

Progress Report to the
Middle States Commission on Higher Education
from
Clinton Community College
Plattsburgh, NY 12901

Ray DiPasquale
President

March 31, 2017

Subject of the Follow-Up Report:

To request a progress report, due April 1, 2017, documenting further implementation of an organized and sustained process to evaluate and improve student learning and institutional effectiveness, with evidence that assessment results are linked to budgeting and planning and are used to improve teaching and learning (Standards 7 and 14).

INTRODUCTION

Clinton Community College (CCC) is part of the State University of New York (SUNY), a system of sixty-four campuses, thirty of which are locally-sponsored community colleges. CCC is sponsored by Clinton County and occupies a former resort hotel situated on a bluff overlooking Lake Champlain. The campus currently includes three main academic buildings and two historic cottages. One cottage houses the Office of Institutional Advancement, the Clinton Community College Foundation, and the Alumni Association. The other cottage has recently been leased to a StartUp New York company that will partner with the College and provide internship opportunities for CCC students. In addition, our newest building, the Institute for Advanced Manufacturing (IAM), will open September 2017. The IAM will be a resource for and partner with area business and industry to meet the workforce needs for the region. Also, two residence halls and a dining facility are located two miles from the campus.

Approximately 90% of CCC students are residents of Clinton County and adjacent Essex and Franklin counties of New York State. The college has experienced an enrollment decrease from 1,526 FTEs in 2011-2012 to 1,098 FTEs in 2015-2016. During this time, there has been significant transition in senior leadership, which includes an interim president, who served from Spring 2014 to Fall 2016, and the hiring of the current college president in January 2017. In addition, in Fall 2016 the College hired a Dean of Enrollment Management and an Associate Dean of Student Services. Furthermore, the Associate Dean of Institutional Research and Planning left the college in Fall 2015. The Vice President of Academic Affairs, supported by the newly hired full-time Data Analyst in Institutional Research & Planning, took over the responsibilities for leading Institutional Effectiveness.

Throughout this time period, CCC followed the Institutional Effectiveness Plan (IEP), created as directed by MSCHE to be included in the 2013 Monitoring Report. The IEP outlines the process to develop the new strategic plan as the current strategic plan sunsets August 2017. With the transition of senior leadership and the knowledge of a new president coming on board, the college deemed it appropriate to wait for the new president to finalize the new strategic plan. The timeline set in the Strategic Planning Procedures Manual allows for this to occur and the completion of the strategic plan remains on track to go into effect September 2017.

During this transitional time period, the college focused on the enrollment issue which tracks directly to the first two goals of the current strategic plan: 1) Increasing access to post-secondary education in our region and 2) Increasing retention/success to help our students and the people of our region reach their full potential. To help focus the College, the Strategic Planning Committee developed two goal priorities to focus all action: enhance student services/support and stabilize enrollment. These priorities are to be accomplished in a framework of financial planning/awareness and campus-wide collaboration and communication. These priorities link directly to department plans and administrative assessments, which define the necessary actions, responsible parties, and timeframe for completion. While the campus has experienced several changes, it has been invigorated by a new, focused team of campus leaders. The IEP and the subsequent actions taken from following this plan have positioned CCC to weather the enrollment decrease and plan for a positive future.

On June 25, 2015, The Middle States Commission on Higher Education took the following action:

“To accept the monitoring report. To request a progress report, due April 1, 2017, documenting further implementation of an organized and sustained process to evaluate and improve student

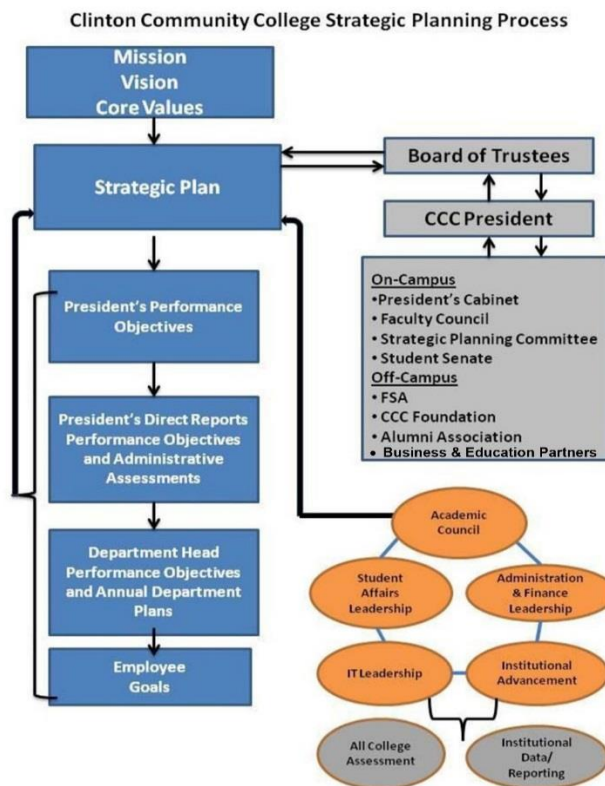
learning and institutional effectiveness, with evidence that assessment results are linked to budgeting and planning and are used to improve teaching and learning (Standards 7 and 14). The Periodic Review Report is due June 1, 2018.”

