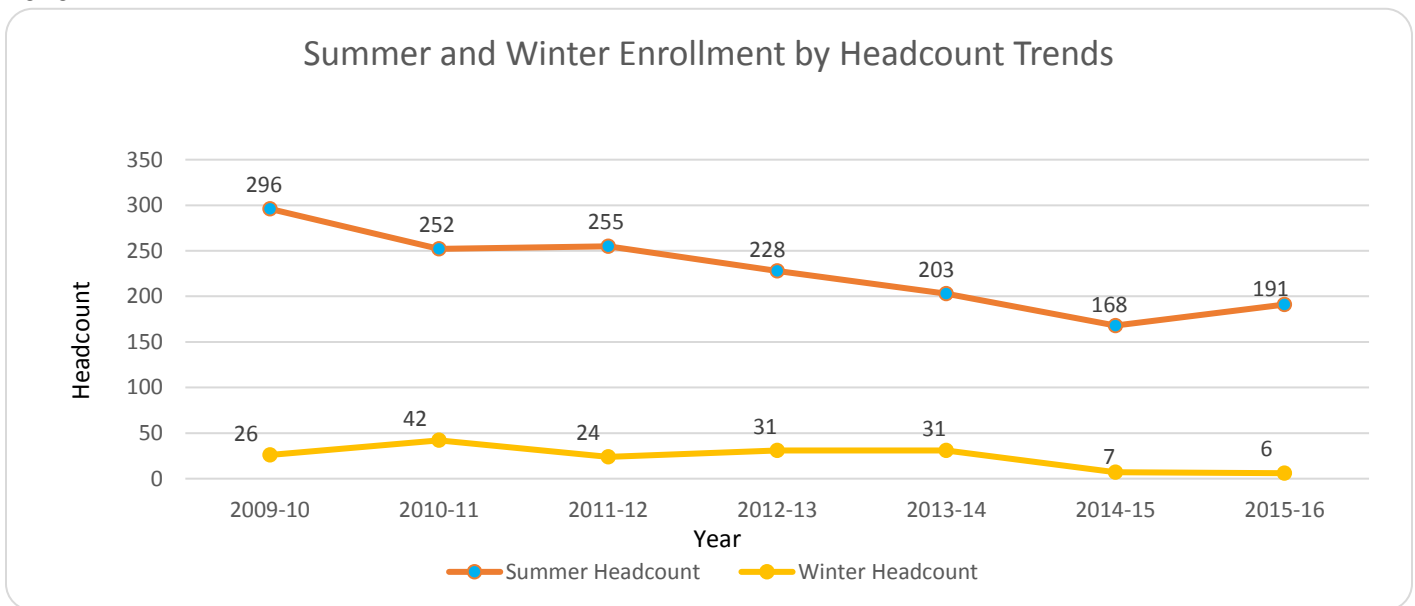


**Figure 7.** Non-CAP headcount 2015-2016. Source: CAMS Report Manager



**Figure 8.** Non-CAP FTE by term 2015-16. Source: CAMS Report Manager

Summer and winter enrollment trends have declined in recent years, but summer 2016 showed noticeable improvement and winter 16 showed minimal decline (Figure 9). Enrollment projections remain conservative for both summer and winter 2016-2017 sessions. Projections will hold enrollment at the same level as 2015-2016.

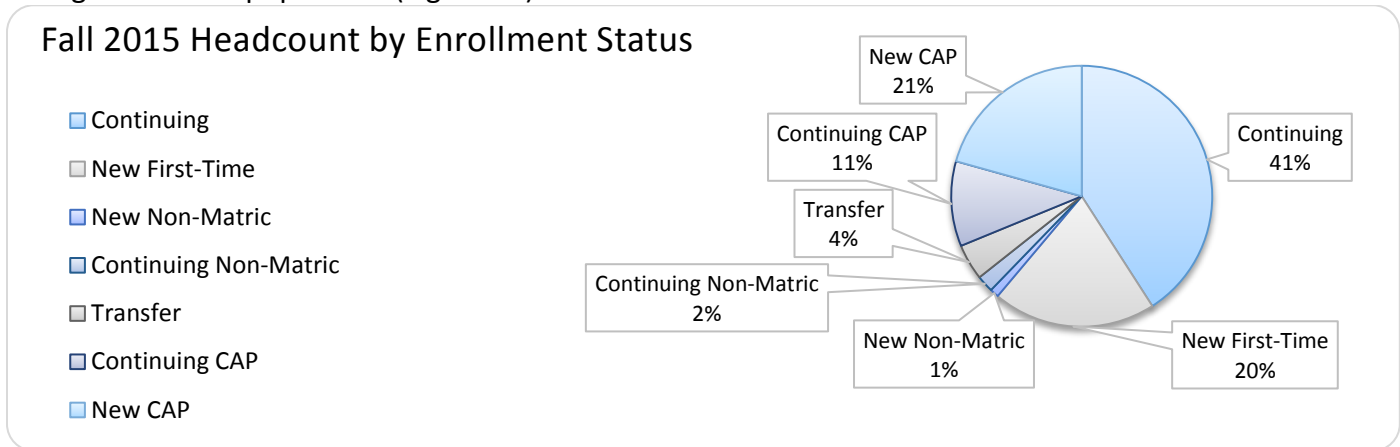


**Figure 9.** Summer and winter trends from 2009-2016. Source: SUNY BI (Historical) and CAMS Report Manager 2015-2016

As enrollment declines the annual full-time equivalents used for funding also decline. A shift in enrollment from full-time students to part-time students impacts the FTE carrying power as the full-time student credit-bearing load maximizes SUNY funding.

### ENROLLMENT STATUS

All continuing students (Non-CAP and CAP) made-up slightly more than half (54%) of the fall 2015 enrollments. New students made up 46% of enrollment with CAP students accounting for over half of this portion of the College’s enrolled population (Figure 10).



**Figure 10.** Fall 2015 headcount by enrollment status inclusive of CAP. Source: CAMS Report Manager

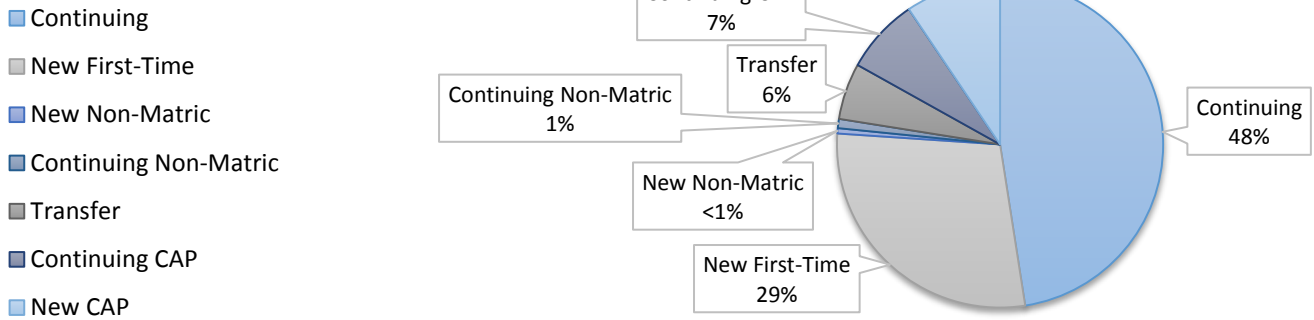
The College Advancement Program has increasingly become an important *stable* source of enrollment for the College and has an enrollment increase of 8% compared to fall 2014 (N=532; Table 9). CAP enrollments account for 32% of total headcount (N=580) and contribute 16% of the FTEs generated (Figure 11).

**Table 9.** Headcount and Change Differences Enrollment Status between Fall 2014 and Fall 2015

Enrollment Status	Fall 2014	Fall 2015	Percent Change 2014-2015
Continuing	878	743	-15.4
New First-Time	420	363	-13.6
New Non-Matriculated	25	18	-28
Continuing Non-Matriculated	43	36	-16.3
New Transfer	111	73	-34.2
Continuing CAP	230	199	-13.5
New CAP	302	381	+26
<b>Totals</b>	<b>2,009</b>	<b>1,813</b>	<b>-9.8</b>

Source: CAM Report Manager

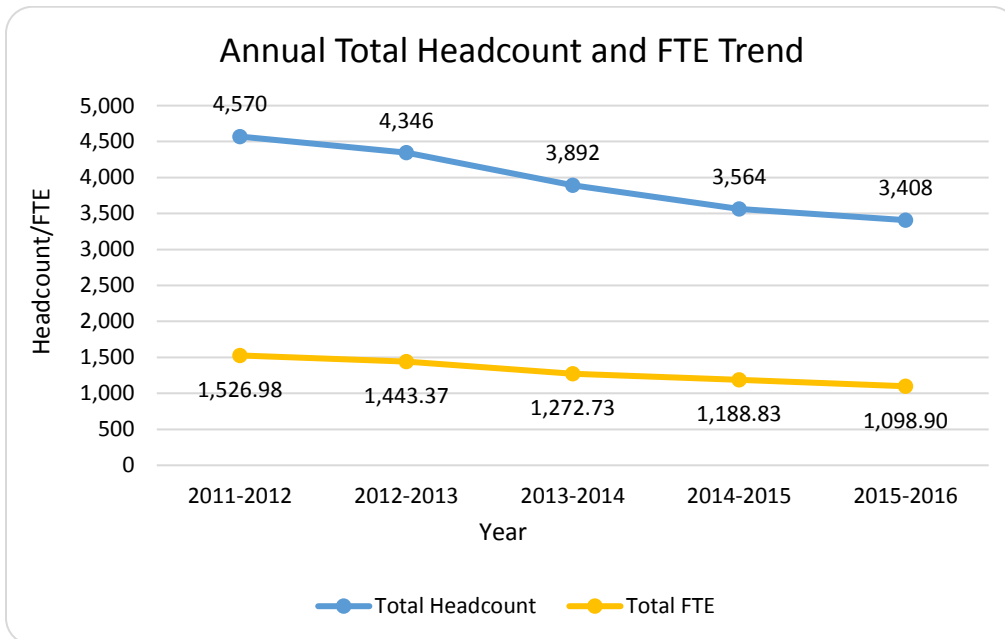
### Fall 2015 FTE by Enrollment Status



**Figure 11.** Breakdown of fall 2015 FTE enrollment status

The number of continuing students has decreased and retention efforts aimed at keeping all registered students should be part of a strategy to retain students semester to semester. The number of new transfer students has significantly decreased as well (Table 9).

Figure 12 shows the decrease in total headcount for all session offerings in the annualized year, as well as associated decrease in associated state-aidable FTE's.



**Figure 12.** Total headcount and FTE 2011-2016

In recent years, there has been a noticeable shift from full-time to part-time status in student enrollments (Figure 13). Historically, the college has tracked full-time headcount and used it as the single metric for strategic planning purposes. Acknowledging the shift in the full-time to part-time ratio over the last few years,

the Strategic Planning Committee added two new metrics to track part-time student contributions to headcount and FTE's.

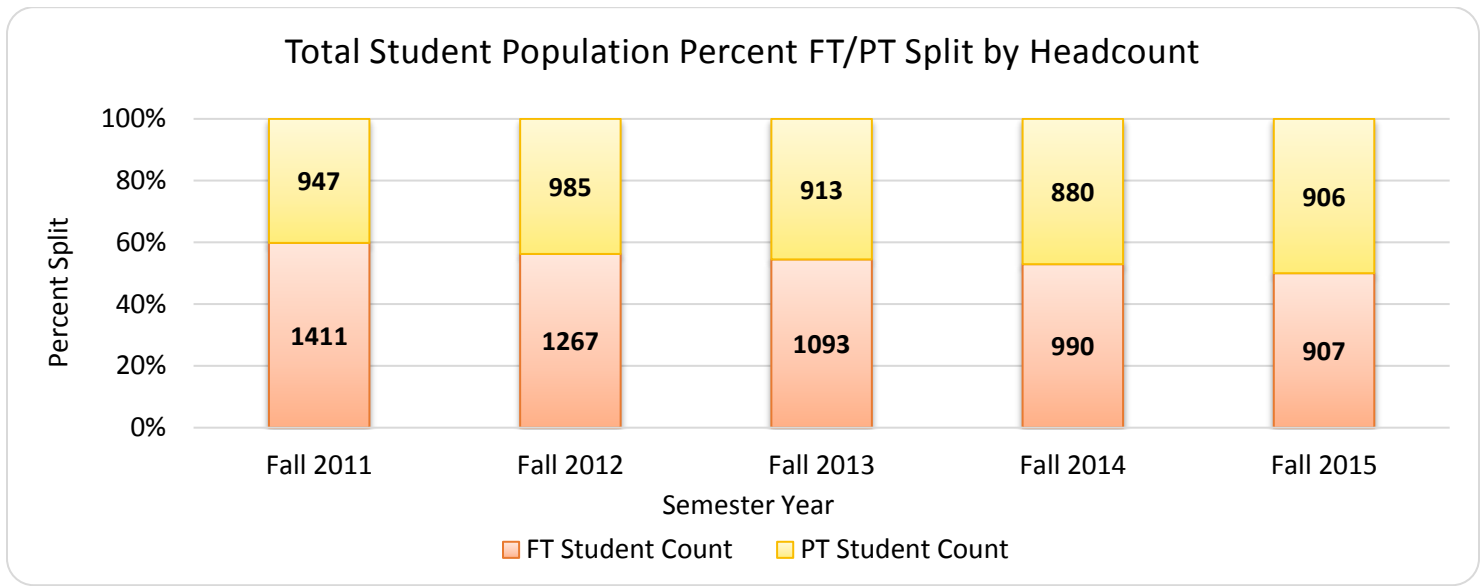


Figure 13. Fall 2011 to Fall 2015 full-time and part-time headcount comparison. Source: CAMS Report Manager

Part-time student FTE contribution is less than a full-time student contribution. The significance of the financial contribution of full-time enrollments compared to part-time enrollments cannot be overstated. The number of credit hours generated by each of these populations is used to determine state aid reimbursements to the College. Non-CAP students enrolled full-time generate the greatest financial contribution to the College's budget (Figure 14). As on-campus full-time enrollment decreases and FTE share is shifted proportional to part-time students the College becomes reliant on a part-time population with fewer dollars associated with it compared to the full-time student.

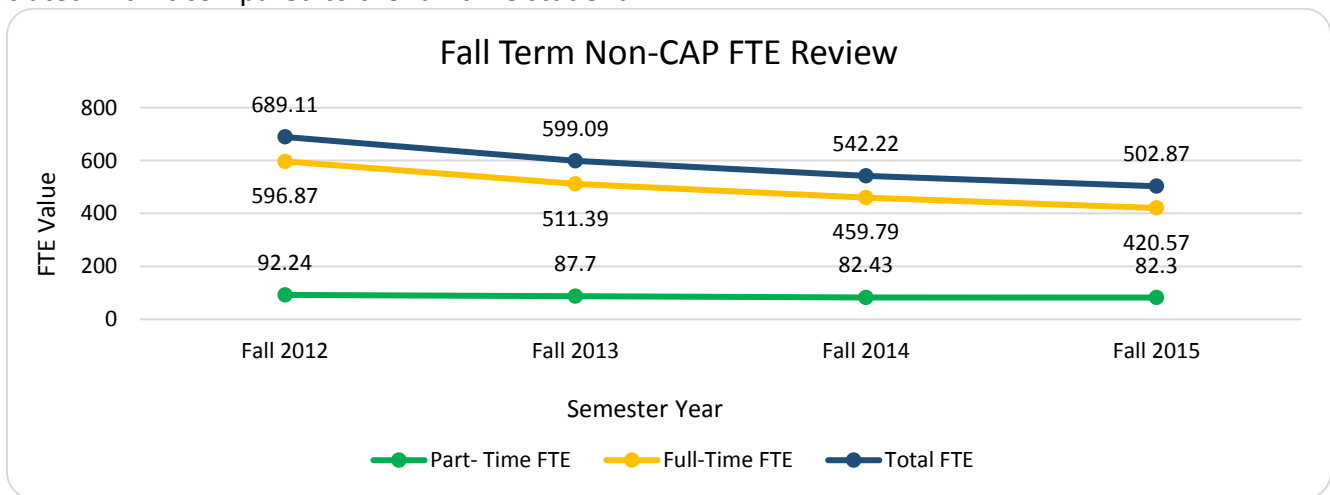
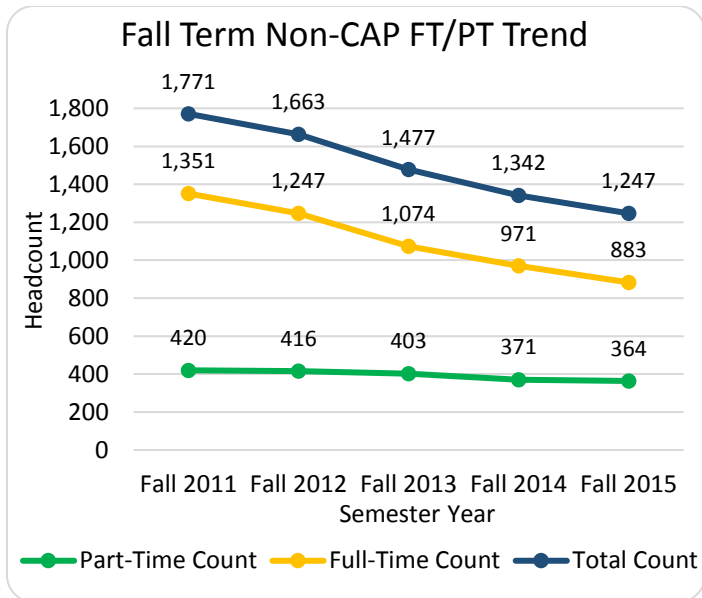


Figure 14. Full-time and part-time Non-CAP FTE contributions Fall 2012-Fall 2015. Source: CAMS Report Manager

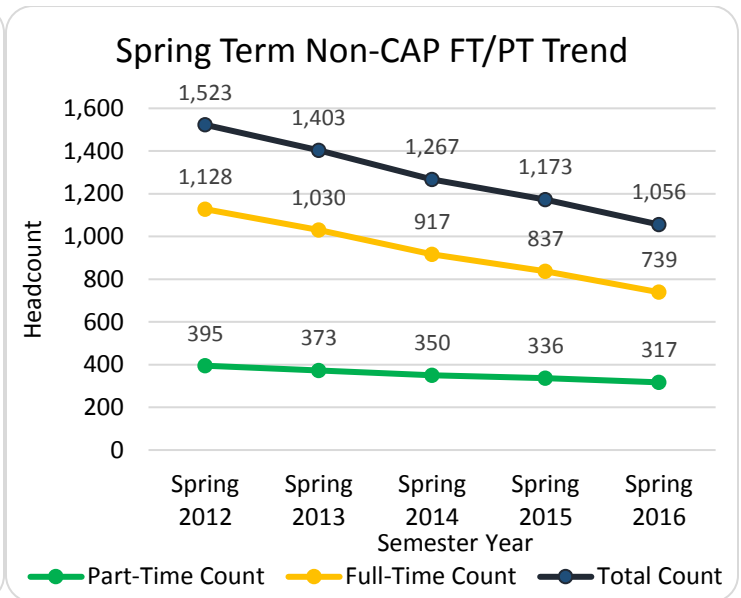
## FALL TO SPRING HEADCOUNT AND FTE TRENDS

Data shows approximately a 35% drop in non-CAP full-time fall and spring enrollments over the last five years while part-time has remained fairly constant during that same time frame (Figures 15 and 16). FTE trends

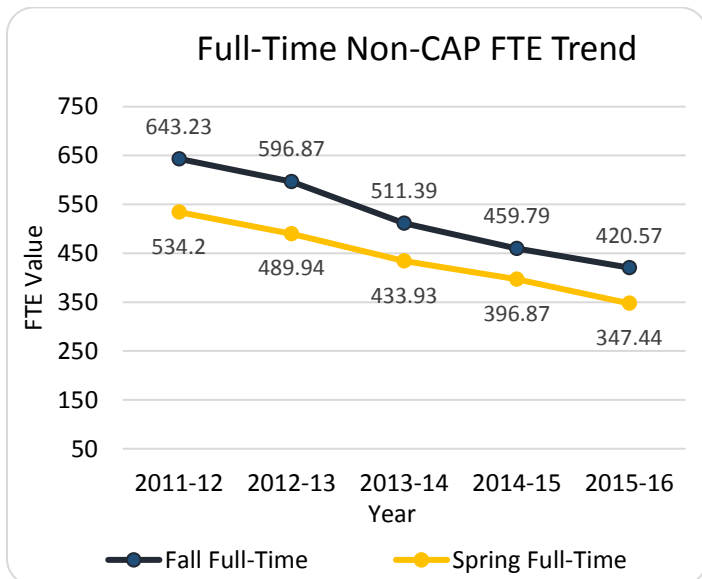
appropriately depict the 35% decline in full-time FTE (Figure 17). There is a significant drop in part-time FTE contributions from spring 15 to spring 16 (Figure 18). Headcount only lost 19 students but FTE dropped by 18.47 which is equal to 554 credit hours. This means that non-CAP students were not taking the historical average of 7 credit hours during spring 16.



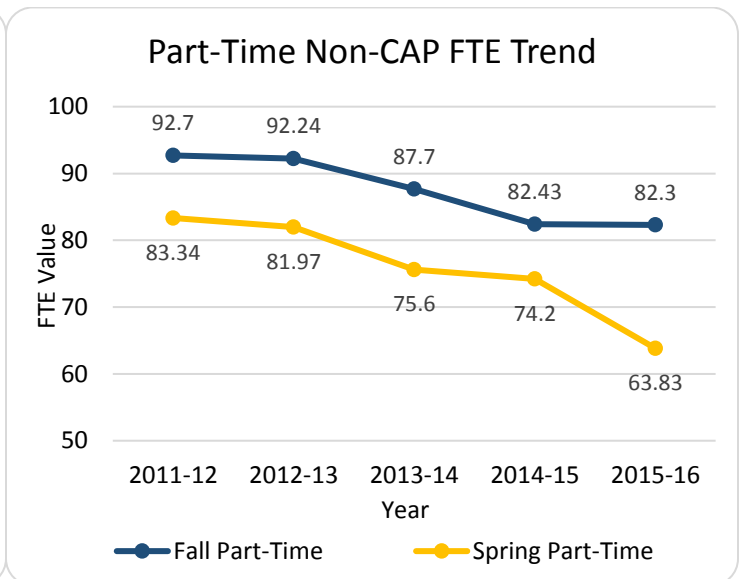
**Figure 15.** Fall 2011 to Fall 2015 part-time and full-time headcount. Source: SUNY BI (Historical) and CAMS Report Manager.



**Figure 16.** Spring 2012 to spring 2016 part-time and full-time headcount. Source: SUNY BI (Historical) and CAMS Report Manager.