The following report will give evidence to support further implementation of an organized and sustained process to evaluate and improve student learning and institutional effectiveness.

SUBSTANTIVE NARRATIVE AND ANALYSIS

Institutional Effectiveness at Clinton Community College

Institutional effectiveness at CCC is governed by the Institutional Effectiveness Plan (IEP). CCC measures institutional effectiveness through sustained, comprehensive assessment processes which are directly aligned with the college Mission, Vision and Core Values ([Appendix A](#)). All operational areas of the college have implemented assessment procedures. All levels of assessment and operational planning are provided in the context of the Strategic Plan Goals ([Appendix A](#)). The following diagram depicts the overall strategic planning process at CCC. This is an iterative process where information flows between and among all units and levels of decision making.



The current Strategic Plan sunsets in August 2017 and therefore, the Strategic Planning Committee, as outlined in the [Strategic Planning Procedures Manual](#), reviewed the current Mission, Vision, and Core Values, and drafted the next versions along with the new strategic goals ([Appendix B](#)). The next step is to gain feedback from the internal community, followed by feedback from the external community. In

order to remain flexible and attend to the changing regional and national higher landscape, the plan will change from a five-year to a three-year plan.

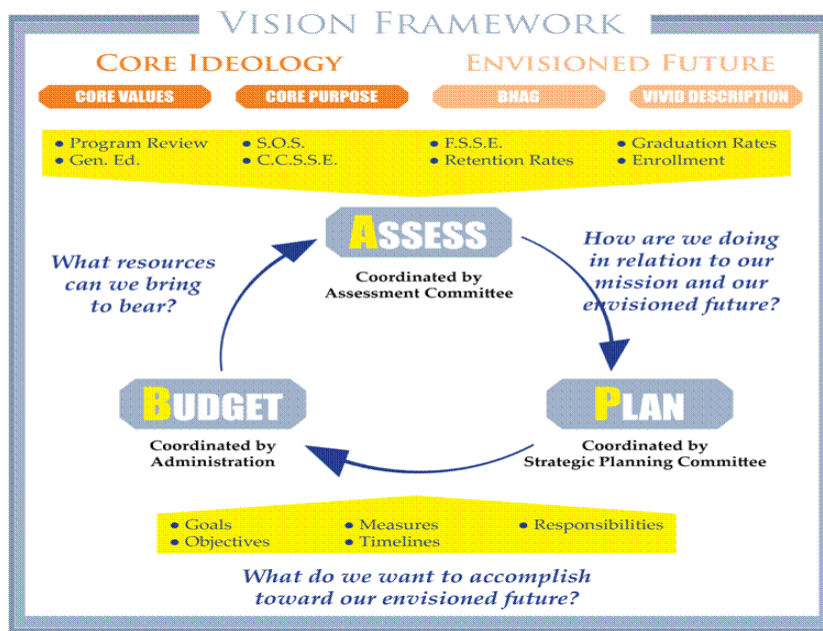
The IEP, updated March 2017 ([2017 IEP](#)) outlines all assessment processes on campus, how resources are aligned, and the timeline and responsibilities for all activities. The following major changes were made to the IEP to improve the College’s efforts and are explained in detail in the appropriate sections that follow:

- IEP Timeline
- Enrollment Management Report replaced Institutional Effectiveness Report as of Fall 2016
- General Education Coordinator and Student Learning Outcomes Assessment Coordinator (SLOAC) combined into one coordinatorship

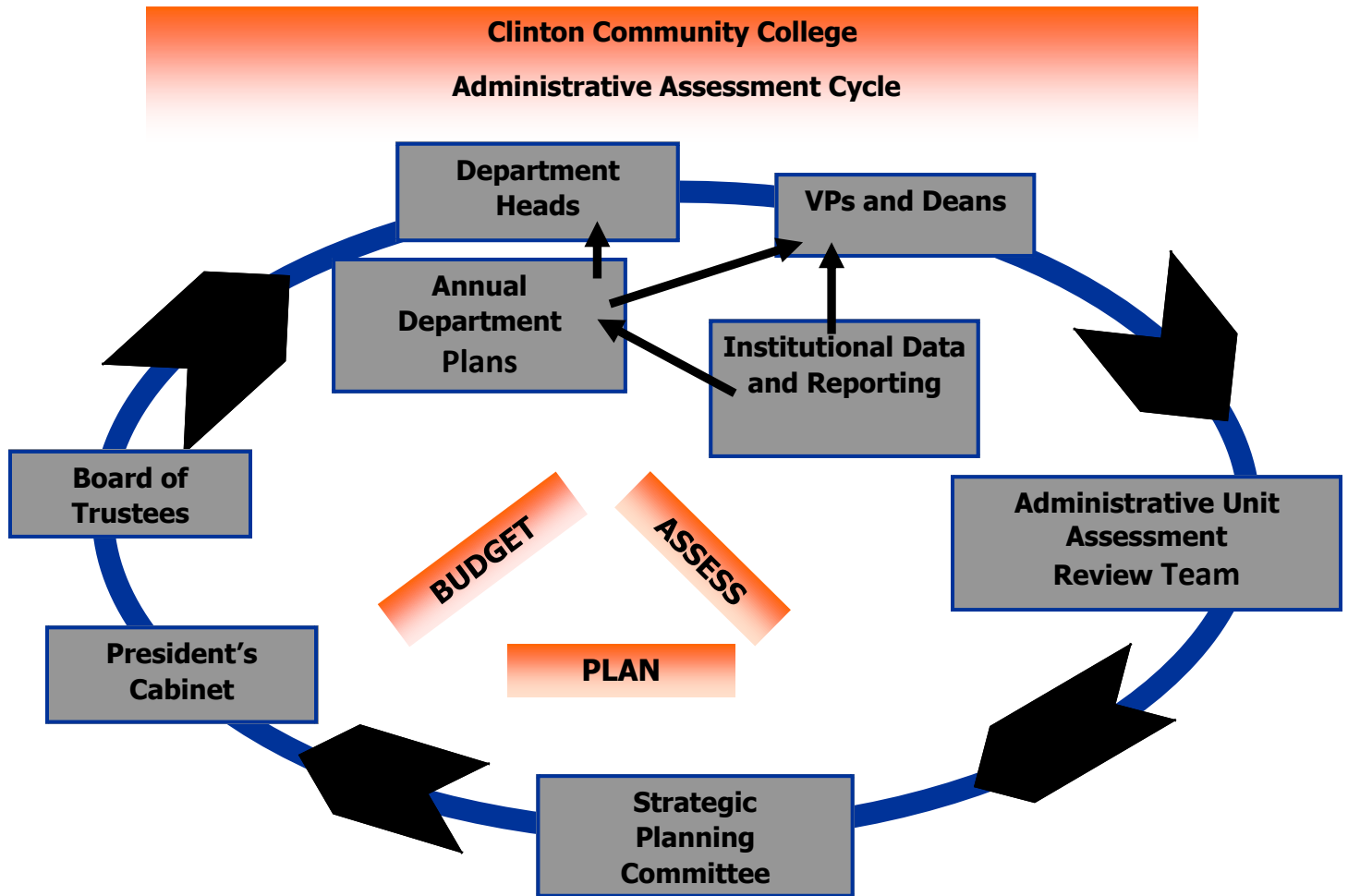
The following diagram depicts the timeline and responsibility as set forth in the IEP:

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
Program Reviewers	Current year reviewers submit final Program Review (including self-study and external team evaluation) to appropriate VP or Dean	May 31
Department Heads	Submit progress reports and completed annual department plans to appropriate VP or Dean	May 31

The IEP timeline was updated to ensure that the Assess-Plan-Budget (APB) cycle could be accomplished. The APB model depicted below illustrates how strategic priorities are directly reflected within decision-making at all levels and within annual discussions of resource allocations. 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 C](#)). This document, along with the academic, student affairs, and administrative assessments, has provided consistent communication and understanding of the APB cycle.



The most significant change to the IEP timeline was to the administrative assessment cycle. The cycle is now in line with the budget process and strategic planning timeline, so that the departments have a clear understanding of the College’s goals and budget while developing their department goals and assessments. CCC completed its first year of Administrative Unit Assessments in 2012 and the process continues today. The specific offices that complete these assessments have changed to incorporate a new Student Affairs organizational structure (Dean of Enrollment Management and Associate Dean of Student Services). In addition, all the offices under the Vice President for Administration and Finance are incorporated into one administrative assessment to ensure cohesion and attention to action ([2017 IEP](#)). The following graphic demonstrates the use of the APB cycle with the administrative assessments to ensure usable results. Examples of these assessments are found in [Appendix D](#).