**Figure 17.** Full-time non-CAP FTE trends from 2011-2015. Source: CAMS Report Manager.

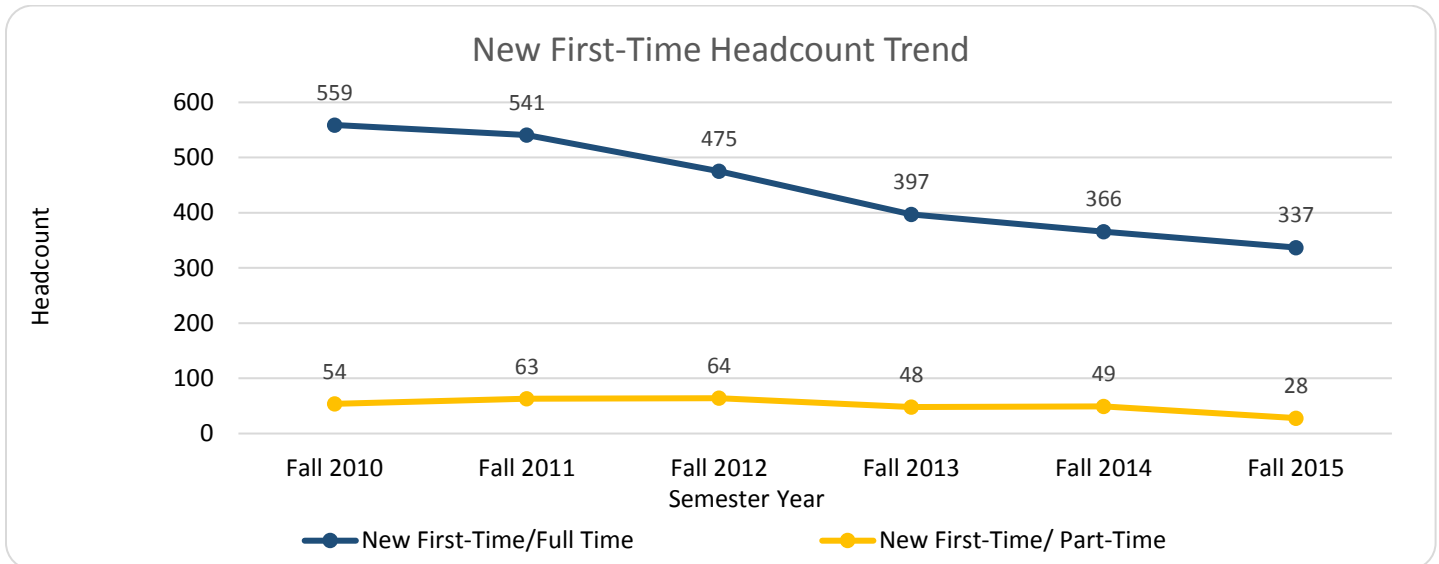


**Figure 18.** Part-time non-CAP FTE trends from 2011-2015. Source: CAMS Report Manager.

## ENROLLMENT STATUS TRENDS BY TYPE

In fall 2015, new first-time students made up 21% of the overall population compared to 27% in fall 2014 (EM 2015-2016 Plan; Figure 19).

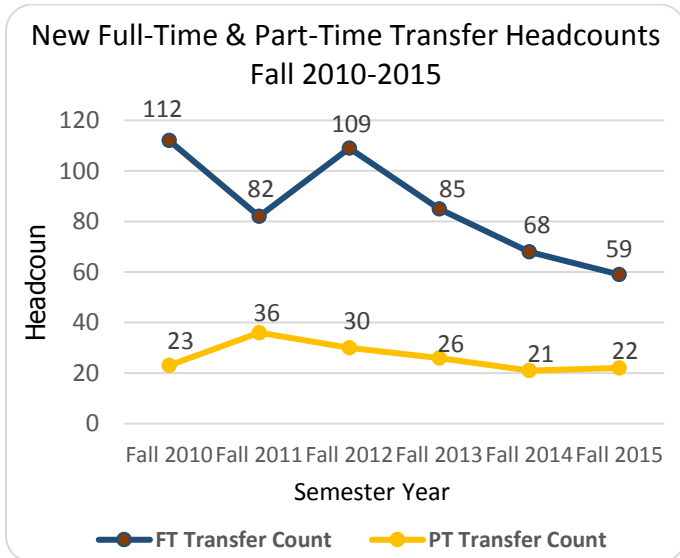
## NEW FIRST-TIME HEADCOUNTS



**Figure 19.** Fall 2010-2015 new first-time headcounts. Source: CAMS Report Manager FTE Report.

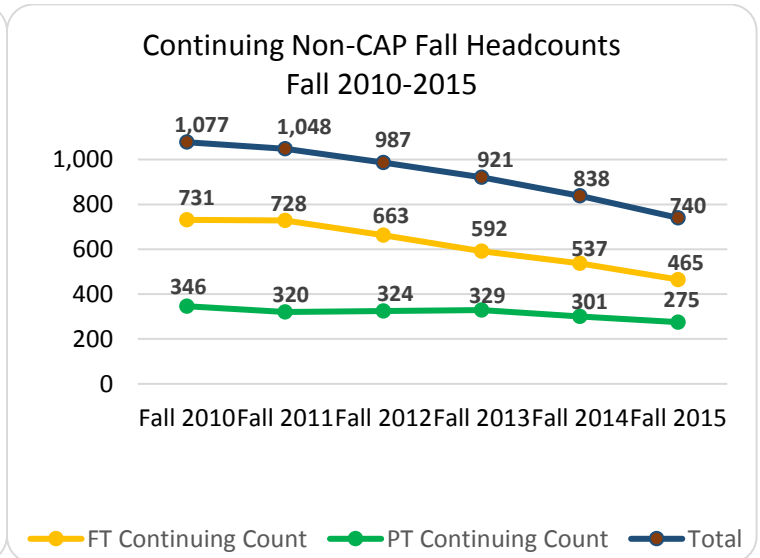
There is a 46% decrease in new full-time transfer student enrollments from fall 2012 to fall 2015 (Figure 20). Continuing non-CAP students declined within the overall population as well from 43% to 41% (Figure 21 and EM Plan 2015-2016, pg. 15; Figure 23).

## NEW TRANSFER HEADCOUNTS



**Figure 20.** Fall 2010-2015 NFT and PT transfer students. Source: CAMS Report Manager Enrollment by Status.

## CONTINUING STUDENTS HEADCOUNTS



**Figure 21.** Continuing students Fall 2010-2015 headcount. Source: CAMS Report Manager Enrollment by Status.

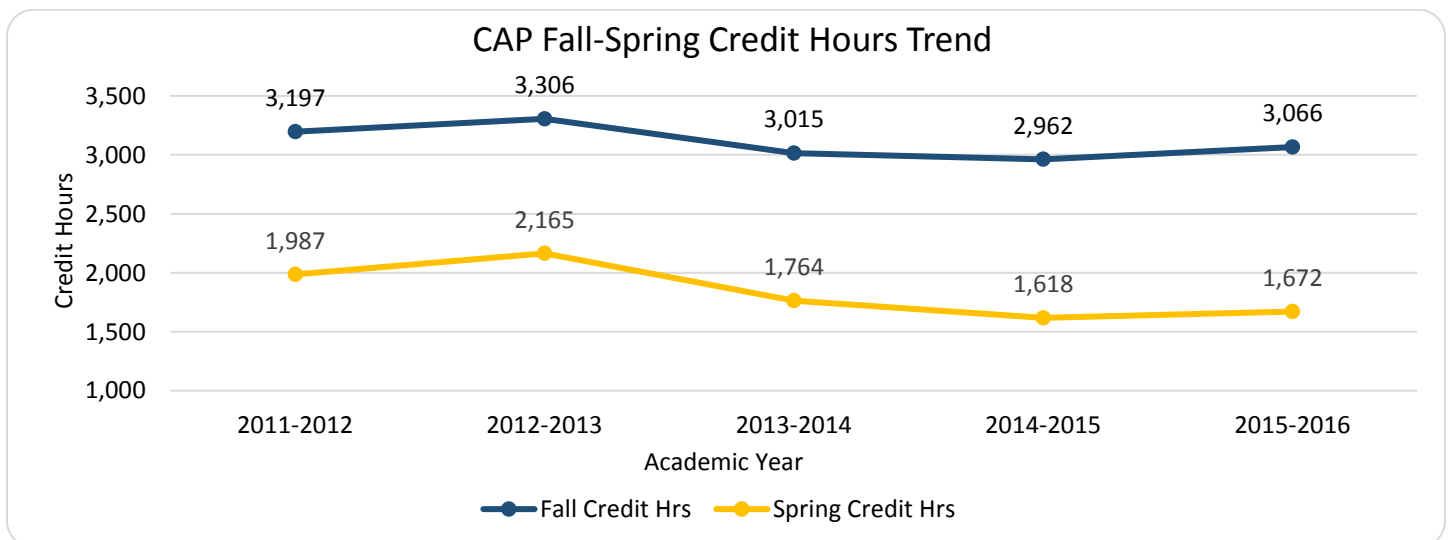
## CAP AND NON-CAP FTE WITH PROJECTIONS

CAP student enrollment increased from 28% in fall 2014 to 32% in fall 2015 (Table 9). Table 10 shows the historical percent FTE contribution from non-CAP and CAP students, as well as projected FTE for the upcoming year.

**Table 10.** Annual CAP and Non-CAP FTE Contributions 2009-2015

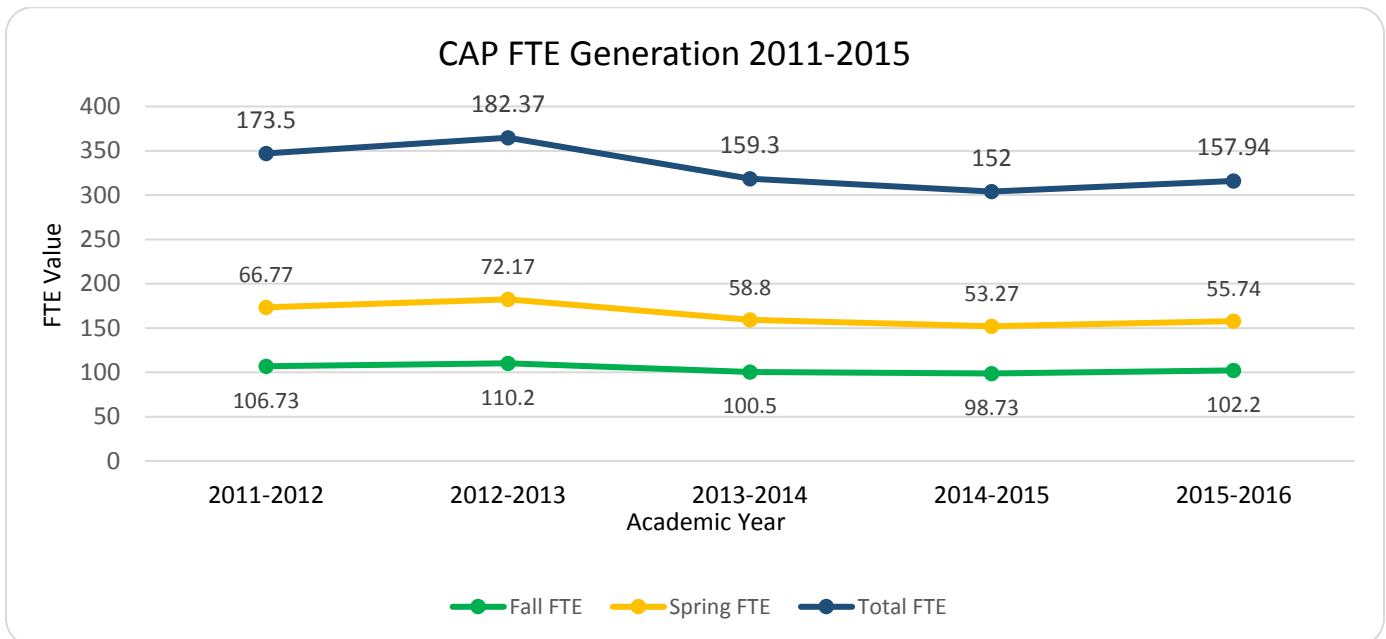
Academic Year	FTE Contributions			Percent CAP FTE Contributions
	CAP	Non-CAP	Total	
2009-10	138.57	1357.43	1496	9%
2010-11	168.3	1415.32	1583.62	11%
2011-12	173.5	1353.48	1526.98	11%
2012-13	182.37	1261	1443.37	13%
2013-14	159.3	1113.43	1272.73	13%
2014-15	152	1036.8	1188.8	13%
2015-16	157.94	940.97	1098.9	14%
Projected 2016-17	157.94	851.56	1009.5	16%

Figure 22 displays that CAP credit hours taken by high school students have increased from 2014-2015 and therefore a subsequent increase in FTE contribution. 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.



**Figure 22.** CAP fall and spring credit hour trends 2007-2015. Source: CAMS Report Manager

FTE's generated by the CAP program in 2015-2016 increased by almost 4% (Figure 23) from the previous year and contributed 14% of the total state-aidable FTE's, which is a significant contribution to the College's budget.



**Figure 23.** CAP FTE generation between 2011 through 2015. Source: CAMS Report Manager

The recruitment count of CAP students fall to fall by high school for years 2011-2015 who subsequently enrolled at Clinton can be found in Table 11 (pg. 24). 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 11.** Distribution of Former CAP Students Subsequently Enrolled at CCC by School District\*

High School	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2015 Eligible HS Grad Count w/ Prior CAP	Fall 2015 Percent Conversion
Ausable Valley	5	9	11	13	10	41	24.39%
Beekmantown	10	9	17	27	10	51	19.61%
Chazy	0	0	1	0	2	21	9.52%
Northeastern Clinton	6	11	5	18	11	39	28.21%
Northern Adirondack	5	10	10	5	5	29	17.24%

Peru	10	21	19	21	16	89	<b>17.98%</b>
Plattsburgh	3	7	10	15	4	26	<b>15.38%</b>
Saranac	3	17	16	15	12	43	<b>27.91%</b>
Seton Catholic	1	3	0	3	1	11	<b>9.09%</b>

Source: CAMS Report Manager: Enrollment by High School w/ prior CAP term

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

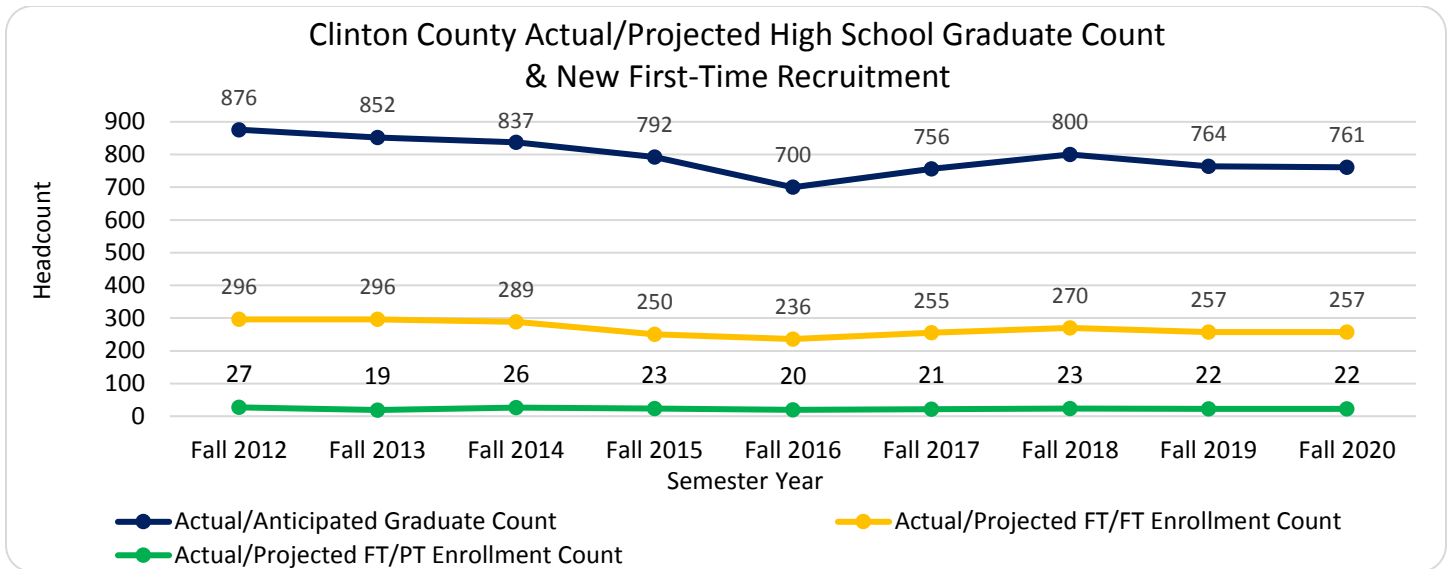
Adirondack P-TECH is an early college high school program housed in a building within the Peru Central School District. Students from Peru, Saranac, Beekmantown, and Plattsburgh high schools currently participate in the program. The program is expected to grow as more high schools within our service area participate in the program. 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. Students can enroll in one of the seven technology degree programs or three technology certificates offered at the College. Students in the ADK P-TECH program will begin taking courses on-campus beginning fall 2017 at the same time the IAM construction comes to a close. Program enrollment by school is found in Table 12. Students in the ADK P-TECH program will make an on-going significant contribution to enrollment in technology degree pathways in the near future.

**Table 12.** ADK P-TECH Enrollment by School

High School	Total Number of Students Enrolled	
	1 <sup>st</sup> Year Entering Cohort Fall 2014	2 <sup>nd</sup> Year Entering Cohort Fall 2015
Beekmantown CSD	8	9
Peru CSD	10	13
Saranac CSD	5	0
Plattsburgh CSD	1	3
<b>TOTAL</b>	<b>24</b>	<b>25</b>

### OVERALL TRENDS AND PROJECTIONS

Enrollment projections for 2016-2017 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 2015, CCC recruited 34.5% of the eligible high school graduating classes in Clinton County.



**Figure 24.** Clinton County 12<sup>th</sup> Grade Class Enrollments Actual and Projected 2010-2020. Source: NYSED and CAMS Report Manager

**Table 13.** CCC Headcount Projections by Region\*

	FA 2016	SP 2017	FA 2017	SP 2018	FA 2018	SP 2019	FA 2019	SP 2020	FA 2020
<b>North Country Full-Time</b>	<b>670</b>	<b>564</b>	<b>697</b>	<b>600</b>	<b>730</b>	<b>628</b>	<b>736</b>	<b>633</b>	<b>737</b>
Clinton	600	504	621	534	648	557	653	561	655
Essex	48	42	51	44	54	46	54	47	53
Franklin	22	19	26	22	28	24	29	25	29
<b>Metro NY Full-Time</b>	<b>55</b>	<b>43</b>	<b>56</b>	<b>44</b>	<b>59</b>	<b>47</b>	<b>61</b>	<b>48</b>	<b>62</b>
<b>Other NY Full-Time</b>	<b>44</b>	<b>33</b>	<b>43</b>	<b>32</b>	<b>43</b>	<b>32</b>	<b>42</b>	<b>32</b>	<b>42</b>
<b>Out of State Full-Time</b>	<b>14</b>	<b>14</b>	<b>17</b>	<b>16</b>	<b>18</b>	<b>18</b>	<b>19</b>	<b>18</b>	<b>19</b>
<b>International Full-Time</b>	<b>12</b>	<b>11</b>	<b>12</b>	<b>11</b>	<b>12</b>	<b>11</b>	<b>12</b>	<b>11</b>	<b>12</b>
<b>International Part-Time</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>6</b>
<b>Part-Time Non-CAP</b>	<b>365</b>	<b>318</b>	<b>365</b>	<b>325</b>	<b>365</b>	<b>325</b>	<b>365</b>	<b>325</b>	<b>365</b>
<b>Full Time CAP</b>	<b>24</b>	<b>8</b>	<b>24</b>	<b>4</b>	<b>24</b>	<b>4</b>	<b>24</b>	<b>4</b>	<b>24</b>
<b>Part-Time CAP</b>	<b>542</b>	<b>379</b>	<b>542</b>	<b>385</b>	<b>542</b>	<b>385</b>	<b>542</b>	<b>385</b>	<b>542</b>
<b>Total</b>	<b>1730</b>	<b>1373</b>	<b>1761</b>	<b>1421</b>	<b>1799</b>	<b>1453</b>	<b>1808</b>	<b>1461</b>	<b>1809</b>

\*Official Projections as of 04/28/16 from the Office of Institutional Research and Planning

Enrollment projections by region are based on actual recruitment and retention percentages from the last three years. Table 13 conservatively estimates projected headcount enrollments utilizing these calculations.

## SUNY EXCELS PROJECTIONS

The data for annual projections through 2018 have been submitted to SUNY recognizing that as data is reviewed more frequently, projections for enrollment will change. Figure 25 below represents a snapshot of enrollment projections using the best data at the time of submission (Fall 2015).

ENROLLMENT PLANNING UPDATE, 2015-16 THROUGH 2019-20									
CLINTON									
FALL HEADCOUNT AND ANNUAL AVERAGE FTE									
	2015-16			2016-17			2017-18		
	Fall Headcount	Conversion Factors	Annual Average FTE*	Fall Headcount	Conversion Factors	Annual Average FTE*	Fall Headcount	Conversion Factors	Annual Average FTE*
Total	1,625		1,177	1,625		1,177	1,673		1,213
Full-time	825	x 0.87662	= 723	825	x 0.87662	= 723	853	x 0.87662	= 748
First-time	320			320			335		
Transfer	55			55			58		
Contin/Retrn	450			450			460		
Part-time	800	x 0.56728	= 454	800	x 0.56728	= 454	820	x 0.56728	= 465
	2018-19			2019-20					
	Fall Headcount	Conversion Factors	Annual Average FTE*	Fall Headcount	Conversion Factors	Annual Average FTE*			
Total	1,725		1,251	1,784		1,295	<b>* Reporting Annual Average FTE</b>		
Full-time	880	x 0.87662	= 771	914	x 0.87662	= 801	The Annual Average FTE that will contribute to overall funded FTE; AAFTE should include all State-aidable instruction, both credit and non-credit (i.e., Non-Credit Remedial and State-Aidable Auditors).		
First-time	345			359					
Transfer	60			65					
Contin/Retrn	475			490					
Part-time	845	x 0.56728	= 479	870	x 0.56728	= 494			

Figure 25. SUNY reported enrollment planning update 2015-2020.

## RETENTION & GRADUATION RATES

Retention rates are utilized for historical reference and significantly aid in accurately forecasting student enrollment. The retention rates of students from fall to spring is 66% (Table 14). However, the fall to fall retention of students drops to forty-nine percent (Table 15). Many students are not returning for completion of a second year at CCC. The reasons behind this drop in retention will need to be explored to better understand how we can retain students fall to fall.

**Table 14.** Second Semester Retention Rates among New First-time Full-time Students Fall 2011-Spring 2016

Geographical Residence	<i>Second Semester Retention Rates (New First-time, Full-time Students)</i>				
	Fall 2011 to Spring 2012	Fall 2012 to Spring 2013	Fall 2013 to Spring 2014	Fall 2014 to Spring 2015	Fall 2015 to Spring 2016
North Country (Clinton, Essex, Franklin Counties)	74%	74%	78%	88%	79%
New York Metro (Bronx, Kings, NY, Queens, Richmond)	57%	71%	74%	88%	65%
International	95%	80%	100%	75%	100%
All Others	85%	68%	67%	73%	68%
<b>Retention Rates Among All Students</b>	72%	73%	73%	70%	66%

Source: Strategic Planning Metrics 2015-16

Many students are not returning for completion of a second year at CCC. The reasons behind this drop in retention will need to be explored to better understand how we can retain students fall to fall. Some students may have a goal of completing one year at CCC and then plan to transfer to a four-year institution. For example, many international students have a goal of transferring to another institution. The greatest proportional loss of students is from the North Country with 79% retained fall to spring but then a drop to 63% the following fall semester.

**Table 15.** One-Year Retention Rates by Region

<b>Student Geographical Residence</b>	<b>One Year Retention Rate (new, first-time, full-time students)</b>			
	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015
North Country (Clinton, Essex, Franklin Counties)	55%	58%	61%	63%
New York Metro (Bronx, Kings, NY, Queens, Richmond)	36%	35%	56%	56%
International	60%	92%	56%	25%
All Others	40%	35%	48%	48%
Retention Rates Among All Students	52%	53%	56%	49%

Source: CAMS Report Manager

Part-time students have increasingly gained a greater share of student enrollments. Initiatives that attend to retaining this population of students will be necessary to increase continuing student enrollments. Historically, the retention rates of part-time students are lower than full-time students (Table 16 and Table 15 comparison). Retention rates of part-time students both fall 2014 to spring 2015 second semester (54%) and fall to fall (41%) were significantly lower than full-time students, 66% and 49% respectively.