Another change in the IEP reporting cycle was to eliminate the Institutional Effectiveness Report and reporting metrics ([Appendix E](#)) and replace them with the Enrollment Management Report in Fall 2016 ([2016 EMR](#)). This report is collaboratively completed by the Enrollment Management Committee (EMC), led by the Dean of Enrollment Management. The EMC has been reconfigured to include two rather than three subcommittees, one focusing on retention and the other on recruitment, in an effort to link directly to the priority of increasing enrollment.

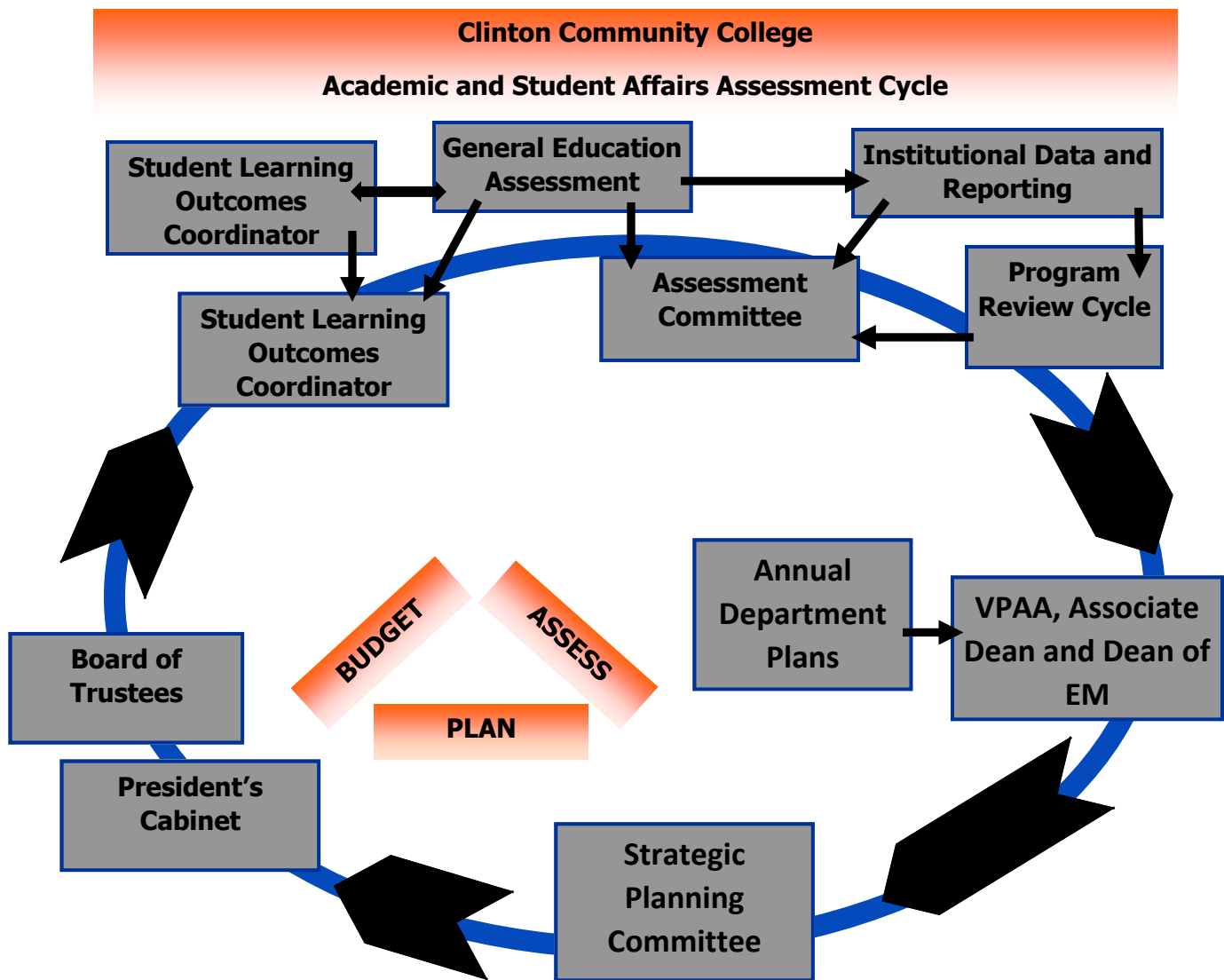
The EMC is made up of faculty, staff, and administration and seeks to understand the current enrollment trends and formulate reasonable recruitment and retention strategies that will bolster the College's enrollment. The mission of the EMC is to review annual student enrollment, including recruitment of new students and retention of current students, to set goals for subsequent enrollment cycles and develop a yearly enrollment management plan to aid in achieving those goals. The committee is also responsible for assessing yearly progress towards completion of the developed plan.

It is the conviction of the committee that through collective discussion, reflection, and planning, CCC will continue a strong tradition of educating minds and transforming lives for many years to come. Therefore, the EMC report includes the following: community profile, student profile, enrollment trends and projections, retention and graduation profile, academic program profiles, tuition pricing, financial

aid and scholarship data, Faculty Student Association profile, marketing plans, enrollment outlook and recommendations, and recruitment and retention plans.

Student Learning Outcomes at Clinton Community College

Student Learning Outcomes are attended to through the Academic and Student Affairs assessment process at CCC. This process also follows the APB cycle which is demonstrated in the graphic below.



There have been several changes to CCC’s efforts in assessing student learning outcomes to maintain emphasis on continuous improvement. The Student Learning Outcomes Assessment Coordinator (SLOAC) has a more comprehensive mission, also having taken on the responsibilities of the General Education Coordinator. 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 SLOAC develops a timetable for the submission of program-level student learning outcomes ([Appendix F](#)) and provides support and guidance for faculty in assessing student learning outcomes for every degree or certificate program using the Program Assessment Plan ([Appendix G](#)).

The SLOAC facilitates a continuous reporting process among these offices and links assessment data to the overall academic budget and planning processes.

The SLOAC leads the General Education Committee in developing a timeline for the submission of general education assessment materials ([Appendix H](#)) and submits the summary report of general education assessment each year ([Appendix I](#)). CCC has had a comprehensive approach to general education since 2002. Outcomes from each of the ten knowledge and skill areas and the two competencies are assessed following a three-year cycle, such that four areas are assessed per year. CCC's plan embraces a course-embedded approach to assessment, as these assessments are most closely aligned with teaching and learning. Student learning 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.

The Assessment Committee along with the SLOAC, continues to be the driving force in Academic and Student Affairs program assessment. The academic and student affairs assessment process is under review, and in May 2017, a new five-year cycle ([Appendix J](#)), changing from a seven-year cycle, will be adopted along with an updated Program Review Guide ([Appendix K](#)). 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 to college community
- Ability to include specific/individual needs for each review

To track and report out in a consistent manner, developmental studies courses, Foundations for College Success course (freshman seminar), Distance Learning Program, and College Advancement Program (CAP-college in the high school) will be part of the Enrollment Management Report, instead of subject to the five-year program review. These areas have been identified to be analyzed on a yearly basis to help improve recruitment and retention – the College's strategic focus. Distance Learning and CAP are already included in the 2016 Enrollment Management Report ([2016 EMR](#)). The other areas will be included in the 2017 report.

The completion of program reviews, and the culmination of the analysis completed in Enrollment Management and documented in each Enrollment Management Report's recruitment and retention plan leads to initiatives to improve student success. For example, the Distance Learning Program Review completed in 2014 had a key recommendation: hire an Instructional Designer to ensure quality and growth. This position was established in January 2016 and the majority of course-quality evaluations have been completed, and workshops and trainings have been held as the College transitions to Moodle (new online course management system). A Math Retention and Success Coordinator was hired in Fall 2012, and because of the progress made and the knowledge gained from analyzing the gateway courses, the position was reconstituted into a STEM Success Coordinator in 2014. The change allowed for an increase in the number of workshops coordinated in the STEM disciplines to match the topics being taught.

The Foundations for College Success (FCS 101) course has been an ongoing student success initiative since 2009, coordinated by a faculty member who receives release time. Research completed shows gains in retention, G.P.A., and graduation rates in Criminal Justice, one of the programs that requires FCS 101. In addition, the research shows that retention rates of all students taking FCS 101 improved ([Appendix L](#)). The Liberal Arts: Math & Science degree program now requires FCS 101, and the College is considering research on the value of expanding the requirement to those who place into developmental courses.

In order to improve success, retention, and time spent on developmental coursework, curricular changes were made in writing, reading, arithmetic and pre-algebra. Students previously placed into development writing were required to successfully complete a six-hour non-credit 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 (ENG 101S) English Composition. These special sections host ten college-level students and ten developmental-level students), the latter of which is required to concurrently enroll in a supplemental section of ENG 099 Composition Foundations (a three-hour non-credit course). Students are required to pass both courses in order to demonstrate college-level writing proficiency.

The initial two-year results showed student success was overwhelmingly positive. In Fall 2014 88% of the ENG 101S students successfully completed ENG 101S and consequently completed the ENG 101 requirement. In Spring 2015 the success continued with 71% of the ENG 101S students successfully completing ENG 101S. While the spring success rates are lower than the fall, this is very typical because the spring developmental cohorts are traditionally much weaker than the fall. What has become concerning to the English Department is how the success rates have substantially declined since Fall 2014 and Spring 2015. The 88% success rate from Fall 2014 dropped to 79% in Fall 2015. The Spring 2015 success rate of 71% declined to 58% in Spring 2016, which raises further questions that the department will analyze, discuss, and troubleshoot over the 2016-2017 academic year.