**Table 16.** Fall to Spring and Fall to Fall Retention Rates of Non-CAP Part-time Students

<b>Enrollment Status</b>	<b>Percent Retained Fall to Spring Part-time Students</b>				<b>Percent Retained Fall to Fall Part-time Student Retention</b>			
	Fall 12 to Spring 13	Fall 13 to Spring 14	Fall 14 to Spring 15	Fall 15 to Spring 16	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15	Fall 15 to 16
New First Time	57%	57%	68%	54%	57%	29%	57%	TBD
New Non-Matriculated	34%	30%	33%	28%	16%	13%	28%	TBD
New Transfer	73%	71%	76%	59%	77%	58%	62%	TBD
Continuing	49%	53%	51%	55%	28%	29%	29%	TBD
Continuing Non-Matriculated	24%	41%	41%	16%	24%	23%	29%	TBD
<b>Average</b>	<b>48%</b>	<b>50%</b>	<b>54%</b>	<b>42%</b>	<b>40%</b>	<b>30%</b>	<b>41%</b>	<b>TBD</b>

Source: CAMS Report Manager

Graduation rates for Clinton Community College compared to two other community colleges of comparable size show that Clinton graduation rates are lower than Columbia-Green CC and North Country CC during any given period over four years (Table 17, pg. 29).

**Table 17.** Graduation Rate Comparison for 2012 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	2 Year Grad Count	3 Year Grad Count	4 Year Grad Count
Adirondack	730	11.6%	24.1%	24.1%	85	176	176
<b>Clinton</b>	<b>374</b>	<b>14.2%</b>	<b>26.2%</b>	<b>26.2%</b>	<b>53</b>	<b>98</b>	<b>98</b>
Columbia-Greene	343	16.0%	29.4%	29.4%	55	101	101
Fulton-Montgomery	676	17.6%	29.9%	29.9%	119	202	202
Herkimer County	815	22.7%	35.7%	35.7%	185	291	291
Jefferson	758	13.6%	26.3%	26.3%	103	199	199
North Country CC (NCCC)	325	17.2%	29.2%	32%	56	95	104

Source: SUNY BI Graduation Rates

## ACADEMIC PROGRAM REVIEW

Overall, degree program enrollments have decreased as would be expected with the significant decline in high school enrollment that has been experienced since 2012. Trends in the economy can also impact enrollment. Most recently, three degree programs have seen increases in enrollment: Computer Technology, Mechanical Technology, Liberal Arts: Mathematics and Science (Table 18). Opportunities for employment would indicate one potential reason there are increases in the Computer Technology and Mechanical Technology degrees. The Liberal Arts: Mathematics and Science degree is the home for Math/Science majors seeking to transfer, students who are awaiting acceptance into the nursing program, and often times where Health Studies students are placed after completing the Health Studies certificate. A significant number of part-time students enrolled in the Business Administration AAS degree program (42%) and are likely working full-time in the career. Sixty-nine percent of Nursing students are part-time. Many students only take nursing courses once enrolled in the program or some students may be taking only general education courses leading up to nursing course work. The split between the AA and AAS degree enrollments for Criminal Justice has shifted because of the AA degree being initially introduced in 2012 splitting total enrollments over time; however, enrollment has decreased overall by 24%.

**Table 18.** Enrollment in Degree and Certificate Programs 2012-2015

Academic Program Name	Award	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2015 FT/PT Split	Fall 2014 to Fall 2015 Headcount % Change
Alcohol/Substance Abuse Counseling	CERT	9	19	10	7	4/3	-30.0%
Business: Accounting	A.A.S.	34	34	27	27	19/8	0.0%
Business: Business Administration	A.A.S.	77	62	72	59	34/25	-18.1%
	A.S.	109	105	97	82	63/19	-15.5%
Computer Information Systems	A.A.S.	53	41	41	39	33/6	-4.8%
Computer Support	CERT	1	0	0	0	0	0.0%
Computer Technology	A.A.S.	10	11	7	18	15/3	157.1%
Criminal Justice	A.A.	17	56	72	53	47/6	-26.4%
	A.A.S.	186	132	89	69	60/9	-22.5%
Early Childhood Care and Development	CERT	10	8	5	5	3/2	0.0%
Electrical Technology: Electronics	A.A.S.	15	14	9	9	9/0	0.0%
Environmental Science (New in 2015)	A.S.	N/A	N/A	N/A	4	3/1	N/A
Environmental Technology	A.A.S.	8	9	5	5	3/2	0.0%
Health Studies	CERT	58	44	45	30	25/5	-33.3%
Human Services	A.A.S.	97	80	79	92	75/17	-5.2%
Individual Studies	A.A.	3	3	10	11	10/1	10.0%
	A.A.S.	2	3	10	8	5/3	-20.0%
	A.S.	0	2	2	2	2/0	0.0%
Liberal Arts & Sciences: Humanities & Social Science	A.A.	489	385	385	340	242/98	-11.7%
Liberal Arts & Sciences: Math & Science	A.S.	133	121	101	113	80/33	11.8%
Mechanical Technology	A.A.S.	24	23	21	25	14/9	19.0%
Payroll	CERT	0	1	0	0	N/A	0.0%
Renewable Energy Technologies	A.A.S.	10	8	8	8	6/2	0.0%
	CERT	0	2	2	2	2/0	0.0%
Nursing	A.A.S.	119	100	95	96	30/66	1.1%
Wind Energy & Turbine Technology	A.A.S.	47	46	23	19	17/2	-17.4%
Wind Turbine Service Technician	CERT	4	0	0	1	1/0	100.0%
	<b>Total Matriculated Student Headcount</b>	<b>1,515</b>	<b>1,309</b>	<b>1,215</b>	<b>1,124</b>	<b>907/906</b>	<b>-7.3%</b>

Clinton Community College does have a competitive advantage in degree program offerings in the area of technology, accounting, health care and human services specifically. The seven technology degree programs offered exclusively at Clinton Community College through the Institute for Advanced Manufacturing 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) which are located in the seven-county North Country region of New York State do not have any of the six core Technology programs which exist within the Institute for Advanced Manufacturing. Neither of these colleges provides robust technology or advanced manufacturing-based non-credit training programs. Casting the geographic net even wider reveals that Adirondack Community College in Warren County, and Herkimer Community College in Herkimer County, have neither advanced manufacturing based programs nor do they have strong non-credit programming in these areas. Summary information in Table 19 details the unduplicated credit programs 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.

Another competitive advantage lies within our Accounting degree offering as it is not offered by our nearest community college competitor, North Country CC (NCCC).

Lastly, as noted in the Annual External Scan section of this report, areas within human and health services will see industry growth and will see an increase in employment opportunities for our community. CCC offers degree and certificate programs in both of these areas in the counties of Essex, Franklin, Warren and Herkimer (Table 19 and 20).

**Table 19.** Unduplicated Program Offerings in Franklin, Essex and Warren Counties.

<i><b>CCC Unduplicated Programs-Franklin &amp; Essex Counties</b></i>		<i><b>CCC Unduplicated Programs-Warren County</b></i>	
<b>Program</b>	<b>Type</b>	<b>Program</b>	<b>Type</b>
Accounting	A.A.S.	Environmental Technology	A.A.S.
Computer Information Systems	A.A.S.	Health Studies	Certificate
Computer Support	Certificate	Human Services	A.A.S.
Computer Technology	A.A.S.	Individual Studies	A.S.
Early Childhood Care & Development	Certificate	Individual Studies	A.A.S.
Electrical Technology : Electronics	A.A.S.	Individual Studies	A.A.
Environmental Technology	A.A.S.	Mechanical Technology	A.A.S.
Mechanical Technology	A.A.S.	Renewable Energy Technologies	A.A.S.
Renewable Energy Technologies	A.A.S.	Wind Energy & Turbine Technology	A.A.S.
Wind Energy & Turbine Technology	A.A.S.	Wind Turbine Service Technician	Certificate
Wind Turbine Service Technician	Certificate		

**Table 20.** Unduplicated Programs in Herkimer and Jefferson County.

<i>CCC Unduplicated Programs-Herkimer County</i>		<i>CCC Unduplicated Programs-Jefferson County</i>	
<b>Program</b>	<b>Type</b>	<b>Program</b>	<b>Type</b>
Alcohol/Substance Abuse Counseling	Certificate	Electrical Technology : Electronics	A.A.S.
Electrical Technology : Electronics	A.A.S.	Environmental Science	A.S.
Environmental Science	A.S.	Environmental Technology	A.A.S.
Environmental Technology	A.A.S.	Mechanical Technology	A.A.S.
Mechanical Technology	A.A.S.	Renewable Energy Technologies	A.A.S.
Nursing	A.A.S.	Wind Energy & Turbine Technology	A.A.S.
Renewable Energy Technologies	A.A.S.	Wind Turbine Service Technician	Certificate
Wind Energy & Turbine Technology	A.A.S.		
Wind Turbine Service Technician	Certificate		

### ENROLLMENT HEADCOUNT BY AGE & PROGRAM

Fall 2015 program enrollments by age reflect that the majority of enrollments lie within the 18-21 age group (45.2%, Figure 26, pg. 33) which is the traditional immediate post high school population (Table 21, pg. 33). The highest number of enrollments for this group is in the transfer degrees and specifically in Liberal Arts: Humanities/Social Science and Math/Science transfer degree programs (N=230; 45%). The remaining fifty-five percent (N=278) of students in the 18-21 age group are enrolled in career degrees or certificate programs. The balance of the traditional student enrollment is captured in students 22 through 24 years of age (26.25%, Figure 26). The remaining program enrollment counts are non-traditional age students (≥25 years old) and signify just below thirty percent (28.6%, Figure 26) of the matriculated student population.

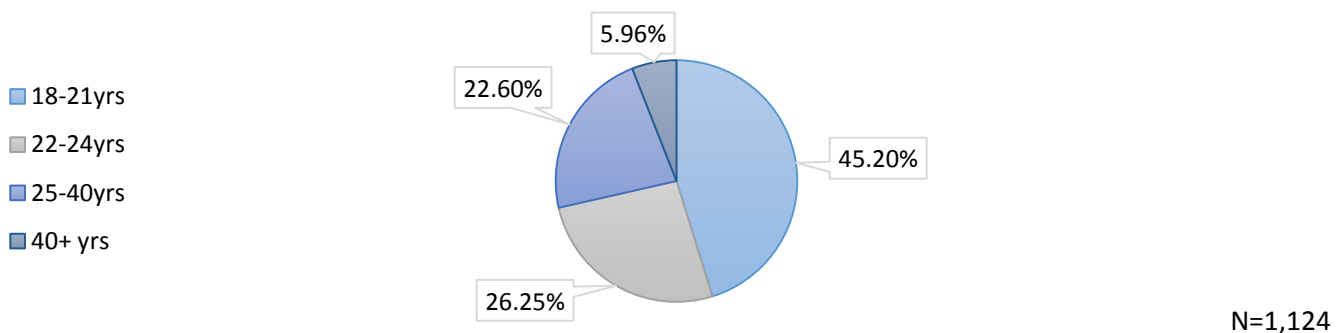
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**Table 21.** Fall 2015 Program Headcount Enrollment by Age

Academic Program Name	Award	18-21yrs	22-24yrs	25-40yrs	40+ yrs
Alcohol/Substance Abuse Counseling	CERT	1	1	2	3
Business: Accounting	A.A.S.	10	2	6	9
Business: Business Administration	A.A.S.	18	15	19	7
	A.S.	41	25	14	2
Computer Information Systems	A.A.S.	16	10	11	2
Computer Support	CERT	0	0	0	0
Computer Technology	A.A.S.	9	5	3	1
Criminal Justice	A.A.	34	13	5	1
	A.A.S.	34	27	8	0
Early Childhood Care and Development	CERT	2	1	2	0
Electrical Technology: Electronics	A.A.S.	2	2	4	1
Environmental Science (New in 2015)	A.S.	3	1	0	0
Environmental Technology	A.A.S.	3	2	0	0
Health Studies	CERT	21	6	1	2
Human Services	A.A.S.	34	14	33	11
	A.A.	5	2	4	0
	A.A.S.	2	1	2	3
Individual Studies	A.S.	1	1	0	0
	A.A.	168	110	55	7
Liberal Arts & Sciences: Humanities & Social Science	A.A.	168	110	55	7
Liberal Arts & Sciences: Math & Science	A.S.	62	31	20	0
Mechanical Technology (Formerly Industrial Tech)	A.A.S.	8	4	7	6
Payroll	CERT	0	0	0	0
Renewable Energy Technologies	A.A.S.	4	2	2	0
	CERT	0	0	2	0
Nursing	A.A.S.	22	15	50	9
Wind Energy & Turbine Technology	A.A.S.	7	5	4	3
Wind Turbine Service Technician	CERT	1	0	0	0
	<b>Total</b>	<b>508</b>	<b>295</b>	<b>254</b>	<b>67</b>

Source: CAMS Report Manager

**Fall 2015 Matriculated Students by Age**



**Figure 26.** Source: CAMS Report Manager

Over 55% of program enrollments are students twenty-two or older. Course scheduling that will accommodate the non-traditional learner will expand educational opportunities for the community. More specifically, a new model called ‘flex learning’ was piloted in the Computer information Systems degree that allowed 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 2015, a total of 64 students attended full-time without an elected degree program, undeclared. Fifty-nine students were full-time with the remaining 8% (N=5) part-time. The undeclared population consists mainly of full-time students who are younger than twenty-four years of age. Of the sixty-four undeclared students, thirty-four have re-registered for classes in fall 2016, presenting a 53% fall to fall retention rate among this population. An initiative that focuses on maintaining undeclared students and converting them to a degree pathway would contribute to stabilizing future enrollment. While the overall retention rates are lower for this population, initiatives that attend to students who are undecided and part-time students who may have different needs compared to the full-time student may be areas where differences in overall college retention rates can be most improved.

### RETENTION & GRADUATION TRENDS BY PROGRAM

The overall graduation rate for *first-time, full-time* students has increased since 2009 (Table 22) 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. In an effort 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 a strategic measure in the Strategic Plan (Table 23).

**Table 22.** Three Year Graduation Rate

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>Cohort Count</b>	551	555	536	469
<b>Graduate Count</b>	114	115	157	137
<b>3 Year Grad Rate</b>	21%	21%	29%	29%

In addition to the graduation review provided in Table 22, a review of fall to fall retention of non-graduates within a given program offers an inclusive view of all students enrolled fall 2014. The review by program for fall 2014 to fall 2015 outlines strong program retention percentages in Mechanical Tech (formerly Industrial Tech), Wind Energy & Turbine Technology and Human Services (Table 23, pg. 35). When reviewing the graduate counts within the same annual time frame it shows that the Telecommunications Technology: Verizon program had a 100% graduation rate; the strongest performance percentage wise, but minimal in graduate count at five (Table 23). When reviewing Table 23, it should be noted that the Telecommunications Technology: Verizon program is no longer offered and was specifically designed by the employer for a cohort, and as a result the program successfully graduated 100% of students enrolled in fall 2014.

**Table 24.** Fall to Fall Retention within a Program

Academic Program Name	Degree Type	Fall 2014	# Graduated prior to Fall 2015	% Graduated prior to Fall 2015	# Retained Fall 2015
Alcohol/Substance Abuse Counseling	CERT	10	0	0%	2
Business: Accounting	A.A.S.	27	1	4%	6
Business: Business Administration	A.A.S.	72	12	17%	14
	A.S.	97	23	24%	26
Computer Information Systems	A.A.S.	41	10	24%	11
Computer Support	CERT	0	0	0%	0
Computer Technology	A.A.S.	7	1	14%	3
Criminal Justice	A.A.	72	15	21%	22
	A.A.S.	89	24	27%	28
Early Childhood Care and Development	CERT	5	2	40%	1
Electrical Technology: Electronics	A.A.S.	8	4	50%	0
Environmental Technology*	A.A.S.	n/a	n/a	n/a	n/a
Health Studies	CERT	45	9	20%	2
Human Services	A.A.S.	79	15	19%	36
Individual Studies	A.A.	10	2	20%	3
	A.A.S.	10	1	10%	0
	A.S.	2	0	0%	0
Liberal Arts & Sciences: Humanities & Social Science	A.A.	386	76	20%	124
Liberal Arts & Sciences: Math & Science	A.S.	102	20	20%	31
Mechanical Technology**	A.A.S.	21	1	5%	13
Nursing	A.A.S.	95	22	23%	36
Payroll	CERT	0	0	0%	0
Renewable Energy Technologies	A.A.S.	8	1	13%	3
	CERT	2	0	0%	0
Telecommunications Technology: Verizon	A.A.S.	5	5	100%	0
Wind Energy & Turbine Technology	A.A.S.	23	13	57%	6
Wind Turbine Service Technician	CERT	0	0	0%	0
*Program not available in Fall 2014.					
**Includes Industrial Technology due to degree name change.					

Source: CAMS Report Manager

The Liberal Arts: Humanities and Social Science program has a large number of degrees awarded; however degrees in Business and Criminal Justice have a significant number of the degrees awarded proportionately and the number of degrees given have been consistently similar between 2012-2015 each academic year (Table 24, pg. 36). While the number of technology degrees awarded is lower compared to other degrees, enrollment in technology degrees is slowly increasing because of employer demands in these areas. Number of degrees awarded in technology will increase in the near future.

**Table 24.** Academic Programs and Degrees Awarded 2012-2015.

Degree Programs		2012-2013	2013-2014	2014-2015
Academic Program Name	Degree Type	Degrees Awarded	Degrees Awarded	Degrees Awarded
Alcohol/Substance Abuse Counseling	CERT	15	10	7
Business: Accounting	A.A.S.	8	6	3
Business: Business Administration	A.A.S.	14	13	12
	A.S.	25	24	27
Computer Information Systems	A.A.S.	15	8	10
Computer Support	CERT	1	1	0
Computer Technology	A.A.S.	2		1
Criminal Justice	A.A.		8	16
	A.A.S.	38	42	27
Early Childhood Care and Development	CERT	9	5	4
Electrical Technology: Electronics	A.A.S.	5	3	4
Environmental Technology	A.A.S.	2	0	0
Health Studies	CERT	18	14	9
Human Services	A.A.S.	23	19	12
Individual Studies	A.A.	0	1	5
	A.A.S.	1	3	5
	A.S.	0	1	0
Liberal Arts & Sciences: Humanities & Social Science	A.A.	121	127	98
Liberal Arts & Sciences: Math & Science	A.S.	28	21	25
Mechanical Technology	A.A.S.	5	5	2
Payroll	CERT	3	3	4
Renewable Energy Technologies	A.A.S.	1	2	1
	CERT		1	1
Undergraduate - Nursing	A.A.S.	45	33	32
Wind Energy & Turbine Technology	A.A.S.	8	15	13
Wind Turbine Service Technician	CERT	3	1	1
	<b>TOTAL</b>	<b>390</b>	<b>366</b>	<b>319</b>

Source: SUNY BI Degree Awards

## DISTANCE LEARNING PROGRAM

The mission of the College's online learning program is to deliver high-quality and affordable educational services to learners any time, any place. Distance Learning (DL) offers the college recruitment and retention opportunities that are not currently being realized to their fullest extent. The strategic value of online learning to the College's stakeholders should be more clearly defined and then marketed to realize maximum potential to our community and can contribute to the financial stability of the College. A dip in DL enrollments was experienced in fall 2013 through spring 2015. However, the 2015-2016 academic year illustrates DL

enrollments rebounding and now show a higher enrollment fall 2015 compared to fall 2014 (Table 25). Spring 2016 showed a dip in DL enrollment compared to spring 2015 but is well above previous spring semesters.

**Table 25.** Distance Learning Enrollments Fall 2012-Spring 2016

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Courses	32	27	24	30	30	35	44	43
Enrollment	293	255	251	313	297	440	489	410

Source: CAMS Report Manager-Course Offering Listing

Summer DL course offerings and enrollments continue to increase. Distance learning enrollment during the winter session continues to be a challenge (Table 26). A marketing and recruitment initiative that focuses on the between semester sessions would be another way to potentially boost overall annual enrollment.

**Table 26.** Distance Learning Enrollments Winter 2013-Summer 2016

	Winter 2013	Summer 2013	Winter 2014	Summer 2014	Winter 2014	Summer 2015	Winter 2016	Summer 2016
Courses	1	12	0	15	0	13	0	18
Enrollment	12	111	0	94	0	97	0	115

Source: CAMS Report Manager-Course Offering Listing

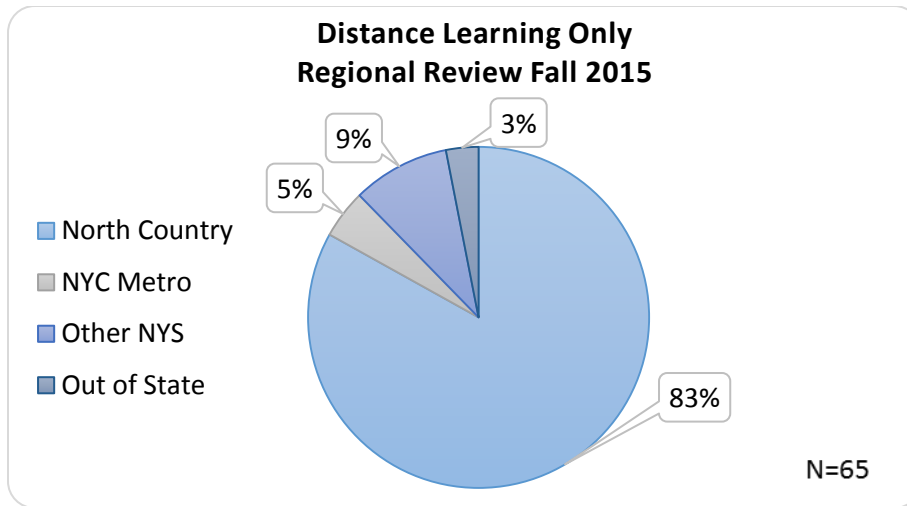
Table 27 shows an increase in the number of students taking only DL courses to complete an educational goal. A commensurate increase in FTE's is shown as well. The DL students contribute significantly to the number of state-aidable FTE's.

**Table 27.** FTE Allocation to DL Only Students

Academic Year	Credit Hours	FTE
2012-2013	2,274	64.03
2013-2014	2,255	62.43
2014-2015	2,964	80.30
2015-2016	3,659	99.53

Source: CAMS Report Manager

The majority of DL students are from the North Country (Figure 27). Initiatives that expand the DL program service area will need to be aggressive and targeted to increase enrollments from outside the North Country. While we are enrolling non-North Country students, an analysis to determine whether or not we are attracting students who are not already resident CCC students will need to be determined.



**Figure 27.** Fall 2015 DL Enrollment

Students enrolled in only distance learning courses are matriculated into the following degree programs with the majority of them enrolling part-time and taking DL coursework to supplement completion of their degrees (Table 28). Fewer students are enrolled full-time in distance learning to complete their degrees.

**Table 28.** Distance Learning Only Degree Program Student Headcount and FT/PT Split

Program	Student Headcount	FT/PT Split
Business Accounting	2	0/2
Business Administration AAS	10	2/8
Business Administration AS	6	1/5
Computer Information Systems	3	0/3
Criminal Justice AAS	1	0/1
Human Services	2	1/1
Individual Studies AAS	1	0/1
Liberal Arts: Humanities & Social Science	16	6/10
Liberal Arts: Math & Science	1	0/1
Mechanical Technology (Includes Industrial Tech)	2	0/2

Source: CAMS Report Manager-Enrollment by Distance Learning Only

# TUITION PRICING AND 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 colleges geographically located near Clinton is found in Table 29. Clinton Community College is in line with the average for all community colleges. More importantly, we are not overpricing and we are minimizing the out-of-pocket and student loan debt.