Students previously placed into developmental reading were required to successfully complete up to two developmental courses before achieving college-level reading proficiency with no standardized exit test. Now there is only one developmental level of reading and a standardized, department-wide exit exam. As this is a new initiative, results will be reported in the 2017 Enrollment Management Report.

Students previously placed in MAT 096 Arithmetic are now placed in specially designated sections of MAT 098 Pre-algebra (along with students who placed directly into MAT 098) and are required to enroll in a supplemental hour of MAT 090 to reinforce the students' arithmetic skills (one in-house credit hour). 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 participating in a grant through SUNY and the Carnegie Foundation to fund this initiative. The mathematics initiatives are new and student success will be reported in the 2017 Enrollment Management Report.

Student Affairs areas have also made improvements through the recommendations of the program reviews. For example, in 2013 the Financial Aid Office completed its program review. One of the recommendations made was to customize the My Financial Aid area of the Student Portal of the computer management system. The customization was completed in October 2014 for implementation in Spring 2015. Students are now directed to the portal to manage their financial aid, including the

ability to view and print the award letter (which gives them their cost of attendance and award totals); accept, deny, or reduce the student loan offer; link to entrance counseling and MPN submission, as well as review important terms and definitions; review the award and disbursing policies of the College; review payment options; and request a loan offer if one was not initially provided. This initiative has been extremely successful in automating the financial aid process as it has eliminated mailing award letters, significantly reduced paper loan applications and simultaneously established the ability for students to view their awards immediately as they are packaged.

The Health Office completed its program review in Spring 2016 and one of its recommendations was to explore opportunities for contracting with local mental health agency for satellite services. This was accomplished in Fall 2016 and is supporting the growing need for mental health service provision to the student population.

Counseling and Advisement completed its program review in Spring 2016. The examples that follow show how the area acted on recommendations for adult students and at-risk students:

1. Improve Services for Adult Students

- In Fall 2014, a separate session for adult learners was added to the larger Orientation programs, allowing for these adults to connect with other adult students over the age of 25 to create a support network. The response to this initiative was positive and has continued.
- Starting in Spring 2015, all new adult students were contacted by the Counseling and Advising office for initial advisement, registration and academic planning. This was a noticeable change, as previously adult students were included in larger registration groups with traditional-aged students. Again, these students expressed sincere appreciation for having the opportunity to receive individualized attention. In Spring 2015, online learners were also added to this effort, as they tend to be largely from the non-traditional age population.

2. Increase Outreach to “at-risk” students

- Electronic CARE REPORTS were introduced in Fall 2014. A total of 67 students were reported to be “at risk” through the CARE report system over the Fall 14-Spring 15 academic year. About half of these reports were related to academic performance and/or attendance. The other half was related to personal situations or concerns impacting a student’s performance. The retention rate of those students who received intervention through the CARE system was just over 50%. The program will continue and other tools are being explored, such as the CAMS Student Risk Module.

In addition and affiliated with Student Learning Outcomes during AY2016-17, is the establishment of Institutional Learning Outcomes (ILOs). The College has developed a working draft of eight Institutional Learning Outcomes ([Appendix M](#)) that are embedded in the learning experiences of all students seeking a degree. The ILO taskforce (Vice President for Academic Affairs, Dean of Enrollment Management, SLOAC, and three faculty) has created Program-to-ILO curriculum maps for every A.A., A.S., and A.A.S. program offered. It is anticipated that final approval of ILOs will occur during the Fall 2017semester.

CONCLUSION

CCC has been asked by MSCHE to demonstrate “further implementation of an organized and sustained process to evaluate and improve student learning and institutional effectiveness, with evidence that assessment results are linked to budgeting and planning and are used to improve teaching and learning.” The College continues to employ effective methods that foster improvements in student learning and institutional effectiveness by following the Institutional Effectiveness Plan. This work is accomplished by ensuring alignment with the Mission, Vision, and Core Values of the institution through the Strategic Plan, and providing timely reporting and communicating of information and results allows for awareness and intentional decision-making at all levels.

While the Progress Report is a snapshot in time, the College is already planning its future as demonstrated by the drafts of the Mission, Vision, Core Values; 2017-2020 Strategic Plan; Five-Year Program Review Cycle and Program Review Manual. CCC relies on the institutional effectiveness processes in place to guide the College through times of leadership transition and challenges such as declining enrollment. The College community made up of individuals, committees, offices, and taskforces have all committed their professionalism and purview in furthering our mission “to provide educational opportunities that enrich minds, strengthen the economy and improve the quality of life in our region.”