**Table 29.** Tuition Cost Comparison: Dependent/In-State/Full-Time Costs

2015-2016 Tuition Comparison								
	Clinton	Columbia Greene	SUNY Sullivan	NCCC	Fulton	SUNY ADK	Jefferson	SUNY Plattsburgh
In-State price per Credit Hour	\$175	\$175	\$230	\$185	\$175	\$174	\$174	\$270
Tuition	\$4,200	\$4,200	\$4,300	\$4,426	\$4,200	\$4,176	\$4,176	\$6,470
Fees	\$998	\$704	\$820	\$907	\$820	\$700	\$700	\$1,384
Books and Supplies	\$1,000	\$1,000	\$1,450	\$1,000	\$1,000	\$850	\$850	\$1,100
Room	\$5,170	N/A	\$3,575	\$9,950	\$4,175	\$4,720	\$5,900	\$7,100
Board	\$4,140	N/A	\$5,335		\$3,850	\$3,460	\$3,750	\$4,270
Transportation/Misc. /Personal	\$2,040	\$2,040	\$2,020	\$2,040	\$2,040	\$2,132	\$2,040	\$2,040
<b>Total</b>	<b>\$17,548</b>	<b>*\$7,944</b>	<b>\$17,500</b>	<b>*\$18,323</b>	<b>\$16,085</b>	<b>\$16,038</b>	<b>\$17,416</b>	<b>\$22,364</b>

\*Campus does not offer on-campus housing and board.

When considering raising tuition the College must consider the total tuition and fees package for a full time Clinton student. Currently this total is exceeding \$3000 per semester, not including books. If eligible, the maximum Tuition Assistance Program (TAP) award is \$250, and the maximum student loan is \$2,722 per semester. Unless the student is economically disadvantaged, he or she does not receive PELL. If the gap between the total cost of attendance and the maximum student loan widens, the inability for a student or family to cover the difference can influence the decision to enroll. Furthermore, based on FY 14-15 audit of the \$5,153,779 in student tuition and fees, \$3,486,221 was covered through direct student loans. This is 67% and does not include family out-of-pocket contributions.

The College must remain competitive in its tuition pricing so that it can attract students from out-of-county. Consider that in 2015 we enrolled 82 students from Essex County and 42 from Franklin County. While we do not know the specific reasons for attending Clinton, we should consider the cost to attend Clinton relative to NCCC a positive factor.

Planning for long-term tuition pricing will be advantageous to create a longer term tuition and fees plan to envelope into future financial forecasting. A robust benchmarking of fees will also need to be completed as well. 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.

**2016/2017 COA:**     \$18748/year Independent Student  
                          \$17648/year Dependent Student Housing  
                          \$10948/year Dependent Student At Home

**2015/2016 COA:**     \$18202/year Independent Student  
                          \$17340/year Dependent Student Housing  
                          \$10852/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 2011	16.1%
FY 2012	14.9%
FY 2013	18.3%

**Graduation Rate:**     29%  
**Median Borrowing:**   \$7889

## 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 tried to increase enrollment through scholarship incentives and a variety of scholarships that provide free tuition are available to students who meet the criteria:

- Presidential Scholarship
- Technology Scholarship
- Academic Excellence Scholarship
- Vermont Academic Excellence Scholarship

In addition, the Faculty Student Association offers a Residence Hall Scholarship.

# FACULTY STUDENT ASSOCIATION

The FSA is an auxiliary services corporation and an integral part of the College experience providing a full complement of services, but also providing funding dollars to the campus. These funds assist in mitigating the declines in state support of traditional campus operations as well as enrich the overall quality of campus life to better compete in the higher education marketplace.

The FSA is self-supported, through the sale of its services and products. Any income after FSA operating expenses and funding requirements can be used to benefit the College by supporting numerous campus programs. The FSA oversees the following:

- Residence Halls – Located off campus
- Campus Store (Book Store) – Moore Building
  - Price-Match Guarantee – Began November 2015
  - Rental Options or 50% of textbooks currently available for rent
  - Used Books-Buy back options for students also available
- Campus Dining Services – Moore Building

Table 31 provides the demographic information of students in the residence halls from Fall 2010-Fall 2015. As the number of NYC students have declined in enrollment so too has the number of students from this area living in the residence halls. All other NYS totals have also significantly decreased.

**Table 31.** Residence Hall Demographic Data Fall 2010-Fall 2015

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
North Country	45	45	43	31	26	35
NYC Metro	70	80	81	38	38	38
NYS Total	49	50	41	31	24	17
Vermont	8	6	7	10	3	6
Out of State Other	4	4	2	4	3	3
International	7	21	13	8	9	3
Total	183	206	187	122	103	102

# 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.

- In fall of 2014, Clinton began a shift from heavy outbound (traditional TV, radio, print advertising) to a more inbound (social media marketing, online advertising and search engine optimization (SEO)) marketing strategy. Inbound techniques allow us to serve relevant content to specific segments of our target market, increasing the quality of leads who "find" us. We can better control our budget and more accurately calculate and track the return on investment (ROI). Not only is this becoming the standard for marketing practice, but we are following research-based recommendations provided by Stamats (2013) to shift more budget to online and social media advertising, SEO, and improve content (including more video features).
- As we continue to make the shift from outbound to inbound marketing, the usability of Clinton.edu will need to improve. College Relations has been working with the Web Coordinator to better map and re-design the College's website, with the intended outcome of having an easier to navigate, marketing/action driven website that is responsive (mobile friendly) and optimized for search engines. Target launch date is fall 2016.
- The Institute for Advanced Manufacturing will be a highlight for Clinton marketing in 2016-17 and will have a specific, targeted strategy. The IAM will position Clinton as the place for technology students and manufacturing training. IAM marketing will consist of coordinated efforts between CCWD, technology faculty, College Relations, and Admissions.
- Along with the IAM, other marketing opportunities for Clinton include distance learning, new academic programs, Clinton Pathways programs, and continued focus on location and student/alumni success stories.

## OVERVIEW OF ANNUAL EXTERNAL AND MEDIA CAMPAIGNS:

*Includes television, newspaper, radio, online network and social media advertising*

- Mid October through January: transfer audience, spring enrollment, winter session, admissions travel support
- April through June: Open House audience, fall enrollment, summer session
- Mid July through August: Fall enrollment final push

To support brand recognition, the following are ongoing throughout the year:

- Public radio bi-weekly underwriting support

- Social media content marketing: posting videos, articles, events, photos, etc., to boost engagement
- Press releases: Two to Four per month
- Clinton.edu homepage images and messaging
- Search Engine Optimization: changes in web content to boost Clinton's search engine results
- You Visit: virtual tour of campus, accessible through and promoted on Clinton's and other websites

Internal campaigns:

- Registration for the following semester
- Second 7 week courses
- Winter session
- Summer session

## ENROLLMENT OUTLOOK AND RECOMMENDATIONS

Clinton Community College has faced and continues to face challenging enrollment hurdles in upcoming years. Like many other community colleges Clinton depends on college-age students from its county of residence for the majority of its enrollment. However, such an over-reliance on one demographic makes it vulnerable to threats, in this case population shifts. The surge of interest that fueled Clinton's enrollment growth from 2007 to 2010 has ended and enrollment subsequent to 2010 has steadily declined. Population trends and occupational projections point to a future with fewer students overall, but potential for growth in previously unrealized areas such as distance learning and engagement within business and industry sectors of the community.

Recommendations for moving the college forward with enrollment management include:

- New program development (credit, non-credit, credentials) that aligns with community needs and addresses how to fill the gap that currently exists regarding the highly-skilled workforce that is needed to support new industries coming to Clinton County. Clinton County is drawing new business and industry to the area, and more specifically, our county is at the heart of a manufacturing and transportation cluster regionally which crosses into Canada. Clinton Community College will need to be ready to fill the workforce pipeline by offering educational and training opportunities to the community to fill the workforce demands that will accompany these new industries. As such, new program development is essential to support the community needs.
- Recruitment efforts should 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.
- Target recruitment and marketing initiatives beyond Clinton County that focus on degree programming that is currently only offered at CCC and cannot be obtained within other geographic areas such as all

technology degree and certificate programs, health studies certificate, nursing degree, human services degree and certificates, accounting, and individual studies degrees.

- Marketing efforts that are targeted and focused to include:
  - Expanding marketing of DL programs and courses beyond the typical geographic marketing range
  - Leveraging IAM to market current program offerings
  - Leveraging educational partnerships in our marketing materials (e.g. articulation agreements; admission agreements for transfer students)
- The retention of undeclared students is an opportunity for the College to increase its fall to fall retention rates. Historically, one-third of undeclared students do not return for a subsequent semester. An initiative that will provide intense advising, career planning, and engagement of this population will in all likelihood positively impact enrollment for the College.
- 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:
  - Adding additional student support services in the area of career planning. This initiative would connect students in career degrees with local and regional employers. This would serve as a positive recruitment tool and retain students once they enroll. Additionally, career services would be working closely with local employers developing relationships and promoting the college while serving the students. Expanding career planning as it currently exists will positively impact enrollment from both a recruitment and retention perspective.
  - Adding pre-college degree program planning in ten area high schools currently participating in our College Advancement Program will both retain current CAP students and potentially increase conversion rates of these students into a CCC degree/certificate program. By offering advisement for these students in the high school CCC positions itself on the frontline of recruitment.
  - Part-time students are a significant part of the student population. Strategies for improving part-time student retention should be explored and implemented (pg. 48).
- Planning for long-term tuition pricing will be advantageous to create a longer term tuition and fees plan to envelop into future financial forecasting. The cost of tuition is an important factor when students are selecting a college. A tuition and fees costing approach that does not price CCC out of the educational market yet balances the financial needs of the College will keep the institution competitive during times when maintaining or growing enrollment is challenging.

## 2016-2017 RECRUITMENT PLAN

This recruitment and communication plan consists of a plan put in place prior to the arrival of the new Dean of Enrollment Management (8/3/16) as well as the Dean's updates and initiatives that will allow the plan to evolve and to help improve recruitment operations.

### ADMISSIONS RECRUITMENT HIGHLIGHTS:

- Mid-September through December: advisors are "on the road" participating in regional college fairs and school visits, Clinton campus open house events on Veteran's Day and October break
- Late February-June: counselors are "on the road" participating in regional college fairs and school visits
- March through May: Clinton open house events, Discover SUNY NYC bus trip
- June through August: registration

As the focus on new potential target markets develops (adult students, workforce partnerships, etc.), the outreach efforts will be reassessed and scheduled based on their priority determined by each effort's effectiveness. New communications and PR efforts will be identified to educate the community about CCC's impact on the educational development and regional employment market and utilize content marketing (low cost/high exposure) as a form of recruitment. Streamlining targeted online marketing will help reach prospective students in new areas.

### PROSPECTIVE STUDENT COMMUNICATION PLAN:

#### Once contact is made with a Prospect:

- Mail pertinent publications, including application
- Mail invitations to Open House/Campus Visit Events
- Email invitations to Open House/Campus Visit Events
- Text invitations to Open House/Campus Visit Events

#### Once a Prospect becomes an Applicant:

- Mail a request for documents to complete their Admissions file (twice)
- Mail invitation to Open House/Campus Visit Events
- Email invitation to Open House/Campus Visit Events

- Text invitation to Open House/Campus Visit Events

Once an Applicant becomes accepted:

- Mail admissions packet w/deposit request
- Email a financial aid reminder
- Email an deposit reminder postcard
- Mail an invite open house
- Reminded via phone call
- Mail registration packet after deposit received

Communication plan will be reevaluated and updated with new action items that will include an active, more personalized follow up with prospects so more specific data on inquires and conversions can be collected and analyzed. The conversations with prospects, but in particular with admitted students will concentrate around graduation and ways of getting to graduation from the very beginning of advising. New initiatives will include but won't be limited to:

- Identifying and improving recruitment business process models (BPMs)
- Assessing and revising communications (letters, forms, materials) provided to students to simplify the language and clearly define students' steps through the recruitment process.
- Creating templates and "cheat sheets" for staff in and outside of Admissions and Financial Aid to improve student/prospect touch points with the college regardless of the department they contact.
- Creating enrollment data dictionary to identify most effective ways of collecting and reporting data necessary to inform enrollment decisions and operations.
- Specific recruitment goals, objectives, and metrics will be defined after the assessment of current operations and the needs for improvement are identified and prioritized.

## 2016-2017 RETENTION PLAN

The goals listed in the sections below were created by the Enrollment Management Committee with the purpose of bolstering institutional retention efforts and meeting college enrollment goals. Most effective practices for student retention can be determined by a variety of data including, but not limited to, outcomes data, informal feedback mechanisms, and student feedback data. The following two strategic goals, which are found in the 2012-2017 Strategic Plan, are the focus of the retention plan:

- Increase Retention/Success to Help Our Students and the People of Our Region Reach Their Full Potential
- Develop an Improved Campus Infrastructure that Supports Student Access and Success

### **Strategic Goal: Increase Retention/Success to Help our Students and the People of our Region Reach their Full Potential**

Retention initiatives attached to this strategic goal are designed to engage the entire campus with new and ongoing activities. By increasing retention and success of all students we meet the short-term needs of students by creating a robust environment of campus-wide student success initiatives and support services.

Retention Goal 1a identifies strategies for improved retention and is in part driven by previous data analyses of student unsuccessful completions in specific course or program areas. See 2012-2017 Strategic Planning Sub-Goals Metrics (Office of Institutional Research and Planning) 2015-2016 data updates. Analysis of this type of data is ongoing. Departments also analyze data that informs course and programmatic changes.

In 2013, the Nursing Program accreditation process resulted in a strong recommendation from the accreditation team that CCC adopt a nursing-based placement exam to better assist the admissions committee in the selection of candidates who are most likely to succeed and be retained. The Nursing Department piloted the ATI readiness assessment for nursing admission purposes. This assessment informs both the potential nursing student and admissions committee as to the level of student preparedness.

Retention Goal 1b specifically addresses the need to have services and curricula in place that support the first-year student and students placed in basic skills coursework.

As a long-range goal, graduation rate increase (Goal 1c) is designed to positively impact all areas of the campus. Increases in graduation rates are not only attributable to campus-wide retention efforts but also to the continual development of new ways in which we can service our existing student population.

**Retention Goal 1a:** Increase by 1% the retention rate First-Time/Full-Time (FT/FT) students using the entering fall 2015 cohort (as of Fall 2016).

**Retention Goal 1b:** Increase the retention rate of FT/FT developmental education students by 2% percent for the entering fall 2015 cohort (as of Fall 2016).

**Retention Goal 1c:** Increase graduation rates by 2% for FT/FT students using the entering fall 2013 cohort (as of fall 2016).

<b>Retention Goal 1a:</b> Increase the retention rate FT/FT students using the entering fall 2015 cohort (as of Fall 2016)				
OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Evaluate the approach to first term advisement	Advisement processes reviewed and recommendations made	Spring 2017	Counseling and Advisement/Dean of Student Affairs	
2. Explore strategies for improving part-time student advisement	Strategies explored and recommendations made	Fall 2016	Counseling and Advisement/Dean of Student Affairs	
	Recommendations implemented	Spring 2017		
3. Develop strategies to retain undeclared students fall to fall semester	Strategies explored and recommendations made	October 2016	Counseling and Advisement/Dean of Student Affairs	

	Recommendations implemented	November 2016		
4. Identify courses with least success ("gatekeeper" courses) during 2015-2016 academic year	Outcomes data representing highest unsuccessful course completions	August 2016	VPAA/AVPAA	
5. Evaluate degree program retention of FCS students and develop appropriate recommendations for improvement	Degree program retention  Recommendations for improvement made	Spring 2017  Spring 2017	VPAA and FCS Coordinator	
6. Identify current first year nursing attrition rates and develop recommendations for improvement	Outcomes data tracking first year attrition rates	Spring 2017	Director of Nursing	
7. Explore retention strategies for athletes	Strategies and timeline for implementation developed.	Fall 2016	Assistant Dean for Student Services and Athletics	

<b>Retention Goal 1b:</b> Increase the retention rate of FT/FT developmental education students for the entering fall 2015 cohort (as of Fall 2016)				
OBJECTIVE	MEASUREMENT(s)	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS

1. Offer a series of targeted math workshops throughout the term to support STEM coursework based on retention data and student need identified by STEM faculty	Workshops offered and completion data collected	Ongoing Fall 2016/Spring 2017	STEM SRC/AVPAA	
2. Explore retention rate of students enrolled in Foundations for College Success and two or more remedial courses	Retention of students	Spring 2017	VPAA/FCS Coordinator	
3. Evaluate remedial math course redesign of MAT096 and MAT098 to MAT098 coupled with supplemental instruction MAT080	Various Metrics: <ul style="list-style-type: none"> <li>• Successful course completions</li> <li>• Subsequent course successful completions</li> </ul>	Spring 2017	Math Department/STEM SRC	
4. Explore strategies for improving MAT100 course completion rates (see Strategic Planning metrics of unsuccessful completion data)	Strategies identified to improve MAT100 course completions	Ongoing Fall 2016/Spring 2017	Math Department/STEM SRC	
5. Evaluate and explore strategies for improving course unsuccessful completion rates identified in completion data (see published Strategic Planning metrics)	Strategies identified to improve course completions	Ongoing Fall 2016/Spring 2017	Department Specific Faculty	
6. Evaluate the Prep 4 Success initiative	Various Metrics: <ul style="list-style-type: none"> <li>• Cost effectiveness of the program based on number of participants</li> <li>• Changes in placement test scores and course-level placement after participation in a workshop</li> <li>• Maintain longitudinal data regarding student time to completion (degree, certificate) based on student goals</li> </ul>	Ongoing Fall 2016/Spring 2017	VPAA/AVPAA/ Math Department Chair/English Department Chair	

7. Evaluate English 101 coupling of supplemental instruction (ENG 101S - ENG 081 & ENG 101) for students placing in basic skills writing	Compare success rates (Spring 13-Spring 15 and Fall 13 with Fall 15)  Recommendations for improvement made	Fall 2016/Spring 2017	English Dept. & Writing Program Coordinator	
8. Evaluate RDG095	Ongoing comparison of success rates beginning Spring 13 through Spring 16	Ongoing Fall 2016 and Spring 2017	English Department	

<b>Retention Goal 1c:</b> Increase graduation rates by 2% for FT/FT students using the entering fall 2012 cohort (as of fall 2015).				
OBJECTIVE	MEASUREMENT(S)	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Identify graduation rates for the college as a whole	Outcome data tracking of graduation rates	Spring 2017	VPAA and Data Analyst	
2. Identify retention and graduation rates for students in degree programs with FCS as a requirement	Compare historical graduation and retention metrics of degree programs	Spring 2017	VPAA; FCS Coordinator; Data Analyst	

**Strategic Goal: Develop an Improved Campus Infrastructure that Supports Student Access and Success**

Online learning is evolving quickly and if the College is to make positive gains in enrollment in the future, supporting access to academic programs through distance learning is essential to the long-term health of the institution. Based on the recommendations from the External Program Review Team (ERT) for the Distance Learning Program Review, the college needs to “implement a long-term and consistent Distance Learning Plan that will support not only the growth of future offerings, but also facilitate the periodic review and updating of established offerings.” Open SUNY has increased the competitiveness of student recruitment and is impacting our ability to garner student enrollment at the College. Moreover, the college completed the Open SUNY Institutional Readiness process in February 2015 and it was noted in our report that the current level of staffing is inadequate to meet the standards as outlined in the SUNY Institutional Readiness Scorecard.

As noted in the recommendations of the enrollment management report, adding additional student support services in the area of career planning will support student retention and even have recruitment benefits. This initiative would connect students in career degrees with local and regional employers and serve as a positive recruitment tool and retain students once they enroll. Additionally, career services would be working closely with local employers developing relationships and promoting the college while serving the students. Expanding career planning as it currently exists will positively impact enrollment from both a recruitment and retention perspective.

<b>Retention Goal 2a: Expand DL course offerings and enrollment outside of the North Country</b>				
OBJECTIVE	MEASUREMENT(s)	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Expand Distance Learning course offerings	Courses offered	Fall 2016/Spring 2017	Instructional Designer/DL Coordinator/Academic Department Chairs	
2. Develop strategy to expand enrollment in DL programs	Strategy developed	Fall 2016	VPAA/DL Coordinator/Dean of EM	

**Retention Goal 2b:** Expand advisement and career services to better retain and recruit students into career programs

OBJECTIVE	MEASUREMENT(s)	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
<p>1. Implement a pre-college degree program planning initiative to retain current CAP students and recruit new students to CCC degree programs</p>	<p>Pre-college degree program planning implemented in 50% of high schools</p> <p>Baseline CAP conversion rates will be used as a starting metric to determine gains in CAP subsequent enrollment</p>	<p>Fall 2016</p> <p>Summer 2017</p>	<p>AVPAA/Academic Outreach Coordinator</p>	
<p>2. Expand career services to support and retain students enrolling in career degrees</p>	<p>Baseline internship offerings and number of students in internships will need to be determined; once determined metrics set annually</p> <p>Website developed to support career services; detailed metrics can be found in the IAM Business Plan</p>	<p>Fall 2016</p> <p>Summer 2017</p>		

## **APPENDIX E**

### **Timeline for Submission of Gen Ed Assessment Materials**

All courses that are assessed each semester are expected to submit a completed Planning grid, Assessment tool, Results Grid, and Follow-up Survey by the deadlines listed below. If these dates cannot be met, a request for an extension must be submitted to both the General Education Coordinator and Vice President of Academic Affairs. This request should include why the deadline(s) cannot be met, and a proposed date by which the overdue document(s) will be submitted.

All course sections are to be assessed, regardless of the format in which they are delivered (on-campus, hybrid, distance learning, or CAP). Results from all sections of a given course (on-campus, hybrid, distance learning, and/or CAP) will be combined, and aggregate results will be included in the General Education Campus Report. However, individual course assessment results should be housed separately by departments and made available, if needed, for accreditation and Middle States purposes.

#### **Courses assessed during the fall semester (full semester)**

- Planning grid & tool: September 15th
- Assessment results grid: February 15th
- Follow-up survey: March 1st

#### **Courses assessed during the fall semester (1st 7 weeks)**

- Planning grid & tool: September 1st
- Assessment results grid: February 15th
- Follow-up survey: March 1st

#### **Courses assessed during the fall semester (2nd 7 weeks)**

- Planning grid & tool: October 1st
- Assessment results grid: February 15th
- Follow-up survey: March 1st

#### **Courses assessed during the spring semester (full semester)**

- Planning grid & tool: February 15th
- Assessment results grid: August 31st
- Follow-up survey: September 15th

#### **Courses assessed during the spring semester (1st 7 weeks)**

- Planning grid & tool: February 1st
- Assessment results grid: August 31st
- Follow-up survey: September 15th

#### **Courses assessed during the spring semester (2nd 7 weeks)**

- Planning grid & tool: March 1st
- Assessment results grid: August 31st
- Follow-up survey: September 15th

## APPENDIX F



### ASSESSMENT OF STUDENT LEARNING OUTCOMES IN GENERAL EDUCATION SUMMARY REPORT

*Use this form to provide a summary report on campus-based assessment of student learning outcomes in General Education.*

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**Name of Institution:** Clinton Community College    **Academic Year:** 2015-2016

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#### **I. Program improvements made as a result of the previous assessment of General Education:**

During this fifth cycle of assessment, in the areas of Mathematics, Social Sciences, and The Arts, the following course and program improvements were made:

##### **A. MATHEMATICS**

###### **MAT103-Finite Mathematics:**

- Incorporate a greater number of assessment items into regular class assignments and tests that require students to communicate mathematically and to justify their responses. Provide students with ample written feedback on their work and demonstrate acceptable responses.

###### **MAT104- College Algebra and Trigonometry I:**

- A greater emphasis was placed on written communication of mathematical concepts, including interpreting answer in the context of the original problem, justification for the appropriateness of mathematical methods and explanation of work.
- A greater emphasis was placed on modeling the process of checking mathematical results and require students to show appropriate checks on all class exams, including checks that reinforce course concepts (such as working with imaginary numbers, simplifying results and extraneous solutions.)

###### **MAT105-Technical Mathematics I:**

- **Fall 2012 Recommendation:** The exam currently includes an additional assessment measure for Learning Outcome #4. A rubric should be developed for this item and the question should be included in the next assessment cycle.  
*This recommendation was implemented. The rubric was created and the item was included in the 2015 assessment.*
- **Fall 2012 Recommendation:** Continue to incorporate assessment items into regular class assignments and tests that require students to communicate mathematically and to justify their responses. Provide students with ample written feedback on their work and demonstrate acceptable responses.  
*This recommendation was implemented to a degree, but may need more attention.*

- **Fall 2012 Recommendation:** Do additional practice with multistep problems involving area and volume of geometric objects (assessed as part of LO#3).  
*This recommendation was implemented, and some improvement was evident in this area.*

## B. SOCIAL SCIENCES

### **ANT101-Cultural Anthropology:**

- Not applicable. This is the first time that the assessment of general education learning outcomes was implemented for this course.

### **ECO101-Microeconomics:**

- Although improvements were seen as a consequence of spending more time on plotting data to graphs and interpreting curves in the context of various microeconomic objectives, there is still room for improvement.

### **ECO102-Macroeconomics:**

- More class time was spent on plotting data to graphs and interpreting curves in the context of various microeconomic objectives.

### **PSC100-Government and Politics in America:**

- Although a greater emphasis was placed on the understanding of models (majorities, elitism and pluralism) and their application to various political structures and processes, results were disappointing. Students seem to have a real difficulty in thinking about the material in a conceptual fashion.

### **PSC240-State & Local Government:**

- Greater emphasis was placed on the multi-layered character of government in the US and the resources, services and jurisdiction each administers. While some improvements were seen under objective #3 under learning outcome #1, further improvement is required.

### **PSY101-Introduction to Psychology:**

- No substantive, program improvements were made as a result of the general education assessment conducted in spring 2013.

### **SOC101-Introduction to Sociology:**

- No substantive, program improvements were made as a result of the general education assessment conducted in spring 2013.

## C. THE ARTS

### **ART111-Photography I:**

- Clearer objectives for student evaluation were put in place.

### **ART113-Digital Photography:**

- Clearer objectives for student evaluation were put in place.

### **MSM239-Art of Film:**

- Since the previous assessment, the textbook was switched to one that was a somewhat easier read for the students and more relatable, as it used more popular films as illustrations of concepts. It also had more visual ancillary materials such as video tutorials and short films. (One of the conclusions from the previous assessment was that additional media materials should be used in the classroom to provide visual examples of moviemaking techniques.)

### **MUS101-Music Appreciation:**

- No significant changes were made as a result of the previous cycle of assessment.

**II. In the course of conducting this cycle of assessment, were there any significant deviations from the plan that was approved by the Clinton Community College Faculty Council? If so, please comment on why it was necessary to make these changes and how these changes may have affected the reported results, if at all.**

- In 2015-16, the General Education Coordinator position was vacant. As a result of the absence of leadership in this area, there was some confusion as to the general education assessment schedule. As a result, some general education courses in The Arts category were not assessed during their scheduled cycle. In the fall of 2016, a Student Learning Outcomes Assessment Coordinator was appointed to oversee general education assessment. Thus, the assessment of ART100, ART103, ART104, and ART115 were deferred to the 2016-17 academic year.
- Both Western Civilization courses (HIS121 and HIS122) were deferred from the scheduled year of 2015-16 to the Spring 2017 semester. The Western Civ assessment was off-cycle from the previous round of assessments. The courses will next be assessed in 2018-19, which is back to the schedule indicated in the General Education Assessment Plan.

**III. Major findings of this assessment**

**A. MATHEMATICS**

**MAT103-Finite Mathematics:**

- More than 50% of the sampled students either met or exceeded the standard for Learning Outcome 1, which was slightly lower than the previous cycle.
- Approximately 70% of the sampled students met or exceeded the standard for Learning Outcome 2. No student in the sample failed the standard, which is an improvement over fall 2012 results.
- Approximately only one-third of the sample met or exceeded the standard with 40% failing the standard for Learning Outcome 3. This is an area in need of attention.
- Only 26% of the sampled students met or exceeded the standard for Learning Outcome 4. More than half of the students (51.9%) were found to be approaching the standard.
- More students met or exceeded the standard for Learning Outcome 5 in fall 2015 than in fall 2012. Still, over 50% of the sampled students were either failing or approaching the standard. This appears to be an area in need of improvement.

**MAT104- College Algebra and Trigonometry I:**

- In class, there was a greater emphasis placed on the written communication of mathematical concepts, and the checking of solutions. More time was spent in class modeling these concepts, however, students were not better prepared to check and determine the reasonableness of solutions. This is demonstrated in the results for LO#4 where only 21.4% of the class met or exceeded the standard but 79% approached or failed the standard. In addition, the ability to effectively communicate mathematical concepts has not significantly improved with half the class meeting or exceeding LO#1 and half approached or failed the standard. I recommend that we continue to model proper checks and continue to work on strategies to help students communicate better in mathematics (e.g. increase vocabulary exercises).

**MAT105-Technical Mathematics I:**

- The data indicate that this group of students did well interpreting and drawing inferences from mathematical models, such as graphs and equations (over 70% met or exceeded the standard); however, they were less successful representing mathematical information visually, symbolically, and verbally (52% met or exceeded). Most met or exceeded the standard for representing a linear equation graphically, but had more difficulty representing information in the form of equations (word problems). This is fairly common, but instructors will continue to work on this skill.
- Although only 20% of the students exceeded or met the standard for using algebraic and geometric methods to solve problems, we did see an improvement with the learning outcome as compared to last cycle, especially for the

geometric problem. The items used to assess these outcomes are complex in terms of being multistep problems, so that may contribute to the lower number of students exceeding the standard.

- The students did well overall with checking the solution to a linear system but had more difficulty checking a rational equation for an extraneous solution. After scoring the exams using the rubric, it became evident that students had difficulty solving the rational equation so it was unclear to the raters whether the students understood how to check mathematical results for reasonableness because many students did not even get a result. It was agreed that the question may need to be changed to get at the heart of what the learning outcome is assessing and remove the other skills from the outcome so as not to confound the results.
- Fewer students were able to recognize and concisely communicate the limits of mathematical and statistical methods, as compared to last cycle. This came as a bit of a surprise. It seemed to the raters that a greater number of students had an understanding of the statistical models, but providing a justification still proved to be more difficult. Using appropriate mathematical terminology to provide a justification seemed to be the biggest hurdle.

## **B. SOCIAL SCIENCES**

### **ANT101-Cultural Anthropology:**

- The results indicated that the majority of the students who were sampled (60%) met or exceeded the standards for understanding scientific research methods. A severe decline in performance was seen in the remaining thirteen categories where 100% of those sampled were approaching the standard for knowledge of the major disciplinary concepts.

### **ECO101-Microeconomics:**

- Generally, students performed adequately with regards to learning outcome #1. Also, on learning outcome #2a (Identify and distinguish different economic systems and industries: Oligopoly, Monopoly, Perfect Competition and Monopolistic Competition), results showed improvement.

However, with regards to learning outcome #2b, 2c students still struggled with identifying and distinguishing different economic systems and industries, identifying and distinguishing various types and degrees of elasticity and defining and contrasting different economic theories.

### **ECO102-Macroeconomics:**

- The rather high rate of failure to meet the standard of SUNY's learning outcome #2 can, for the most part, be attributed to the students' difficulty in identifying and measuring inflation using CPI, PPI, and GDP and choosing the appropriate index to measure inflation for any desired application.

### **PSC100-Government and Politics in America:**

- Students seemed to be particularly weak in grasping the conceptual basis for the use of models in the social sciences and their usefulness in analyzing political phenomena.

### **PSC240-State & Local Government:**

- Although improvement did occur from the last assessment cycle under learning objective #1, this seems to have been purchased at the expense of learning objective #4. Students seemed to be particularly weak in grasping the conceptual basis for the use of models in State and Local Government and their usefulness in analyzing political phenomena.

### **PSY101-Introduction to Psychology:**

- The results indicated that our students have greatly improved in their understanding of scientific research methods and development of critical thinking skills since the last assessment. Last year, about 64% of our sample met or exceeded the standards in these first two categories, while this cycle over 71% had done so. A slight improvement was also seen in the remaining five categories, from 27% (fourth cycle) to 29% (fifth cycle) who had met or exceeded the standards.

### **SOC101-Introduction to Sociology:**

- In regard to the first Learning Outcome: Understanding the methods scientists use to explore social phenomenon, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis...85% of those sampled were either exceeding or meeting course expectation. This represents an improvement of 5% compared with spring 2013.
- In regard to the second Learning Outcome: Knowledge of major concepts, models and issues in at least one discipline in the social sciences 82% of students sampled met or exceeded this course expectation. This result is vastly improved over both prior assessments: 19.5% (2013) and 53.8% (2009).
- The spring 2013 assessment results indicated that there were two specific areas of concern in regard to our second Learning Outcome. Specifically, that 11% of students sampled failed to “Distinguish among the different theoretical approaches used in sociology and use the theories in a practical application” and 11% of students sampled also failed to “Define culture, list its components, describe its purpose and demonstrate awareness of cultural diversity both within and among societies.”
- There was no change in the percentage of those sampled in 2015 as it pertained to the application of sociological theory, again 11% failed to meet the standard. In regard to concepts and awareness of culture and cultural diversity there was a modest improvement as only 3% of students sampled failed to meet the standard.

## **C. THE ARTS**

### **ART111-Photography I:**

- Students scored high in objective #4, darkroom technique, tone manipulation and print finishing.

### **ART113-Digital Photography:**

- Most students met or exceeded the final assessment objectives. Only one student did not meet the objectives.

### **MSM239-Art of Film:**

- It was surprising and unfortunate to note that, while all six students met or exceeded standards during the previous cycle, only one (out of five) met the overall behavioral objective standards this time around (none exceeding), with two approaching, and two failing to meet the standards. However, once again, the work of merely five students was assessed, so the conclusions that are drawn may not be accurate or entirely useful. Interestingly, there was significant improvement in the specific area where they were deficient in the last cycle, that is in film theory and history (four out of five met the standards). But in this cycle, the students were most deficient in contrasting film as a distinct art form with other forms of artistic expression, as not one of them met the standard.

### **MUS101-Music Appreciation:**

- Most students fell into the Exceed and Meet Standards for most objectives in the last assessment cycle. In this cycle, one Outcome, Identifying Organization Elements, was largely “Approaching.” This learning content is more complex and the lessons on it fall after a series of relatively easy lessons. Instructor has tried to give students a heads-up on the need for more concentration and note-taking when working through these lessons, but it is likely a combination of less effort and more difficult material that resulted in the students’ reaching a lower standard in this.
- Two other standards, Identifying characteristics of music history eras and Applying terms and concepts by describing a live concert, show 2 failing students. These lessons and quizzes and the report assignment fall at the end of the semester. These failures were the result of simply not taking the quizzes or submitting the concert report. Both students received a “0” grade in several quizzes and the report because they did not complete them. Their results earlier in the semester were strong enough that their overall average allowed for them to pass the course. Sadly, it is not uncommon for some distance learning students to run out of time to stay abreast of workload as the semester draws to a close. Instructor has encouraged to not overlook items, but it ultimately becomes the responsibility of the student to do the work.

## IV. Action to be taken in addressing these assessment findings

**Overall:** Changes to instruction delivery, content emphasis and assessment practices will be implemented to address major problem areas.

### A. MATHEMATICS

#### **MAT103-Finite Mathematics:**

- Review the course objectives to make sure they are serving the needs of the courses that require MAT103 as a pre-requisite.
- Continue to hold course-level meetings for all full-time and part-time instructors. [This recommendation should be implemented at least once per year.]
- Increase more assessment items into regular class assignments and exams that address Learning Outcomes 3 and 4. [This recommendation should be implemented in fall 2017]

#### **MAT104- College Algebra and Trigonometry I:**

- Continue to model proper checks and continue to work on strategies to help students communicate better in mathematics (e.g. increase vocabulary exercises).
- Emphasize that the presentation of work should be in a clear, easy-to-follow format and the final answer should be clearly identifiable. These skills can be modeled more in class and reinforced in class work, quizzes and exams.

#### **MAT105-Technical Mathematics I:**

- Continue to incorporate assessment items into regular class assignments and tests that require students to communicate mathematically and to justify their responses. Provide students with ample written feedback on their work and demonstrate acceptable responses. This recommendation should be implemented in Fall 2016.
- Emphasize the use of a tagged zero in situations where you need to show that 0 is a significant digit. This recommendation should be implemented in Fall 2016.
- Revise the assessment item for LO#4 that requires students to check mathematical results for reasonableness. Write the assessment item so that it is testing just this outcome and not the students' ability to solve rational equations. This recommendation should be implemented by Fall 2017.

### B. SOCIAL SCIENCES

#### **ANT101-Cultural Anthropology:**

- For future assessments, analyzing the entire population would provide greater insight.

#### **ECO101-Microeconomics:**

- Spend more time on identifying and distinguishing different economic systems and industries, identifying and distinguishing various types and degrees of elasticity and defining and contrasting different economic theories.

#### **ECO102-Macroeconomics:**

- The approach to understanding GDP & the CPI has been partially restructured by incorporating contemporary issues regarding both indexes ("We are the 99%," "\$15 minimum wage," etc.) in a bid to bring these matters closer to home. It is expected that improvement will be seen in this area by the end of the F16 semester; otherwise, another approach will be adopted before the next assessment cycle.

#### **PSC100-Government and Politics in America:**

- There seems to be a real disconnect between learning what a model is and its application to various phenomena. Students may learn what a model says but are unable to apply it to certain data or they may know about the data but do not know how to articulate it in terms of a given model. More time will be spent on the idea of what a model is and why it might be of some use in comprehending political phenomena.

**PSC240-State & Local Government:**

- Given the outcome of objective #4 under learning outcome #2, much more emphasis needs to be placed on the importance of models in the social sciences and their relevance in interpreting social phenomena.

**PSY101-Introduction to Psychology:**

- No recommendations are offered at this time.

**SOC101-Introduction to Sociology:**

- No recommendations for future programmatic or instructional improvements are offered at this time.

**C. THE ARTS**

**ART111-Photography I:**

- Expand the emphasis on compositional guidelines to address lower expectation of objective # 3, composition compared to objective #1, visual voice.

**ART113-Digital Photography:**

- Incorporate practice exams in the weeks leading up to the final.

**MSM239-Art of Film:**

- It is clear that more emphasis needs to be placed on film as a distinct form of artistic expression. A specific assignment should be devised that focuses on that particular area where they seem to be weaker. A pre-test, which would serve to highlight the most important objectives of the course overall may be re-instated.

**MUS101-Music Appreciation:**

- There seems to be no need to change the content or approach of this course in its online format.

---

Chief Academic Officer: \_\_\_\_\_

Date: \_\_\_\_\_

OPRP: ASSESS / GEN ED, REV: 04, 12/14/01

**ASSESSMENT OF STUDENT LEARNING OUTCOMES IN GENERAL EDUCATION  
CAMPUS REPORT**

**Campus:** Clinton Community College

**Academic Year:** 2015-2016

Knowledge and Skills Areas / Competencies	Learning Outcome	Information		Results <sup>1</sup>			
		Date of Assessment	Students Assessed	% Exceeding Standards	% Meeting Standards	% Approaching	% Not Meeting Standards
Mathematics	1. Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics	Fall 2015	62	16.1%	41.9%	30.6%	11.3%
	2. Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally	Fall 2015	62	19.4%	45.2%	29.0%	6.5%
	3. Students will demonstrate the ability to employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems	Fall 2015	62	11.3%	27.4%	37.1%	24.2%
	4. Students will demonstrate the ability to estimate and check mathematical results for reasonableness	Fall 2015	62	8.1%	16.1%	46.8%	29.0%
	5. Students will demonstrate the ability to recognize the limits of mathematical and statistical	Fall 2015	62	19.4%	27.4%	30.6%	22.6%
Social Sciences	1. Students will demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis	Fall 2015/ Spring 2016	129	36.4%	18.6%	28.7%	16.3%
	2. Students will demonstrate knowledge of major concepts, models and issues of at least one discipline in the social sciences	Fall 2015/ Spring 2016	129	13.2%	20.2%	27.1%	40.0%

**Note:**

- 1) *The aggregate results for learning outcomes in The Arts category will be compiled as part of the 2016-2017 General Education Campus Report. This is due to the fact that the general education learning outcomes assessment for some GER-Arts courses was deferred to 2016-2017.*
- 2) *The results for learning outcomes in the Western Civilization category will be included in of the 2016-2017 General Education Campus Report. The assessment of the Western Civilization GER courses was deferred to 2016-2017.*

<sup>1</sup> Each student should be counted only once and the four percentages should total 100%. If assessments have taken place across different courses/course sections, data should be aggregated for the purpose of this report.

<sup>2</sup> Enter the actual semester(s) the assessment took place.

## APPENDIX G

### Clinton Community College: 7-Year Assessment for Academic Program Reviews and Progress Reports

<b>Program:</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Business Accounting	(2007/2008 review)	<i>Progress Report</i>		<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>		
Business Administration <sup>1</sup>	(2010/2011 review)		<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>	
Computer Information Systems <sup>2</sup>	(2007/2008 review)		<i>Progress Report</i>		<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>	
Computer Technology	<i>Progress Report</i>			<i>Progress Report</i>		<b>Review Year</b>		<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>	
Criminal Justice (AAS/AA)	(2007/2008 review)		<i>Progress Report</i>		<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>	
Distance Learning	No review	<b>Review year</b>			<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>			<i>Progress Report</i>	
Electrical Technology	<i>Progress report</i>			<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>		
ESL	New program		<b>Review year</b>			<i>Progress Report</i>		<i>Progress Report</i>		<b>Review year</b>			<i>Progress Report</i>
Environmental Technology	Progress report 2010/2011		<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>			<i>Progress Report</i>
Health Studies Certificate	<i>Progress Report</i>			<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>		

Human Services <sup>3</sup>			<b>Accred . Year</b>	<b>Revie w Year</b>		<i>Progres s Report</i>		<b>Accred . Year</b>	<b>Revie w Year</b>		<i>Progres s Report</i>		<b>Accred Year</b>
Early Childhood Education & Alcohol/ Substance Abuse Counseling Certificates	<i>Progress Report</i>	<b>Revie w Year</b>			<i>Progres s Report</i>		<b>Revie w Year</b>			<i>Progres s Report</i>		<b>Revie w Year</b>	

**Clinton Community College: 7 Year Assessment for Academic Program Reviews and Progress Reports**  
**Program:**

	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Individual Studies	(2005/2006 review)		<b>Review Year</b>			<i>Progres s Report</i>		<i>Progres s Report</i>		<b>Revie w Year</b>			<i>Progres s Report</i>
Industrial Technology	(2009/2010 review)			<i>Progress Report</i>		<b>Revie w Year</b>			<i>Progres s Report</i>		<i>Progres s Report</i>		<b>Revie w Year</b>
Liberal Arts: Humanities/Social Science	(2007/08 review)	<i>Progress Report</i>		<b>Review Year</b>			<i>Progres s Report</i>		<i>Progres s Report</i>		<b>Revie w Year</b>		
Liberal Arts: Math/Science	2009/2010 review)	<i>Progress Report</i>		<i>Progress Report</i>		<b>Revie w Year</b>			<i>Progres s Report</i>		<i>Progres s Report</i>		<b>Revie w Year</b>
Library	(2010/2011 review)		<i>Progress Report</i>		<i>Progres s Report</i>		<b>Revie w Year</b>			<i>Progres s Report</i>		<i>Progres s Report</i>	
Nursing <sup>4</sup>	(2006/2007 review)	<b>Accred. Year</b>	<b>Review Year</b>			<i>Progres s Report</i>		<i>Progres s Report</i>		<i>Progres s Report</i>		<b>Accred. Year</b>	<b>Revie w Year</b>

Renewable Energy Technologies <sup>5</sup>			Progress Report			<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>
Tutoring Center	(2007/2008 review)	<i>Progress Report</i>		<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>		
Wind Engine/Turbine Technology <sup>6</sup>	New program				<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>	

1. Includes Payroll Certificate program review
2. Includes Computer Certificate program review
3. Human Services accreditation schedule is every 5 years, to be followed by a program review which covers only areas missing in accreditation reporting
4. Nursing accreditation schedule is every 10 years, to be followed by a program review covering missing areas from accreditation reporting; additional progress reporting required in-between
5. Includes Renewable Energy Technician Certificate program review
6. Includes Wind Turbine Service Technician Certificate program review
- 7. CAP courses will be included within review for their respective programs**

## Clinton Community College: 7-Year Assessment for Student Services Program Reviews/Progress Reports

<b>Program:</b>													
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Accommodative Services	(2010/2011 review)		<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>	
Admissions	(2008/2009 review) <i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>	
Athletics and Intramurals	(2006/2007 review)- <i>Progress report</i>		<b>Review Year</b>			<i>Progress report</i>		<i>Progress report</i>		<b>Review Year</b>			<i>Progress report</i>
Career Planning/Transfer	2007/2008 review	<i>Progress Report</i>		<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>		
Counseling/Advisement	(2008/2009 review)		<i>Progress Report</i>		<b>Review year</b>			<i>Progress Report</i>		<i>Progress Report</i>		<b>Review year</b>	
Financial Aid/	No review	<b>Review Year</b>		<i>Progress Report</i>		<i>Progress Report</i>		<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>
Health Services	(draft internal review 2010)	<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>			<b>Review Year</b>		<i>Progress Report</i>	
Registrar/Veteran's Affairs	(no review)	<b>Review Year</b>			<i>Progress Report</i>		<i>Progress Report</i>			<b>Review Year</b>		<i>Progress Report</i>	

## APPENDIX H



State University of New York

**CLINTON**

Community College

# Clinton Community College

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Program Review Guide

**Assessment Committee April 17, 2014**

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# Clinton Community College Program Review Guide

Clinton Community College (CCC) is dedicated to implementing a uniform and comprehensive assessment process that uses continuous and formal evaluation to further its institutional outcomes. The following guide is to be used to model ongoing program assessment and periodic review. It is intended to be adaptable for each program or office.

The Program Review process is consistent with the College mission to provide educational opportunities that enrich minds, strengthen the economy and improve the quality of life in our region by providing for ongoing, comprehensive program review. Throughout the process, program reviewers will:

- conduct and use the results of systematic assessment;
- evaluate effectiveness of programs through student outcomes and perceptions; and
- ensure programs' part in overall institutional effectiveness by providing comprehensive review of curriculum, instruction and services offered.

Program review is a formal cyclic process in which each certificate and degree program and student services area is objectively reviewed in accordance with the CCC Seven Year Cycle for Program Review. The College bases its thorough assessment processes on the Middle States Commission on Higher Education *Characteristics of Excellence*. Every year, college programs conduct a variety of assessment activities, including:

- student evaluations of teaching,
- faculty and student satisfaction surveys of academic and student services,
- course and curriculum updates; and
- community advisory board-sponsored or college-wide surveys.