APPENDICES

Appendix A	2012-2020 Mission, Vision, Core Values, Strategic Plan Goals
Appendix B	Draft 2017-2020 Mission, Vision, Core Values, Strategic Plan
Appendix C	MSCHE Tracking Document
Appendix D	Administrative Assessment Examples (Academic Affairs & Information Technology)
Appendix E	2012-2017 Strategic Plan Sub-Goals Metrics 2016-17 Update
Appendix F	Timeline for submission of program-level student learning outcomes
Appendix G	Business Accounting A.A.S. Program Assessment Plan
Appendix H	Timeline for submission of General Education Assessment Materials
Appendix I	2015-16 Assessment of Student Learning Outcomes in General Education Summary Report
Appendix J	Draft Program Review 5-year Cycle
Appendix K	Draft Program Review Guide
Appendix L	Foundations for College Success Research Summary
Appendix M	Draft Institutional Learning Outcomes

Appendix A

2012-2017 Mission Vision, Core Values, Strategic Goals

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

Appendix B

Draft 2017-2020 Mission, Vision, and Core Values, Strategic Goals

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

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

Core Values:

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

Strategic Goals:

- Improve access and retention to ensure student success
 - This area focuses on:
 - Teaching and Learning
 - Enrollment management
 - Cross-campus cooperation
 - Supporting a culture of diversity and inclusiveness

- Academic program development
 - Student support services
 - Modes of course delivery
 - Athletics
- Commit to broad internal and external communication and collaboration
 - This area focuses on:
 - Marketing
 - Public Relations
 - Transparency
 - Internal climate
 - Partnerships
- Support and collaborate with the FSA in their mission
 - This area focuses on:
 - Residence Life
 - Dining
 - Bookstore
 - Expanding opportunities
- Develop partnerships and programming to ensure the IAM becomes the hub for advanced manufacturing technology education in our region and beyond
 - This area focuses on:
 - Identifying state-wide needs
 - Business, education, and legislative relationships
 - Credentialing and credit and non-credit program development
 - Adapting to workforce trends

Appendix C

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</i></p>

		<p><i>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		
A. MSCHE Team Recommendations	B. MSCHE Team Suggestions	C. CCC Self Study Recommendations
None	<p>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 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</i></p>	<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><i>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. 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 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>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 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 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.</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>
IV. STANDARD 4 and 5- LEADERSHIP AND GOVERNANCE AND STANDARD 5- ADMINISTRATION		
A. MSCHE Team Recommendations	B. MSCHE Team Suggestions	C. CCC Self Study Recommendations
<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>2.The College should clarify or restructure the governance structure to assure logical</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.Solicit more input from adjunct faculty by having a more proactive approach to including them within faculty governance</p>

	<p>relationships that define the decision-making process.</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</i></p>

		<p>college communication have been discussed and acted upon, including the following:</p> <ul style="list-style-type: none"> • Adding a link to News @Clinton • Taking more time to roll-out the Smoke-free campus with appropriate measures to ensure its success • Consistent communication about the presidential search • Consistent information about the IAM • Committee minutes to go to Board of Trustees <p>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.</p> <p>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.</p>
V. STANDARD 6- INTEGRITY		
A. MSCHE Team Recommendations	B. MSCHE Team Suggestions	C. CCC Self Study Recommendations
<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 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

A. MSCHE Team Recommendations	B. MSCHE Team Suggestions	C. CCC Self Study Recommendations
<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</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>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 plan used by the College for all assessment activities.</i></p> <p><i>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.</i></p> <p><i>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.</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 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.</i></p>
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<p><i>The Student Learning Outcomes Coordinator, who has a more 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>		
<p>VII. STANDARD 8- STUDENT ADMISSIONS AND RETENTION</p>		
<p>A. MSCHE Team Recommendations</p>	<p>B. MSCHE Team Suggestions</p>	<p>C. CCC Self Study Recommendations</p>
<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><i>Progress: Completed in Spring 2012</i></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 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</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 process; individual focus on undeclared students; and using Foundations for College Success course as a proven retention tool.</i></p>

<p><i>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>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> <p><i>Progress: System piloted in Spring 2013; implemented in Fall 2013. College web-coordinator and faculty leaders oversee its use.</i></p>