Every seven years, college programs undergo a formal review process, including:

- a written self-study report which includes the third and fifth year report of progress made towards recommendations by the program review self-study and the External Review Team; and
- a visit and written report by an External Review Team

## A. Program Review Process

### 1. Data Collection

All programs and student services are subject to continuous evaluation and development by faculty and staff. Their plans and data collection are in place at least two years prior to program review. Ongoing assessment may include the following:

- Faculty/course evaluations (Department)
- Student opinion surveys (Institutional Research and Planning)
- Faculty/staff resumes (Department)
- Professional development activities (Department)
- Progress reports from years since last review (Department)
- Updated curriculum/degree requirements (Department)
- Updated program outcomes/objectives and Student Learning Outcomes (Department)
- Program viability (advisory committee if applicable)
- Comparisons with programs and student services at other schools (Department/Reviewer)
- Transfer student information (Institutional Research and Planning- for transfer degree programs only)
- Employer/intern site surveys (Department)

### 2. Self-Study Process

During the initial phase of the self-study, the program reviewer will work closely with the leadership of the Office/Department or Department Chair, the program faculty/staff, and the appropriate Vice President and the Office of Institutional Research to:

- Determine program reviewer (Vice President, Office/Department leadership/ Program Faculty/Staff)
- Assign load reduction/remuneration (Vice President)

The program reviewer will:

- Attend orientation meeting with the assessment committee
- Read last program review, progress reports and other recently approved program reviews
- Facilitate regular conversation with program faculty throughout the writing process by gathering feedback and input, determining supported recommendations and sharing of revisions to the draft program review. Submit at least one draft version of report to Office of Institutional Research (see Academic and Student Affairs Timelines)
- Prepare final draft for department review (see Academic and Student Affairs Timelines)
- Submit draft, after department approval, to assigned Assessment Committee readers for feedback prior to sending the self-study to the external review team.

### 3. Internal Review

The program reviewer allows for internal peer review as follows:

- Self-Study draft is first reviewed and approved by department
- Self-Study draft is then reviewed by the appropriate Vice President
- Finally, the Self-Study draft is reviewed by a small team of the Assessment Committee

### 4. External Review

The Self-Study is peer reviewed by an external panel of professionals in the field. Ideally this includes three persons, one from the College and two professionals in the same discipline or working in a similar capacity at another institution.

- Reviewer selects a review team and provides this information to the Assessment Committee and the appropriate Vice President.
- Reviewer plans for review team visit (see last section of this guide for further detail) and sends a letter of invitation and the Self Study document. □ Reviewer schedules team visit.

### 5. Compilation of Program Review

The results of the formal review evaluation process become a tool for the program and the College to use in improving instruction and services to students, as well as in directing appropriate resources. The Self-Study and the subsequent External Team Report constitute a completed Program Review. The Program Reviewer will:

- Combine Self-Study with final external team report into one electronic document. If unable to do this digitally, the Office of Institutional Resources can combine these two files. Reviewer provides this combined file to the appropriate Vice President, Assessment Committee Chair and Institutional Research and Planning Office.

The Office of Institutional Research and Planning will:

- Post the document to Assessment Committee Public Folders (Program Reviews).

## **C. Student Services Program Review Guidelines Student**

### **Services Program Review Timeline Year Prior to Assessment:**

<b>February</b>	VPSA informs VPAF of budgetary requirements for coming year reviews
<b>February</b>	VPSA determines program review writers VPSA notifies Review writers
<b>March-April</b> (1-2 months) April)	Writers review previous reviews and/or progress reports; Writers prepare Data Plan for IR (due at Orientation meeting in

- April** Writers attend Orientation meeting with Assessment Committee Orientation takes place during a regularly scheduled Faculty Council Assessment Committee meeting.
- May-September**  
(3-5 months) Writers meet with Institutional Research (IR)  
Writers and IR discuss research available to substantiate review  
Writers Develop action plan for document with IR  
Writers research and write draft  
Writers maintain regular contact with IR during writing of document

**Assessment Year Begins:**

- September**  
(due Oct. 1) Writers finalize draft by specific section;  
Send draft to IR for accuracy and input
- October**  
(1-2 months) Writers contact potential External Team candidates for availability  
Writers discuss External Team candidates with department/office staff and VPSA for approval
- November**  
(due Nov. 30) Writers complete final Draft and submit to IR
- December**  
(due Dec. 31) Writers submit draft to VPSA for initial review  
VPSA approves draft and formal review process begins January 2.
- January**  
(1 month) Assessment Committee readers review draft  
Readers make recommendations and approve draft  
Writers produce final document based on all feedback Writers finalize External Review Team candidates with department/office staff  
Writers forward External Review Team candidates to Assessment Committee
- February**  
(1 month) Writers present External Team candidates to Assessment Committee  
Assessment Committee makes recommendation for approval of External Team  
Writers make arrangement for External Team visit (agenda, rooms, food, etc)
- March**  
(1 month) Writers send Self-Study (hardcopy/electronically) to External Review Team for review  
External Review Team review document and prepare for site visit
- April**  
(1 day) External Team visit
- May**  
(May 31) External Team chair submits program review summary report

**June**                      Submit final Program Review to IR  
(June 30)                IR will post to Public Folders

## **Student Services Program Review Contents**

Contents of the Self-Study may include but are not limited to the following topic areas.

### 1. College Overview

An overview of the College is provided by the Office of Institutional Research and Planning, for inclusion in the program review. This is a summary of College statistics from a broad perspective and is updated annually and sent to program reviewers before the end of the spring semester preceding their review year. For programs that would like to provide in-depth College information, the biennial Institutional Effectiveness Report (IER) is made available. This may be included as an appendix to the program review, if so desired. Upon request, the Office of Institutional Research and Planning will pull portions of the IER for use as a college overview.

### 2. Administration and Operations

- Describe roles and responsibilities of department supervisor
- Present operational plan (usually a one-page grid including goals, objectives, processes, measures of success and timelines)
- Provide department evaluation plan (what data will you gather to provide evidence that you achieved your program objectives?)

### 3. Staff

- Describe staff profile (table - job titles, roles and responsibilities and provide chart of staff name, rank, education and years of service) - Describe process of annual evaluation of staff.
- Highlight College and professional service efforts of department (describe all committee work, shared governance and involvement in professional organizations of all staff... include Chancellors' and other awards)
- Report professional development activities(chart training attended by staff)

### 4. Students

- Present student demographics as they relate to your department (who do you serve? how many?)
- Describe your program offerings/services (what you do for students?)
- Document student success (retention in programs, increased participation, etc)
- Highlight student satisfaction (your rankings in SOS and CCSSE, and any in-house measures)

### 5. Assessment

- Describe climate (staff measures and recommendations for improvement)

- Report effectiveness of operation (hours of service, # of programs & # attending, satisfaction of participants... *how well do we do our work?*)
- Analyze department outcomes as they relate to student success – (e.g., students using services QPA vs. non-user population, retention rates before/after program) *these are based on strategic goals set by department... how well do we do what we say we do?*
- Review policies, procedures and materials produced
- Review of student records maintenance – policies and procedures

## 6. Administrative Support

- Discuss clerical support for department staff
- Describe process and adequacy of the budget

## 7. Appendices

Appendices should include, but are not limited to the following:

- College Overview
- Organizational Chart
- Staff Resumes
- Survey Instruments

## 8. Self-Study Results

Program Reviews result in all of the following:

- Department Supervisor/Staff Recommendations
- Program Initiatives not supported in Document
- Department Recommendations
- External Review Recommendations
- Program Improvement Plan – ongoing assessment and use of results in planning processes

## C. Academic Program Review Guidelines Academic Program

### Review Timeline

#### Year Prior to Assessment:

**February** VPSA informs VPAF of budgetary requirements for coming year reviews

**February** Departments/Program Faculty determine program review writers  
VPAA approves program review writers; VPAA Notifies review writers.

**February-April (1-2 months)** Writers review previous reviews and/or progress reports

**April** Writers attend Orientation meeting with Assessment Committee  
Orientation takes place during a regularly scheduled Faculty  
Council Assessment Committee meeting.

**May** Writers meet with IR to:  
(2 weeks-1 month) Discuss research available to substantiate review Develop  
action plan for document

**Assessment Year Begins:**

**September-Nov** Writers research and write draft  
(2-3 months) Writers should have regular contact with IR during writing of  
document

**October** Writers contact potential External Team candidates for availability; (1-2  
(1-2 months) months) Discuss External Team candidates with department(s) and VPAA Writers  
facilitate discussion with program faculty seeking feedback and input; Send draft to IR  
for accuracy and input

**November** Writers facilitate discussion with program faculty seeking  
(due Nov 30) feedback and input on revisions to program review drafts

**December** Writers complete Final Draft and submit to IR (*due before* Writers  
submit draft to VPAA for initial review *graduation*) VPAA approves draft and formal  
review process begins in January

**January-February** Assessment Committee readers review Program Review  
(1 month) Readers make recommendations and approve draft  
Writers produce final document based on all feedback  
Writers finalize External Review Team candidates with program  
faculty  
Writers forward External Review Team candidates to Assessment  
Committee

**February** Writers present External Team candidates to Assessment  
Committee  
(1 month) Assessment Committee makes recommendation for approval of  
External Team  
Writers make arrangement for External Team visit (agenda, rooms,  
food, etc)

**March** Writers send Self-Study (hardcopy/electronically) to External  
Review Team for review  
(1 month) External Review Team review document and prepare for site visit

**April** External Team visit  
(1 day)

**May** External Team chair submits program review summary report  
(due before graduation)

**June** Submit final Program Review to IR  
(May 31) IR will post to Public Folders

## Academic Program Review Contents

Contents of the Self-Study may include but are not limited to the following topic areas. Self-studies also embed assessment of certificates within standing degree programs. Currently, the only stand-alone certificate program is the Health Studies Certificate. Courses offered through the College Advancement Program (CAP) are evaluated within the respective program review (Appendix A).

### 1. College Overview

An overview of the College is provided by the Office of Institutional Research and Planning, for inclusion in the program review. This is a summary of College statistics from a broad perspective and is updated annually and sent to program reviewers before the end of the spring semester preceding their review year. For programs that would like to provide in-depth College information, the biennial Institutional Effectiveness Report (IER) is made available. This may be included as an appendix to the program review, if so desired. Upon request, the Office of Institutional Research and Planning will pull portions of the IER for use as a college overview.

### 2. Progress

- Provide an update of all recommendations from previous review.
- Describe the most recent evaluation of the program, including what was learned from evaluation.

### 3. Program Overview

- Introduction (History & Description of Department)
- Present program mission, program goals & objectives for student learning outcomes along with metrics for assessment (link to institution mission, vision and values)
- Establish program viability: evidence of sensitivity to current and future employer needs, local and regional employment outlooks and enrollment projections, learning trends, etc.
- Delineate program outcomes (*procedures, criteria, and methods for assessment are described*)
- Define program quality (grad outcomes) as it relates to the program or discipline.
- Describe how you work collaboratively with other departments within Student Services (i.e. retention and advisement initiatives)
- Describe retention initiatives within the department

#### 4. Administration and Operations

- Discuss program/department chair roles and responsibilities.
- Report activities of Community Advisory Committee – (*list membership, provide meeting minutes in appendices*)
- Include operational plan (usually a one-page grid including goals, objectives, processes, measures of success and timelines)
- Provide evaluation plan (data to support evidence that you achieved your program objectives)

#### 5. Curriculum

##### A. Program Design

- Specify degree requirements for the program, following the description of the program published in the college catalog.
- Demonstrate congruence between course and program goals and national standards and expectations in the discipline or profession.
- Describe congruence between course and curricular goals, course and prerequisite patterns.
- Describe congruence between program goals, student learning outcomes, and course offerings.
- Describe methods used to ensure comparable student learning outcomes among multiple sections of a course
- Discuss efforts to assure that required courses and electives are offered on a schedule to meet the needs of students.
- Demonstrate internship opportunities and the rationale for assigning credit (AAS programs).
- Describe awarding of credit in non-traditional course formats, e.g., life experience, portfolio, and/or exam.
- Explain departmental procedures in the development, review and evaluation of courses
- Describe advisement procedures/advisement effectiveness.

##### B. Assessment

- Describe progress of the program and include progress reports generated within the seven year cycle.
- Describe procedures, criteria and methods used to analyze the effectiveness of the program in achieving its goals in the discipline(s).

- Analyze the program general education curriculum.
- Provide data for goal-based student learning outcomes.
- Analyze the program effectiveness for intellectual growth based on program goals and learning outcomes that students should demonstrate.
- Describe how the program promotes community involvement.
- Describe how the program responds to the needs of the community.
- Provide seven year data for student follow-up on transfer or placement.
- Provide transfer student/graduate survey data for student outcomes.
- Include documented dissemination and use of assessment results for program improvement.
- Describe how program improvement and recommendations align with strategic planning goals.

## 6. Administrative Support

- Discuss support staff for program faculty
- Describe process and adequacy of the budget

## 7. Students

- Provide program specific student demographics and enrollment: seven year profile, student needs, and academic placement.
- Present seven year acceptance ratio, admission requirements, recruitment strategies, orientation activities
- Highlight student success (retention in programs, time to degree, career student placement, transfer student retention/success, etc)Present student satisfaction (rankings in SOS-CCSSE, and any in-house measures, graduate surveys, transfer student information)

## 8. Appendices

Appendices should include, but are not limited to the following:

- College Overview provided by IR office
- Organizational Charts
- Faculty/Staff Resumes
- Advisory Committee membership and minutes (seven years) - Survey Instruments

## 9. Self-Study Results

Program Reviews result in all of the following:

- Program Recommendations that align with strategic planning goals.
- Department Recommendations that align with strategic planning goals.
- External Review Team Recommendations
- Program Initiatives not supported in Document
- Program Improvement Plan– ongoing assessment and use of results in planning

### **Guide for External Program Review Teams**

Members of the external review team consist of professionals in the field who are chosen for their knowledge and expertise. The purpose of the external team is to provide consultation and critique regarding program viability, effectiveness and need for changes to enhance department delivery.

#### **I. Selection of the External Review Team Members**

The Program Reviewer will propose three to five individuals for the Review Team, including the Clinton Community College internal member. The number of reviewers should be appropriate for the type of program being reviewed and determined in consultation with the programs' VP.

- The Program Reviewer will solicit input regarding team composition from program faculty or staff
- The Program Reviewer will provide a list of proposed team members to the Assessment Committee.
- The Assessment Committee will forward its recommendation for the composition of the external team to the appropriate Vice President's office.
- The VP will confirm approval of the 3-5 member team.

#### **II. External Review Team Member Composition**

Three reviewers is standard (two external, one internal) unless the type of program necessitates more team members. This will require approval from the appropriate VP.

## External Review Team Member Composition

Academic Program Reviews	Student Services Program Reviews
<ul style="list-style-type: none"> <li>- One member should be affiliated with the College. The internal team member shall be from outside the department under review.</li> <li>- One member should be from a community college in a similar program.</li> <li>- For transfer programs (A.A., A.S.), at least one member should come from SUNY Plattsburgh (Clinton Community College's primary transfer institution) or the institution to which most Program graduates transfer.</li> <li>- For career programs (A.A.S.), at least one member should represent an employer of Program graduates.</li> </ul>	<ul style="list-style-type: none"> <li>- One member should be affiliated with the College. The internal team member shall be from outside the department under review.</li> <li>- One member should be from a community college in a similar department/office.</li> <li>- One member should be from a four-year college.</li> </ul>

### III. Compensation for External Program Review Team Members

- Each external team member will receive a \$100 stipend.
- The CCC internal team member will not receive any compensation additional to their regular salary/wages.
- There is no compensation for external reviewer travel expenses.
- The External Review Team will select a chair. The chair is charged with writing the report and will receive a \$50 stipend. The chair shall not be the internal member unless there are extenuating circumstances that prevent an external team member from serving in this capacity.

### IV. Scheduling the External Program Review Team Site Visit

- Reviewer sends a letter of invitation to External Program Review Team members (Appendix B: Student Services and Appendix C: Academic) - Select the date for the Team visit.
- Send the Self-Study (including appendices and a copy of the College Catalog) to External Program Review Team members at least three weeks prior to the visit (sample cover letter, agenda and questions (Appendices B and C).
- Schedule meetings with the appropriate persons – Vice President (office where program resides), students, alumni, staff, faculty etc.

- Make arrangements for the board room, refreshments and lunch (paid through the appropriate Vice President's office).
- Coordinate who will greet the team members and escort them during the visit.

#### **V. Protocol for External Program Review Team Member Site Visit**

- The Program Reviewer will meet with the External Program Review Team to welcome the team and present members with their charge (Section VI).
- Unless specifically requested by the Review Team, the Program Reviewer, and members of the Department under review should **not** be present during interviews and discussions conducted by the External Program Review Team. This procedure is intended to ensure freedom of expression by the interviewees while promoting objectivity and freedom of expression for the External Program Review Team.
- The Program Reviewer should, however, remain available in the event that the team needs assistance or additional information.
- The Program Reviewer and the members of the Office/Department should rejoin the External Program Review Team for an exit interview in which the team will discuss the highlights of their observations and recommendations.

#### **VI. Responsibilities of External Program Review Team Members**

- Read the self-study and accompanying documents sent from the Program Reviewer.
- Select a Chair from the External Program Review Team members. The internal team member should not be selected chair.
- Spend one day on campus interviewing key personnel to determine program performance as outlined in the self-study.
- Meet with various constituents involved in the program (i.e. interviews, small group discussion) to clarify information presented in the self-study.
- Conduct an exit interview with members of the office/department(s) that support the Program. After the External Review Team has made an initial assessment of the Program under review, the team will meet with members of the department(s) to provide a preliminary report of the findings.
- Make recommendations to the Department(s)/Office(s) or program under review to enhance its success.
- The Chair will submit a final report to the appropriate Vice President and Program Reviewer detailing their findings and recommendations by the deadline given to them.

#### **VII. Program Reviewer Post External Team Site Visit Responsibilities**

- Complete honorarium paperwork for External Program Review Team member compensation.
- Follow-up with the appropriate Vice President's office to ensure that a letter of thanks is sent, along with appropriate honorarium compensation, to each team member.

- Send a letter of thanks to each member of the college community who participated in the Program Review (department, faculty, staff, alumni etc.).
- Forward the External Team Report to the Office of Institutional Research and Planning.
- Follow-up with the Office of Institutional Research and Planning to ensure that the External Team Report and Self-Study documents have been electronically merged into one document indicating the Program Review has been completed.

### **Closing the Loop: Progress Reports**

Two intermediary progress reports are required in years three and five. Progress reports address progress of both the internal recommendations made by the department/office in the review document and external team recommendations. The progress report template can be found in Appendix D.

### **Assessment Planning for New Programs**

Planning for the assessment process is essential in preparing for the first program review. The purpose of the baseline assessment plan is to establish a framework from which a subsequent full Self-Study may be written by the sponsoring department.

Baseline Assessment Plan Document should include:

- i. Program Overview (introduction)
- ii. Program Goals
  - Student Learning Outcomes (with intended metrics)
- iii. Program History
- iv. Major Accomplishments
- v. Enrollment & Relevant Statistics
- vi. Program Needs

The author of the document should be noted either on the cover page or at the end of the document.

### **Online Resources**

The following resources are recommended for program reviewer reference. They provide details on program assessment within the context of College-wide institutional effectiveness and accreditation. Clinton Community College- Institutional Effectiveness

<http://www.clinton.edu/InstitutionalEffectiveness/>

Clinton Community College- Strategic Planning

<http://www.clinton.edu/InstitutionalEffectiveness/StrategicPlanningCommittee.cxml>

Middle States Commission on Higher Education- Clinton Community Colleges' Accrediting Body <https://www.msche.org/>

## Appendix A

### Sample Letter of Invitation and Agenda for Student Services Program Reviews

#### Sample Letter of Invitation

TO: Team Members (with titles/affiliations so that members will know who is on the team)  
FROM: Reviewer(s)  
RE: Program Review Team Visit on **[DATE]**  
CC: Vice President for Student Affairs  
Members of the Department

Let me (us) begin by thanking you for your willingness to serve as reviewers for our [Department/Office]. Your insights and recommendations will help make our program stronger.

Enclosed you will find the self-study document and accompanying appendices. **[I /We]** have also included the agenda for **\_\_\_\_ [DATE] \_\_\_\_\_** and a list of questions to help guide you as you read the self-study and visit the campus. Please note on the agenda that we have included a two-hour block of time toward the end of the day for the team to draft the report. We felt that this would minimize the need to coordinate efforts after you go your separate ways.

We offer each external team member a \$100.00 honorarium. Please also note that the team selects its Chair upon arrival. The duty of the Chair is to make sure that the teams' report is completed and sent to the Vice President for Student Affairs on or before **May \_\_\_\_ [DATE] \_\_\_\_**. The selected Chair will receive an additional \$50.00 honorarium.

When you arrive on campus, you will find Visitor Parking in front of the Main Building. Someone will be there to greet you, make sure that you have a parking pass, and escort you to the first meeting destination.

If you have any questions, please do not hesitate to contact **[me/us]**. We look forward to seeing you on **\_\_\_\_ [DATE] \_\_\_\_**.

#### Sample Site Visit Agenda

9:00 – 9:45	Arrive on Campus. Team meets to review documents, select a chair and get organized
9:45 – 10:45	Team meets Program Reviewer and Department members (Student Affairs programs)
11:00 – 11:25	Campus Tour
11:30 – 12:00	Meet with Vice President for Student Affairs
12:00 – 1:00	Lunch with Program Reviewer, Office/Department members, Students
1:00 – 1:30	Team meets with students served – both current students and alumni
1:30 – 3:30	Team meets to review materials and draft their report
3:30 – 4:00	Exit Interview – All Department members and support staff are welcome to attend. Make sure that locations are specified for each timeframe.

**The following sample questions for Student Service program reviews may be provided to the External Program Review Team Members.**

Is the role of the Office/Department clearly described?

Do the Office/Department goals and objectives seem realistic, and do they describe essential functions?

Are the indicators of goal outcomes appropriate? Are the outcomes adequately articulated, measured, and investigated?

Are the needs for the Office/Department articulated and sound in their reasoning?

Is the Office/Department structure sound?

Does the Office/Department serve the students well?

Does the Office/Department have sufficient institutional resources?

Are the recommendations from the Self-Study sound and supported in the document?

Are the initiatives recommended by reviewers but not supported in the document well founded? How will they be pursued?

What are the major strengths of the Office/Department?

What are the major areas in need of improvement the Office/ Department? Is the action plan sound?

What recommendations does the External Program Review Team offer to improve the Office/Department?

**Sample External Program Review Report Format for Student Affairs**

**External Review Team Report**

Date: \_\_\_\_\_

Program

Clinton Community College

Plattsburgh, NY

On **[DATE]** the External Program Review Team met at Clinton Community College to perform its assessment duties of the Clinton Community College \_\_\_\_\_ Office/Department. It participated in an extensive examination and discussion of the \_\_\_\_\_ Review with **[Program Reviewer]**. The \_\_\_\_\_ Program information was presented (description of site visit).

**External Program Review Team Members:** List names, affiliation

## **External Program Review Team Recommendations**

In this section of the report the External Program Review Team should include a general overview of the strengths of the program and areas in need of improvement. The external team members are asked to make recommendations that address programmatic goals and objectives based on the data presented in the review document and obtained during the external team review process. The team report may be divided into topic areas relevant to the program under review and will include a section that specifically states recommendations that strengthen the program/office and offers opportunity for improvement of services provided by the program/office.

### **General Overview of Findings:**

- Department/Office Viability
- Department/Office Structure
- Institutional Resources Supporting the Department/Office
- Student Satisfaction

### **Summary of Recommendations:**

Recommendations provide guidance to the Department/Office for continued success and improvement.

### **Conclusion:**

Any final thoughts or summary remarks on the program can be included in the final section of the report to bring the review to a close.

## Appendix B

### Sample Letter of Invitation and Agenda for Academic Program Reviews

#### Sample Letter of Invitation

TO: Team Members (with titles/affiliations so that members will know who is on the team)  
FROM: Reviewer(s)  
RE: Program Review Team Visit on **[DATE]**  
CC: Vice President for Academic Affairs  
Relevant Department Chair

Let me (us) begin by thanking you for your willingness to serve as reviewers for our [Department/Office]. Your insights and recommendations will help make our program stronger.

Enclosed you will find the self-study document and accompanying appendices. **[I/We]** have also included the agenda for **\_\_\_\_ [DATE] \_\_\_\_** and a list of questions to help guide you as you read the self-study and visit the campus. Please note on the agenda that we have included a two-hour block of time toward the end of the day for the team to draft the report. We felt that this would minimize the need to coordinate efforts after you go your separate ways.

We offer each external team member a \$100.00 honorarium. Please also note that the team selects its Chair upon arrival. The duty of the Chair is to make sure that the teams' report is completed and sent to the Vice President for Student Affairs on or before **May \_\_\_\_ [DATE] \_\_\_\_**. The selected Chair will receive an additional \$50.00 honorarium.

When you arrive on campus, you will find Visitor Parking in front of the Main Building. Someone will be there to greet you, make sure that you have a parking pass and escort you to the first meeting destination.

If you have any questions, please do not hesitate to contact **[me/us]**. We look forward to seeing you on **\_\_\_\_ [DATE] \_\_\_\_**.

#### Sample Site Visit Agenda for Academic Programs

9:00 – 9:45 Arrive on Campus. Team meets to review documents, select a chair and get organized  
9:45 – 10:45 Team meets with Department Chair/Program Coordinator(s), Program Reviewer  
11:00 – 11:25 Campus Tour  
11:30 – 12:00 Meet with Vice President for Academic Affairs  
12:00 – 1:00 Lunch with Program Faculty, Students, Alumni  
1:00 – 1:30 Team meets with students served – both current students and alumni  
1:30 – 3:30 Team meets to review materials and draft their report 3:30 –  
4:00 Exit Interview – All Program faculty welcomed to attend

Make sure that locations are specified for each timeframe.

**The following sample questions for academic program reviews may be provided to the External Program Review Team Members to guide them when conducting the program review.**

Is the Program clearly described?

Do the Program goals and objectives seem realistic, and do they describe essential functions of the program?

Are the indicators of student learning outcomes appropriate? Are the outcomes adequately articulated, measured, and investigated?

Is there evidence that internal and external recommendations from the last program review have been addressed? What progress has been made?

Are program directions appropriate both in terms of curriculum and job market prospects?

Is the curriculum structure sound? Is the content current within the field? Do courses have good curriculum alignment within the program?

Does the curriculum prepare its graduates well? How is this measured, and is the measurement adequate?

Does the Program have sufficient institutional resources?

Are the recommendations from the Self-Study sound and supported in the document?

### **Sample External Program Review Team Report Format Academic Program Reviews**

#### **External Review Team Report**

Date: \_\_\_\_\_

Program: \_\_\_\_\_

Clinton Community College

Plattsburgh, NY

On **[DATE]** the External Program Review Team met in the \_\_\_\_\_ Room of Clinton Community College to perform its assessment duties of the Clinton Community College \_\_\_\_\_ Program. It participated in an extensive examination and discussion of the \_\_\_\_\_ Review with **[Program Reviewer]**. The \_\_\_\_\_ Program information was presented (description of site visit).

**External Program Review Team Members:** List names, affiliation

#### **External Program Review Team Recommendations**

In this section of the report the External Program Review Team should include a general overview of the strengths of the program and areas in need of improvement. The external team members are

asked to make recommendations that address programmatic goals and objectives based on the data presented in the review document and obtained during the external team review process. The team report may be divided into topic areas relevant to the program under review and will include a section that specifically includes recommendations for continued success and improvement of the program.

**General Overview of Findings:**

- Program Viability
- Curriculum Design
- Workforce/Agency Initiatives
- Institutional Resources Supporting the Program
- Student Satisfaction

**Summary of Recommendations:**

Recommendations provide guidance to the Department/Office for continued success and improvement.

**Conclusion:**

Any final thoughts or summary remarks on the program can be included in the final section of the report to bring the review to a close.

# APPENDIX C

## Program Review Progress Report

Department \_\_\_\_\_  
Submitted by: \_\_\_\_\_  
Submission date: \_\_\_\_\_

\*Add additional boxes as necessary.

Recommendation of External Reviewers	Progress as of / /	Additional Strategies
1		
2		
3		
4		
6		
7		
8		
9		
10		

## APPENDIX I

### Annual Department Assessment Template

Department Name

Department Mission:

<b><i>Strategic Goal:</i></b>				
<b><i>Academic or Student Affairs Administrative Assessment Goal:</i></b>				
<b><i>Department Objective A:</i></b>				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS-ACTION PLAN

<b><i>Strategic Goal:</i></b>				
<b><i>Academic or Student Affairs Administrative Assessment Goal:</i></b>				
<b><i>Department Objective B:</i></b>				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS-ACTION PLAN

<b><i>Strategic Goal:</i></b>				
<b><i>Academic or Student Affairs Administrative Assessment Goal:</i></b>				
<b><i>Department Objective C:</i></b>				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS – ACTION PLAN

<b><i>Strategic Goal:</i></b>				
<b><i>Academic or Student Affairs Administrative Assessment Goal:</i></b>				
<b><i>Department Objective D:</i></b>				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS –ACTION PLAN

## **APPENDIX J**

### **Guide to Administrative Unit Assessments at Clinton Community College**

#### Background

Beginning in Spring 2012 all (12) college departments or divisions who were not covered within the Colleges' Seven Year Cycle for Program Reviews and Progress Reports were included within an annual, comprehensive assessment process. This took place to ensure that all college operations were conducting regular assessment, discussing the results of these assessments and using the results to impact positive change. The schedule and manner by which these assessment activities fit into all assessment, planning and budgeting are further detailed in the College's Institutional Effectiveness Plan (<http://www.clinton.edu/InstitutionalEffectiveness/>).

#### Summary of Process

Each office leads its annual assessment based on 1) the college mission statement, 2) the division or department mission statement and 3) priority objectives based on these missions. The expected outcomes are identified with accompanying measurements for their achievement. Timelines and responsible parties for implementation are also identified within the matrix.

At the beginning of the fall semester, each office uses the template provided by the Institutional Research and Planning Office (or their individualized template) for completion of their unit assessment. Assessments should tie contextually into that of their overseeing office (Academic Affairs, Student Affairs or Administration and Finance). The office works with their supervisor to obtain approval of the assessment tool.

Each unit submits their assessment to the Office of Institutional Research and Planning by September 30<sup>th</sup> to be publicly and presented to the reviewing body. The plans are reviewed and provided with recommendations for modifications, particularly to ensure that critical areas are covered and that the tools are "SMART" and provide reasonable assessment of office effectiveness. All college faculty and staff are welcome to provide feedback on assessments and invited to attend the review sessions/presentations.

Final assessments for the academic year are posted publicly on or about October 15<sup>th</sup>. Each unit revisits and updates their assessment regularly during the year as progress is made. At the end of the academic year (by July 31st) each office completes the matrix within the "Results" column and provides an "Action Plan" for items that require further attention or fell short of expectations. The number of action plans and length of plans (which can be attached if lengthy) are to be determined by the office as appropriate. The subsequent year assessment matrix for each office must address any areas deemed deficient in prior year.

## Guidelines for Unit Outcomes

The following descriptions are provided to guide selection of the objectives, outcomes and measurements within the administrative unit assessment. Each unit should be selective in what to include within their area assessment tool. The matrices should not include all functions within the division or office.

### **Unit outcomes should be<sup>1</sup>:**

- Clear and succinct
- Under the control or responsibility of the unit
- Ascertainable or measurable
- Lend themselves to improvement
- Meaningful
- Be singular, not bundled
- Not lead to a "yes/no" answer
- Link to College and department mission/goals
- Identify current functions
- Phrased with action verbs in the present tense

### **Major types of administrative outcomes to measure<sup>1</sup>:**

- Efficiency
- Accuracy
- Effectiveness
- Client satisfaction
- Quality
- Comprehensiveness
- Compliance

### **For further information please contact:**

Dr. Cheryl Lesser  
Vice President for Academic Affairs  
Clinton Community College  
518-562-4110  
cheryl.lesser@clinton.edu

<sup>1</sup> *Columbia Green Community College- Non-Academic Assessment Committee 2013-14*

## APPENDIX K

### APPENDIX A-

#### Strategic Initiative Proposal Template

Date submitted: \_\_\_\_\_

Submitted by: \_\_\_\_\_

Key Strategic Goals met by proposal:  
\_\_\_\_\_  
\_\_\_\_\_

Initials of approval by each of following leaders (who may bring it to their groups for discussion as appropriate): VPAA \_\_\_\_\_ VPSA \_\_\_\_\_ VPAF \_\_\_\_\_  
IT Director \_\_\_\_\_ VPIA \_\_\_\_\_

Date discussed at appropriate leadership group: \_\_\_\_\_

#### Narrative Description of Initiative :

Summary Proposal (include benchmarking to other similarly-sized college campuses):

Resource Implications (Human, Financial, Space, Equipment)

Expected Outcomes (including impact on student enrollment):

Proposed Timeline and Responsible Parties for Implementation

***Attach Completed Spreadsheet Detailing Costs in Implementation and Expected Returns (tab 1 & 2) for new initiatives and Savings/Revenue Implications (tab 3) for retractions. -These may be rough estimates on first presentation but will need to be detailed before final committee consideration. Available as spreadsheets in Strategic Planning public folders.***

**Strategic Planning Proposal Estimated Expenses-New activity**

		<b>Year<sup>1</sup> 1 (specify)</b>	<b>Year 2 (specify)</b>	<b>Year 3 (specify)</b>	<b>Year 4 (specify)</b>	<b>Year 5 (specify)</b>
<b>Human Resource Costs<sup>2</sup></b>	<i>position titles (and % job)</i>					
	<i>position titles (and % job)</i>					
	<i>position titles (and % job)</i>					
<b>Capital Costs</b>	<i>description</i>					
	<i>description</i>					
	<i>description</i>					
<b>Consultant or Temporary Employment Costs</b>	<i>description</i>					
	<i>description</i>					
<b>Estimated Operations/Maintenance Costs</b>	<i>description</i>					
	<i>description</i>					
<b>Travel or Professional Development Costs</b>	<i>description</i>					
	<i>description</i>					
	<i>description</i>					
<b>Other<sup>3</sup></b>	<i>description</i>					

1. Fiscal Year (9/1-8/31) specified up to 5 years
2. Inclusive of proportional salary and benefits
3. This may include any new reporting or compliance considerations that will have associated costs

**Strategic Planning Proposal Estimated Revenue-New activity**

		Year <sup>1</sup> 1 (specify)	Year 2 (specify)	Year 3 (specify)	Year 4 (specify)	Year 5 (specify)
Revenue Source	<i>description</i>					
	<i>description</i>					
Revenue Source	<i>description</i>					
	<i>description</i>					

1. Fiscal Year (9/1-8/31) specified up to 5 years

**Strategic Planning Proposal Saving/Costs Retracted Activity**

	<u>Fiscal Impacts of Proposed Retraction</u>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Savings Details	<i>description</i>				
	<i>description</i>				
	<i>description</i>				
Revenue Implications	<i>description</i>				
	<i>description</i>				

## APPENDIX L

### MSCHE Decennial External Team and Self Study Review Tracking- College Progress: 3/15/17

I. STANDARD 1- MISSION AND GOALS		
A. MSCHE Team Recommendations	B. MSCHE Team Suggestions	C. CCC Self Study Recommendations
None	<p>1.The College should make the Mission, Vision and Values statements easily accessible on the College’s Website.</p> <p><i>Progress: Updates completed in Spring 2012.</i></p>	<p>1.Continue to review mission, vision and value statements at the time of creating each five-year strategic plan.</p> <p><i>Progress: The Strategic Planning Committee drafted the mission, vision, values in Fall 2016. It will be reviewed by internal and external constituencies in during the Spring 2017 semester and be included in the new Strategic Plan being developed for Fall 2017.</i></p>
	<p>2. The College should display the Mission, Vision and Value statements in various buildings on campus.</p> <p><i>Progress: The mission, vision and values are displayed on the electronic message boards and on some meeting agendas.</i></p>	<p>2.Revisit the sub-goals of the 2012-2017 Strategic Plan annually.</p> <p><i>Progress: Revisited annually as defined in Institutional Effectiveness Plan.</i></p>
		<p>3.Continue to implement the APB Model and incorporate assessment into the annual operational goals at the department level.</p> <p><i>Progress: Implemented as defined in Institutional Effectiveness Plan; college-wide assessment, strategic planning and budgeting processes improving annually.</i></p>

**II. STANDARD 2- PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL**

A. MSCHE Team Recommendations	B. MSCHE Team Suggestions	C. CCC Self Study Recommendations
None	<p>1.The 2007-2011 Technology Plan was not finalized and the team suggests that a new long term college-wide technology plan including financial projections be developed.</p> <p><i>Progress: The 2015-2020 Technology Plan was finalized and approved in Spring of 2015.</i></p>	<p>1.Establish metrics for assessing effectiveness of the budgeting process on campus.</p> <p><i>Progress: Progress: All revenue and cost categories of the operations are closely monitored from the time of budget adoption, allowing for timely (immediate) response to unfavorable shifts in actual performance compared to budget. An operating variance report is completed, reported and reviewed with the Board Finance Committee on a monthly basis. In addition, projections of the fiscal operation to year-end are done monthly following the completion of the fall semester. The projections are reported to Administration, the Finance Committee and the Board of Trustees.</i></p> <p><i>Sub-level department budget and activities are monitored as well. Operational expenses that arise that were not addressed in the current budget are notated for review in the next budgeting cycle process. Budget transfer request are also reviewed and addressed. In addition, reduced spending (savings) in line items are identified for capture in projecting expenditures to year end.</i></p> <p>2.Continue to seek new sources of revenue to make up for fewer state-budgeted dollars.</p>

		<p><i>Progress: College has expanded its grant-based revenue opportunities through several grant awards including the following: SUNY 20-20 for Institute of Advanced Manufacturing (\$12.7 million), SUNY High Needs for Technology and Nursing programs (\$30,000), SUNY Performance Investment Fund for Academic Pathways (\$470,000), Capital Investment Projects from state funding for Learning Commons (\$3 million), Capital Investment Projects from state funding for Stafford mechanical equipment (\$250,000).</i></p>
		<p>3. Establish a review process for effectiveness of CAMS and Dynamics in assisting resource allocation process.</p> <p><i>Progress: Cost and resource analysis of CAMS and Dynamics conducted by IT in Fall 2016 (comparison with Banner). Conclusion was that the combination of CAMS/Dynamics for data tracking/resource allocation is CCC's best option.</i></p>

**III. STANDARD 3- INSTITUTIONAL RESOURCES**

<b>A. MSCHE Team Recommendations</b>	<b>B. MSCHE Team Suggestions</b>	<b>C. CCC Self Study Recommendations</b>
None	1. Full-time tuition and fees are nearly 10% lower than the SUNY community college average in 2011. In particular, the technology fee of \$10 per credit appears to be low in comparison to other Colleges, and the team suggests that the College consider increasing	<p>1. Continue to regularly report Human Resources metrics to President's Council.</p> <p><i>Progress: Dynamics and CAMs reports are utilized to report metrics for the purpose of resource planning (i.e. adjunct faculty contract hours, metrics for contract negotiations, etc.). Data tracking and reporting are ongoing process improvements.</i></p>

	<p>fees to support necessary student services.</p> <p><i>Progress: Since fiscal year 2012, full-time tuition has increased by \$680, from \$3,620 to \$4,300. Each year, Clinton benchmarks its rate to all of the SUNY community colleges. For fiscal year 2016-2017, the <u>average</u> resident tuition rate of the 30 community colleges is \$4,366. The resident rate for Clinton Community College is \$4,300. The Technology fee has increased from \$10 per credit hour in fiscal year 2012 to the current fiscal year rate of \$25 per credit hour. Clinton's current technology fee exceeds all but approximately five other community colleges in the SUNY system. In addition, the College annually reviews benchmarking of all student fees.</i></p> <p><i>Clinton attempts to balance the cost of operations, competition and affordability when setting tuition and fee rates.</i></p>	
	<p>2. In this time of tenuous government funding, limited enrollment growth and the expectation that employee benefit expenses will continue to increase sharply, it is suggested that the College develop a multi-year</p>	<p>2. Document contingency plans to maintain all technologies critical to the mission of the college.</p> <p><i>Progress: A new datacenter was constructed in Summer 2015 and all server infrastructure was upgraded in Fall of 2015. A new DR center is included in the construction of</i></p>

	<p>financial strategy that takes the uncertainty of these variables into consideration.</p> <p><i>Progress: Based on an updated, 2014 Institutional Effectiveness Plan covering the process for annual academic and administrative assessments, a comprehensive, data-driven Enrollment Management Plan and 2016-17 Report was developed and it will be revisited annually. It ties together external market data with institutional research to inform enrollment and marketing decisions. Dean of Enrollment Management together with IR and VPAF have created enrollment projections aligned closely with the college's budget for current and next academic year. The VPAF has additionally creates a projection tool for a five-year span to assist future budgeting.</i></p>	<p><i>the manufacturing building. The new DR center will be operational Fall 2017.</i></p>
	<p>3.It is suggested that the College explore alternatives to reduce cost such as increasing class size or reducing the full-time faculty ratio.</p> <p><i>Progress: The College compared its student to faculty ratio and part-time to full-time faculty ratios with other peer institutions. Information</i></p>	<p>3. Develop a systematic process to fund ongoing technology maintenance and new software applications according to institutional needs.</p> <p><i>Progress: The College uses the Technology Plan as a road map when developing the IT budget beginning with the 2015-16 budget.</i></p>

*presented to President's Council in Spring 2014. Working with Academic Affairs, IT created reports that allow real-time, real-information to be shared with VPAA and decision-makers regarding class sizes/enrollment to most efficiently use faculty human resources.*

**IV. STANDARD 4 and 5- LEADERSHIP AND GOVERNANCE AND STANDARD 5- ADMINISTRATION**

<b>A. MSCHE Team Recommendations</b>	<b>B. MSCHE Team Suggestions</b>	<b>C. CCC Self Study Recommendations</b>
<p>1.The College should serve as the centralized custodian of records to assure the accurate recording, tracking and archiving of governance recommendations and actions.</p> <p><i>Progress: Compliance with numerous federal requirements (across numerous departments) and associated information placed clearly on college website. College community reminded that all committee notes to be placed in appropriate public folder by committee chair.</i></p>	<p>1.Develop an administrative succession plan that assures the continuity of strategic and departmental planning.</p> <p><i>Progress: No progress</i></p>	<p>1.Adopt formal processes, criteria, and instruments to ensure that assessment occurs at the administrative level on a consistent basis and ties assessment to the college's strategic plan.</p> <p><i>Progress: The College has continued the cycle of administrative assessments, as defined by the Institutional Effectiveness Plan and reviewed by the Administrative Assessment Review Team with college-wide representation. Improvements to the process have been made annually, including a more appropriate timeline to link strategic planning and budgeting in a seamless fashion. The key improvement is the timeline start in March.</i></p>
	<p>2.The College should clarify or restructure the governance structure to assure logical relationships that define the decision-making process.</p>	<p>2.Solicit more input from adjunct faculty by having a more proactive approach to including them within faculty governance</p>

	<p><i>Progress: Referred by College Communications Council to President's Cabinet in Spring 2014. Discussions have taken place in Faculty Council during the 2015-16 Academic year. New President joined college in fall 2016 and is reviewing.</i></p>	<p><i>Progress: Discussed within Academic Council in Spring 2015. Noted that adjunct faculty are included within Faculty Council distribution list and invited to attend those governance meetings. Also adjuncts are invited to sit on committees and those who are interested appear to be engaged; strong majority do not appear to be interested in further participation.</i></p>
	<p>3.The College should revisit the role of students in governance to ensure appropriate representation.</p> <p><i>Progress: Referred to the College Communications Council in Fall 2013. The College continues to have a student trustee representative. We have student that serve on our student Conduct Boards. The President of Student government serves on the Faculty Student Association. One student senator serves on the campus Safety Committee.</i></p>	<p>3.Ensure that the new process for updating the college catalog is followed consistently</p> <p><i>Progress: Updates made consistently to online catalog through Academic Affairs office. Overseen by VPAA office including new procedures in place to streamline paperwork associated with catalog changes.</i></p>
		<p>4.Continue to integrate Faculty Council committee work, in particular program reviews, into the College's Strategic Plan.</p> <p><i>Progress: Beginning in Spring 2014 program reviews and progress reports presented to their respective leadership groups (Student Affairs and Academic Council) for use in strategic planning budgeting for next year and beyond. Academic Council began reviewing/discussing program reviews and progress reports as a specific agenda item during Fall 2013. Student Leadership team implemented during Spring 2014.</i></p>

		<p>5.Reinforce the intended process of information dissemination through campus governance bodies to maximize effective communication</p> <p><i>Progress: Referred to the College Communications Council in Spring 2014. The Interim President convened the Communication Council in 2015 and several areas of college communication have been discussed and acted upon, including the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Adding a link to News @Clinton</i></li> <li>• <i>Taking more time to roll-out the Smoke-free campus with appropriate measures to ensure its success</i></li> <li>• <i>Consistent communication about the presidential search</i></li> <li>• <i>Consistent information about the IAM</i></li> <li>• <i>Committee minutes to go to Board of Trustees</i></li> </ul> <p><i>With the onboarding of the new president, the Council will continue to meet and continue the work in the areas that have not been addressed.</i></p> <p><i>The College Communication Council meets once a month based on the submission or follow-up of agenda items. The minutes are shared with the campus community and archived in Public Folders.</i></p>
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**V. STANDARD 6- INTEGRITY**

<b>A. MSCHE Team Recommendations</b>	<b>B. MSCHE Team Suggestions</b>	<b>C. CCC Self Study Recommendations</b>
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<p>1.The College should develop a policy and sustainable process of periodic assessment of policies, processes, practices and the manner of implementation.</p> <p><i>Progress: Since Fall 2015 the President's Assistant emails any new procedures to all employees and notes location of procedure in public folders. President's Cabinet is overseeing systematic review and communications plan for Policies and Procedures manual expected by Fall 2015.</i></p>	<p>1.The College should develop a standard of practice for ensuring that information disseminated across campus is consistent with regard to changing of policies, procedures, etc.</p> <p><i>Progress: President's Cabinet is overseeing systematic review and communications plan for Policies and Procedures manual . Since Fall 2015 the President's Assistant emails any new procedures to all employees and notes location of procedure in public folders.</i></p>	<p>1.Coordinate policies and procedures updates so that all versions of the documents are the same regardless of the manual's location.</p> <p><i>Progress: President's Assistant is responsible that ultimately there is only one version of the Policy and Procedure Manual in all locations.</i></p>
<p>2.The College should place required consumer information such as the Clery Report, Title IX disclosure, retention and graduation rates, and commission reports in plain view on the college website.</p> <p><i>Progress: Completed Spring 2012.</i></p>		<p>2.Develop a system to make all parties aware when a policy or procedure has been updated.</p> <p><i>Progress: Since Fall 2015 the President's Assistant emails any new procedures to all employees and notes location of procedure in public folders. President's Cabinet is overseeing systematic review and communications plan for Policies and Procedures manual.</i></p> <p>3.Discuss updating the policies and procedures manual and catalog to address the right to academic freedom other than in the Faculty Association Contract.</p> <p><i>Progress: Academic Council discussed in April 2014 and determined that while the catalog did not seem an appropriate location for this policy, that it did support</i></p>

		<p><i>inclusion in the policies and procedures manual. This request forwarded to President and President's Assistant. The contract policy is included within the under-revision/pending version of the Policies and Procedures Manual.</i></p>
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**VI. STANDARD 7- INSTITUTIONAL ASSESSMENT**

<b>A. MSCHE Team Recommendations</b>	<b>B. MSCHE Team Suggestions</b>	<b>C. CCC Self Study Recommendations</b>
<p>1. Clinton Community College (CCC) should develop and implement an Institutional Effectiveness Plan that coordinates all aspects of the College's assessment activities. This plan should include metrics that clearly demonstrate assessment results. CCC should continue with its assessment of student learning outcomes at the course and program level and use results to improve teaching and learning.</p> <p><i>Progress: A comprehensive Institutional Effectiveness Plan (IEP) was adopted in Fall 2012 and a revised version adopted in Fall 2014. Revisions are being drafted in the Spring of 2017. The IEP will continue to be the</i></p>	<p>None</p>	<p>1. Continue implementation of the 2012-2017 Strategic Plan.</p> <p><i>Progress: Strategic Plan continued to be implemented and coordinated through Institutional Effectiveness Plan and across all campus operations. Data Analyst and VPAA tasked with tracking and communicating annual strategic planning metrics. These are shared regularly college-wide.</i></p> <p>2. Continue writing the bi-annual (sic) Institutional Effectiveness Report and continue to improve its campus-wide dissemination and participation in data-generation as appropriate.</p> <p><i>Progress: Institutional Effectiveness Report has been replaced with a data driven Enrollment Management Report that follows guidelines in the Revised Institutional</i></p>

*plan used by the College for all assessment activities.*

*The Institutional Effectiveness Report has been replaced by the Enrollment Management Report of 2016 as the focus on enrollment (recruitment and retention) is the central focus of the College. The College decided that is more efficient to report out in this report instead of having the information in more than one location.*

*The Strategic Plan sunsets August 31, 2017 and the Strategic Planning Committee is facilitating the new plan. The Mission, Vision, Values, and Goals have been drafted after input from internal and external constituencies. The internal and then the external constituencies will review the drafted in the Spring 2017 semester in order that the final version be communicated to the College and approved by the Board of Trustees in early Fall 2017.*

*The Student Learning Outcomes Coordinator, who has a more*

*Effectiveness Plan completed and provided to campus in Fall 2014.*

*The data in the IE Report and EM Report are shared and easily accessible to the campus community, Data Governance group was created to streamline data collection and maintenance campus-wide.*

<p><i>comprehensive mission by taking on general education, and the Assessment Committee continue to be the driving forces in academic and student services assessment. The Assessment Committee is drafting a 5-year assessment plan if academic and student service programs. This is a change from the 7-year plan. In addition, developmental studies, distance learning, CAP (college in the high school), and other to be identified programs will be part of the Enrollment Management Plan, a yearly report, instead of subject to the 5-year program review.</i></p>		
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**VII. STANDARD 8- STUDENT ADMISSIONS AND RETENTION**

<b>A. MSCHE Team Recommendations</b>	<b>B. MSCHE Team Suggestions</b>	<b>C. CCC Self Study Recommendations</b>
<p>1.The College should provide graduation rates, Clery information, and consumer information on the web page in a clear manner that is readily available to both current and prospective students.</p>	<p>1.The College would benefit from a systematic review of the admissions process.</p> <p><i>Progress: The College commissioned an external review by Stamats in Spring 2013 and incorporated a number of the recommendations from the Stamats report. In the fall of</i></p>	<p>1.Successful tracking of outcomes regarding student’s educational objectives by individual, rather than entering cohort, would improve planning for retention initiatives.</p> <p><i>Progress: The Enrollment Management Committee (consisting of a recruitment and a retention subcommittee) has been revisiting retention initiatives and a more personalized approach to student completion. Some strategies include: a new first term advisement</i></p>

<p><i>Progress: Completed in Spring 2012</i></p>	<p><i>2016 the College hired a Dean of Enrollment Management that oversees the Admissions department. The Admissions department developed business process models for each of a student lifecycle from "inquiry" through "enrollment." These models identified shortcomings/bottlenecks in the processes and the department has been correcting them in order to improve student services. Additionally, the Admissions department runs weekly application and enrollment reports and provides a monthly report of all activities.</i></p>	<p><i>process; individual focus on undeclared students; and using Foundations for College Success course as a proven retention tool.</i></p>
		<p>2.Continue working to benchmark CCC retention and graduation rates with peer institutions.</p>
		<p><i>Progress: Retention and graduation rates being collected annually and comparison between cohorts and presented to campus leadership through Strategic Planning and other leadership groups. In addition, this information is now part of the new Enrollment Management Report (Fall 2016).</i></p>
		<p>3.Plan ways to address the areas of student services that do not meet or exceed median scores of peer institutions to determine where improvements are needed.</p>
		<p><i>Progress: Have provided focus groups to discuss issues concerns and have moved forward with resolutions to ameliorate these issues, including the internet/Wi-Fi in the residence halls. We are working to establish a food service committee to address dining hall issues. Based on representation on the Safety Committee by our student Senator, lighting issues on the campus are being resolved.</i></p>
		<p>4.Integrate the current Early Alert system with CAMS, thereby facilitating more direct, real-time communication between faculty and students.</p>

		<i>Progress: System piloted in Spring 2013; implemented in Fall 2013. College web-coordinator and faculty leaders oversee its use.</i>
<b>VIII.STANDARD 9- STUDENT SUPPORT SERVICES</b>		
<b>A. MSCHE Team Recommendations</b>	<b>B. MSCHE Team Suggestions</b>	<b>C. CCC Self Study Recommendations</b>
None	<p>1.In order to produce greater efficiencies, the College might consider combining Accommodation Services and tutoring.</p> <p><i>Progress: Part of the plan for the Learning Commons tentatively scheduled to be completed Fall 2018.</i></p>	<p>1.Continue to improve the publication of opportunities available for student to participate in clubs and organizations.</p> <p><i>Progress: The Student Senate funded the implementation of new digital signage during 2013/14. The Director of Campus Life has taken on roles previously farmed out to others and not incorporated into the Director of Campus Life role. She works directly with the campus activities board and oversees the Club Fair at the start of each semester for which information regarding clubs is distributed. Further work is in progress regarding club information on the campus life web page.</i></p>
	<p>2.In order to better meet student need, the College might consider alignment of residence life dining hours and students expectations.</p>	<p>2.Complete program reviews for those student support services for which they are due: Health Services (complete 2010 review) and Financial Aid/Veteran’s Affairs.</p> <p><i>Progress: Completed.</i></p>

	<p><i>Progress: Based on student feedback from a focus group food service hours were aligned in the evening to better meet residential needs.</i></p>	<p>3.Continue to assess and address staffing needs of Accommodative Services.</p> <p><i>Progress: Staffing needs have been assessed and office continues to receive support.</i></p>
		<p>4.Create a more systematic way for student clubs to record their annual activities.</p> <p><i>Progress: Beginning in Fall 2012, the Student Senate began requiring budget requests in digital format. Campus Life Director has taken over these activities.</i></p>
		<p>5.Develop written policies for procedures for secure protection of student files within offices.</p> <p><i>Progress: In 2014, a payment card industry assessment was completed for all cashier functions of the College and Faculty Student Association. New point of sale card readers have been implemented which enhance protection and security of card data. This includes encryption.</i></p> <p><i>All Student Affairs managers have been assigned the task of creating Standard Operating Procedure Manuals. Managers are at varying points in completing the task. Written procedures for secure protection of student files will be contained in those manuals. Again since some managers are close to completing manuals there are written procedures in place.</i></p>

		<p>6.Continue to plan for improved outdoor sports facilities to meet the need for athletic and recreational programs.</p> <p><i>Progress: The softball field was redone using \$16,000.00 raised by the Athletic Department. The venue is now regulation size, has an outfield fence, and protected team bench areas. There are planned improvements on the soccer and softball field. We established a booster club for athletics.</i></p>
		<p>7.Research trending of job placement assistance, career counseling and skill lab rankings by student opinion to determine if improvements are required in these student support service areas.</p> <p><i>Progress: Student Support Services Coordinator communicates with data from IR Office and works with area staff to ensure improvements made or activities planned as appropriate, within area plans.</i></p>
		<p>8.Continue to explore program development for changing needs of adult students, and institute programs as appropriate based on this analysis.</p> <p><i>Progress: The College offers 3 degree programs 100% on line and 7 degree programs or certificates 50% or more online. In addition, the College was awarded and Achieving the Dream grant in partnership with several SUNY colleges. Clinton to develop 2 new degree</i></p>

		<p><i>programs. Health Studies Management has been developed and is online and completely open educational resources (OER). The College also offers course in a new format, Flex Learning. Students can opt to take a course 100% in class, 100% online or mix both formats.</i></p> <p><i>The development of the IAM will expand adult learning opportunities that include flexible scheduling for credit offerings and non-credit training. The College continues to develop new online programming to further address scheduling needs of adult students.</i></p>
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**IX. STANDARD 10-FACULTY**

<b>A. MSCHE Team Recommendations</b>	<b>B. MSCHE Team Suggestions</b>	<b>C. CCC Self Study Recommendations</b>
None	<p>1.The College should consider a more dynamic and permanent shared space that includes a repository of pedagogical materials.</p> <p><i>Progress: The Faculty Council Professional Development Committee strongly supports opportunities for ongoing improvement in teaching and learning. Given the rapid pace in which new technologies and methodologies are presented, the committee feels the best way to keep pace is through live and electronic resources. The Professional</i></p>	<p>1.Ensure that the <i>Policies and Procedures Manual</i> are promptly updated in all locations (on the website and in Public Folders) when modified.</p> <p><i>Progress: With the change in administration at the Presidential level, the manual has not had a final approval. The manual has been combined into a PDF file with any changes being incorporated, however, the manual still needs review by responsible departments for accuracy and approval. All new policies as well as changes to current policies are communicated to the entire campus community and the new/updated policy is placed in Public Folders for access by faculty, staff and administration.</i></p>

*Development website is an online repository for upcoming activities both on- and off-campus, and is updated as information becomes available. It features links to webinars, online learning courses, conferences, and speaking events both locally and nationally.*

*Clinton Community College faculty work closely with several organizations including Plattsburgh State's Center for Teaching Excellence and the SUNY Center for Professional Development (CPD). Both offer excellent opportunities for little to no cost.*

*After 2 years of limiting professional development, the college reinstated the full amount in 2016. Professional development funds are for faculty, allowing them to attend national conferences, continuing education offerings and specialized trainings as necessary to ensure student success and retention.*

	<p>2.The College should consider either aligning the Professional Development day with the goals of the Professional Development Committee to be more faculty centered; or to develop a separate day for faculty and NTF.</p> <p><i>Progress: In Spring 2013 the college altered its professional development day to allow for department-level professional development activities for the majority of the day, following a one-hour all-college session in the morning. In 2015 a change was made to twice per year (the weekday prior to the beginning of the Fall and Spring semesters) when faculty meet to allow for department-level professional development activities. One-hour faculty professional development workshops are regularly scheduled throughout the academic year by the Faculty Council's Professional Development Committee.</i></p>	<p>2.Post the <i>Policies and Procedures Manual</i> as a PDF file, instead of a Word Document, in all locations on the website and in Public Folders.</p> <p><i>Progress: With the change in administration at the Presidential level, the manual has not had a final approval. The manual has been combined into a PDF file with any changes being incorporated, however, the manual still needs review by responsible departments for accuracy and approval.</i></p>
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	<p>3.The College is encouraged to provide continued support for faculty professional development funding from the CCC Foundation, expanding such support when and if possible.</p> <p><i>Progress: The Foundation funding has awarded level funded during student enrollment declines and after 2 years of limiting professional development, the college reinstated the full amount in 2016. Professional development funds are for faculty, allowing them to attend national conferences, continuing education offerings and specialized trainings as necessary to ensure student success and retention.</i></p>	<p>3.Inform all employees when changes and updates are made to the <i>Policies and Procedures Manual</i>.</p> <p><i>Progress: All new policies as well as changes to current policies are communicated to the entire campus community and the new/updated policy is placed in Public Folders for access by faculty, staff and administration.</i></p>
		<p>4.Increase funding and access to Faculty and NTF professional development opportunities.</p> <p><i>Progress: After 2 years of limiting professional development, the college reinstated the full amount in 2016. Professional development funds are for faculty, allowing them to attend national conferences, continuing education offerings and specialized trainings as necessary to ensure student success and retention.</i></p>

**X. STANDARD 11-EDUCATIONAL OFFERINGS**

<b>A. MSCHE Team Recommendations</b>	<b>B. MSCHE Team Suggestions</b>	<b>C. CCC Self Study Recommendations</b>
None	<p>1.The team strongly suggests that the college evaluate its computer technology to meet the needs of teaching and learning as well as independent used by students.</p> <p><i>Progress: Technology Plan was completed in Spring 2015. Windows 7 upgrade will be completed in Summer</i></p>	<p>1.Complete research regarding Foundations for College Success course success and based upon this support expanding the course if appropriate.</p> <p><i>Progress: Research completed for Fall 2014, 2015 and 2016. The Liberal Arts: Math &amp; Science degree program began requiring FCS 101 in Fall 2015. Research ongoing on possibility of expanding the requirement to those who test into developmental courses.</i></p>

	<p><i>2017. All faculty, staff and students have been migrated to MS Office 365 for email and One Drive is available for file storage. New data center and server upgrade completed in Fall 2015. Campus printing and document imaging infrastructure upgraded in Spring 2014.</i></p>	<p>2. Evaluate the current opportunities for providing students with technology and information literacy and make adjustments to better meet the support and life- and learning skills of CCC students.</p> <p><i>Progress: Discussed in Academic Council April 2014. Determined not to be a priority at this time. Institutional Learning Outcomes (ILOs) being drafted in Spring 2017. The ILOs will include how the College will infuse/require technology and information literacy.</i></p>
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**XI. STANDARD 12-GENERAL EDUCATION**

<b>A. MSCHE Team Recommendations</b>	<b>B. MSCHE Team Suggestions</b>	<b>C. CCC Self Study Recommendations</b>
None	<p>1. The assessment of GER program outcomes is exemplary and it is suggested that they be used as a model for institution-wide assessment of courses and programs.</p> <p><i>Progress: Student Learning Outcomes Coordinator has been working closely with the General Education and Assessment Committee of Faculty Council to establish consistency in approach. Faculty have incorporated some aspects of the established general education assessment program into PLO assessment, such as explicitly stated achievement levels</i></p>	<p>1. Include the applicable SUNY General Education category in the catalog course description for all general education courses.</p> <p><i>Progress: Completed in 2013-14.</i></p>

	<p><i>and a three-year data collection and review timeline.</i></p>	
	<p>2. Professional Development day should be devoted entirely to faculty and academic issues, especially those involving General Education, Curriculum, and Assessment topics.</p> <p><i>Progress: In Spring 2013 the college altered its professional development day to allow for department-level professional development activities for the majority of the day, following a one-hour all-college session in the morning. In 2015 a change was made to twice per year (the weekday prior to the beginning of the Fall and Spring semesters) when faculty meet to allow for department-level professional development activities. One-hour faculty professional development workshops are regularly scheduled throughout the academic year by the Faculty Council's Professional Development Committee.</i></p>	<p>2. Facilitate, via academic advisement, A.A. and A.S. graduates to meet the Oral Communication requirement by taking COM101 as a Humanities or free elective.</p> <p><i>Progress: This is emphasized in General Education Committee; whose representation includes faculty teaching in AA and AS degrees. COM 101 is a requirement of the AS Business Administration: Sports Management degree and of the proposed AS Applied Psychology degree. Additionally, in fall 2016, BUS218 Business Ethics was approved as meeting the Oral Expression component of the Basic Communication Gen Ed Requirement. This allows students in the AS Business Admin degree to meet the Oral Expression requirement by taking BUS218 as the business elective.</i></p> <p>3. Develop and implement the use of a template for standardizing curriculum and graduation worksheets, to ensure consistency of formatting and content for all CCC degree programs</p> <p><i>Progress: DegreeWorks is scheduled to be available Fall 2017. This will allow for very transparent degree progression information for students and advisors. Students and advisors will be have a tool to determine the student's progress towards degree completion. In addition, the Transfer-Finder function will allow the</i></p>

		<p><i>student and advisor to apply credits to other SUNY Colleges and see how they fit into the College's programs.</i></p>
		<p>4.Include general education information with respect to transfer and a list of general education course options that can be used as electives on the curriculum worksheets of all A.A.S. and transfer programs.</p> <p><i>Progress This has been incorporated into the college catalog.</i></p> <p>5.Investigate how best to notify other colleges, especially those to which CCC students transfer, about major changes to our courses/sequencing. These may include, but are not limited to, the addition of a new course, major changes to course objectives, and a renumbering/renaming of an existing course.</p> <p><i>Progress: TBD</i></p> <p>6.Review the curriculum of upper-level courses within each department to determine the suitability of each course as a general education course.</p> <p><i>Progress: Appropriate upper-level math and science courses have been approved as meeting the Math and Natural Science GERs. This allows students to use multiple courses in one category toward the SUNY General Education 30-credit requirement. Additionally, the Student Learning Outcomes Coordinator, who oversees</i></p>

		<i>general education, spoke to department chairs about potential upper level courses in their areas that may be suitable as general education courses. The recommendation was discussed at relevant department meeting in spring 2017 and will be pursued.</i>
<b>XII. STANDARD 13- RELATED EDUCATIONAL ACTIVITIES</b>		
<b>A. MSCHE Team Recommendations</b>	<b>B. MSCHE Team Suggestions</b>	<b>C. CCC Self Study Recommendations</b>
<p>1.Periodic assessment should be established in order to review the impact of related educational activities on the institution’s resources (human, fiscal, physical, etc.) and its ability to fulfill the institutional mission and goals.</p> <p><i>Progress: Non-credit activities being assessed through the administrative assessment process. CAP (college in the high school) activities were assessed in the program review process, but will included in the next Enrollment Management Plan for greater exposure and</i></p>	None	<p>1.Continue support for development of hybrid and distance learning courses.</p> <p><i>Progress: Funds for course development have remained steady as well as contractual payment for DL instructors. Instructional Designer hired January 2016.</i></p> <p>2.Continue studying the expansion of internship programs in new program areas and implement as appropriate.</p> <p><i>Progress: Internship Task Force met during 2013/14 and standardized minimum criteria and forms for existing internships. College is working on securing dedicated personnel to support and facilitate internship opportunities and provide career services to students through SUNY Performance &amp; Investment fund grant awarded Fall 2016.</i></p>

*use by the College for decision-making.*

*The Distance Learning Program Review was completed in 2014. The main recommendation was to hire an instructional designer who could provide more focus on course quality and assessment. This position was established in January 2016 and*

*Certificate programs are included in the degree program academic program reviews as all certificates must fit into a degree program.*

*Basic skills information has been included in the program review process, however, it will be included in the Enrollment Plan beginning Fall 2017.*

3. Continue to explore ways to increase the passing rate of developmental skills English and Mathematics courses.

*Progress: Math Retention and Success Coordinator was hired in Fall 2012. Progress measured on gateway courses in Mathematics shows substantial student success in these courses. Expansion of coordinator role in 2014 made with hire of STEM Success Coordinator in place of prior Math Retention and Success Coordinator.*

*In order to improve success, retention, and time spent of students in developmental math and English classes, the following curricular changes have been made:*

- Students previously placed into development writing were required to successfully complete a 6 non-credit hour course before attaining college-level writing status. The English Department has adopted the Accelerated Learning Program (ALP) model. Currently, those who place into developmental writing are registered in specially designated sections of English 101 English Composition. These special sections have 10 college-level students and 10 developmental-level students) and are required to concurrently enroll in a supplemental section of ENG 099 Composition Foundations ( a 3 hour non-credit course). Students are required to pass both courses in order to demonstrate college-level writing proficiency.*
- Students previously placed into developmental reading were required to successfully complete up to two developmental courses before achieving college-level reading proficiency with no*

		<p><i>standardized exit test. Now there is only one developmental level of reading and a standardized, department-wide exit exam.</i></p> <ul style="list-style-type: none"> <li>• <i>At the end of each academic year, the English Department tracks student success and persistence, as well as evaluate each exit exam.</i></li> <li>• <i>Two FT Composition faculty will attend the June national ALP (Accelerated Learning Program) conference in Denver to ensure CCC's accelerated reading and writing courses remain relevant and useful.</i></li> <li>• <i>Students previously placed in MAT 096 Arithmetic are now placed in specially designated sections of MAT098 Prealgebra (along with students who placed directly into MAT098) and are required to enroll in a supplemental hour of MAT090 to reinforce the students' arithmetic skills. (1 in-house credit hour).</i></li> <li>• <i>Beginning in Fall 2017, non-stem and non-business transfer majors will have the option to enroll in Quantitative Literacy I instead of MAT 100 Introductory Algebra. The College is part of a Grant through SUNY and the Carnegie Foundation to fund this initiative.</i></li> </ul>
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**XIII. STANDARD 14- ASSESSMENT OF STUDENT LEARNING**

<b>A. MSCHE Team Recommendations</b>	<b>B. MSCHE Team Suggestions</b>	<b>C. CCC Self Study Recommendations</b>
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<p>1.The College is encouraged to tie student outcomes assessment into the overall institutional assessment plan.</p> <p><i>Progress: Institutional Effectiveness Plan demonstrates the connection of SLO into overall assessment. Student Learning Outcomes is being overseen by the Student Learning Outcomes Coordinator Committee. This will provide greater review and focus by college community.</i></p> <p><i>The College has developed a working draft of seven Institutional Learning Outcomes that are embedded in the learning experiences of all students seeking a degree. The ILO taskforce has created Program-to-ILO curriculum maps for every AA, AS, and AAS program offered. It is anticipated that final approval of ILOs will occur by end of Spring 2017 semester.</i></p>	<p>1.Expectations for assessment should be clearly conveyed to faculty so that there is a coordinated effort across all programs.</p> <p><i>Progress: Expectations and communications of results carried out through adoption of the Institutional Effectiveness Plan and website, developed during 2012-13. The academic and student affairs assessment is under review during the 2016-7 year. In the Spring of 2017, the new cycle will be adopted. The improvements include the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Standardized research pertinent for all programs completed by the Institutional Research Office yearly</i></li> <li>• <i>Database to house information making it accessible for College community</i></li> <li>• <i>Ability to include specific/individual needs for each review</i></li> </ul> <p><i>The Program Review Guide details the expectations and timeline for the completion of program reviews for the academic and student services programs campus-wide.</i></p>	<p>1. Implement the approved schedule/matrix for the program assessment learning outcomes.</p> <p><i>Progress: The College has developed a working draft of seven Institutional Learning Outcomes that are embedded in the learning experiences of all students seeking a degree. The ILO taskforce has created Program-to-ILO curriculum maps for every AA, AS, and AAS program offered. It is anticipated that final approval of ILOs will occur by end of Spring 2017 semester.</i></p> <p>2.Continue to support the position of Student Learning Outcomes Coordinator, providing necessary resources to strengthen the student learning outcomes process.</p> <p><i>Progress: Continues to be funded/supported.</i></p> <p>3.Ensure smooth implementation of program assessment and review through the Student Learning Outcomes Coordinator, the Associate Dean of Instruction, the</p>
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2. The College should ensure that all programs are assessing all learning outcomes and that learning outcomes assessment is ongoing. Assessment results should be utilized to affect program development.

*Progress: The College has developed a working draft of seven Institutional Learning Outcomes that are embedded in the learning experiences of all students seeking a degree. The ILO taskforce has created Program-to-ILO curriculum maps for every AA, AS, and AAS program offered. It is anticipated that final approval of ILOs will occur by end of Spring 2017 semester.*

General Education Coordinator and the Associate Dean of Instruction.

*Progress: The academic and Student affairs assessment is under review during the 2016-7 year. In the Spring of 2017, the new cycle will be adopted. The improvements include the following:*

- *Standardized research pertinent for all programs completed by the Institutional Research Office yearly*
- *Database to house information making it accessible for College community*

*Ability to include specific/individual needs for each review*

4. Continue to support department chairs in syllabus review.

*Progress: Discussed at Academic Council Spring 2014; agreement that this is in place.*