VIII.STANDARD 9- STUDENT SUPPORT SERVICES

A. MSCHE Team Recommendations	B. MSCHE Team Suggestions	C. CCC Self Study Recommendations
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><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>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>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:</i> Beginning in Fall 2012, the Student Senate began requiring budget requests in digital format. Campus Life Director has taken over these activities.</p> <p>5. Develop written policies for procedures for secure protection of student files within offices.</p> <p><i>Progress:</i> 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.</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:</i> 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.</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>
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		<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 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>
<p>IX. STANDARD 10-FACULTY</p>		
<p>A. MSCHE Team Recommendations</p>	<p>B. MSCHE Team Suggestions</p>	<p>C. CCC Self Study Recommendations</p>
<p>None</p>	<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</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>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 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.</i></p> <p><i>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.</i></p> <p><i>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><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>
	<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</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</i></p>

	<p><i>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><i>manual still needs review by responsible departments for accuracy and approval.</i></p>
	<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>
<p>X. STANDARD 11-EDUCATIONAL OFFERINGS</p>		
<p>A. MSCHE Team Recommendations</p>	<p>B. MSCHE Team Suggestions</p>	<p>C. CCC Self Study Recommendations</p>

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 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>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 & 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>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

A. MSCHE Team Recommendations	B. MSCHE Team Suggestions	C. CCC Self Study Recommendations
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</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>PLO assessment, such as explicitly stated achievement levels 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 have a tool to determine the student's progress towards degree completion. In addition, the Transfer-Finder function will allow the 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</p>

		<p>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 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></p>
XII. STANDARD 13- RELATED EDUCATIONAL ACTIVITIES		
A. MSCHE Team Recommendations	B. MSCHE Team Suggestions	C. CCC Self Study Recommendations

<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 use by the College for decision-making.</i></p> <p><i>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</i></p> <p><i>Certificate programs are included in the degree program academic program reviews as all certificates must fit into a degree program.</i></p> <p><i>Basic skills information has been included in the program review process, however, it will be included in the Enrollment Plan beginning Fall 2017.</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 & Investment fund grant awarded Fall 2016.</i></p>
		<p>3.Continue to explore ways to increase the passing rate of developmental skills English and Mathematics courses.</p> <p><i>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.</i></p> <p><i>In order to improve success, retention, and time spent of students in developmental math and English classes, the following curricular changes have been made:</i></p> <ul style="list-style-type: none"> <i>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</i>

		<p><i>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.</i></p> <ul style="list-style-type: none"> • <i>Students previously placed into developmental reading were required to successfully complete up to two developmental courses before achieving college-level reading proficiency with no standardized exit test. Now there is only one developmental level of reading and a standardized, department-wide exit exam.</i> • <i>At the end of each academic year, the English Department tracks student success and persistence, as well as evaluate each exit exam.</i> • <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> • <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> • <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>
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XIII. STANDARD 14- ASSESSMENT OF STUDENT LEARNING		
A. MSCHE Team Recommendations	B. MSCHE Team Suggestions	C. CCC Self Study Recommendations
<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>2. The College should ensure that all programs are assessing all learning outcomes and that learning outcomes assessment in ongoing. Assessment results should be utilized to affect program development.</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"> • <i>Standardized research pertinent for all programs completed by the Institutional Research Office yearly</i> • <i>Database to house information making it accessible for College community</i> • <i>Ability to include specific/individual needs for each review</i> <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>

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.

3.Ensure smooth implementation of program assessment and review through the Student Learning Outcomes Coordinator, the Associate Dean of Instruction, the 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.

Appendix D

Administrative Assessment Academic Affairs 2015-16

Department Mission: Academic Affairs provides access and support to a diverse student body by offering high quality career and transfer programs along with innovative academic support and developmental education assistance. Academic Affairs promotes student success for both new and continuing students through educational and community partnerships in conjunction with a supportive teaching and learning environment and ongoing instructional support to faculty.

End of Year Analysis in Meeting Administrative Assessment Tool

EXCEEDS METRIC: 

MEETS METRIC: 

DOES NOT MEET METRIC: 

- **Strategic Goal: Increase Retention/ Success to Help our Students and the People of our Region Reach their Full Potential**
- **Strategic Goal: Increase Access to Postsecondary Education in our Region**
- **Strategic Goal: Promote 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**
- **Develop an Improved Campus Infrastructure that Supports Student Access & Success**

Objective A. Be a more active partner in college-wide marketing.				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS /ACTION PLAN
1. Associate Director of College Relations to Academic Council invited to share marketing plan and enter into discussion with Academic Council	<ul style="list-style-type: none"> • Associate Director of College Relations attends Academic Council • Partnership activities identified 	Summer 2015	VPAA	Had initial meeting with ADCR and DL Coordinator. ADCR attended 9/15/15 AC meeting. Summer 16 meeting held. Working with new Dean of Enrollment Management to identify activities, such as Fort

				Drum, Technology and IAM focus, DL focus, etc.
2. Others (web master, Admissions) invited to provide further information following this first Academic Council	<ul style="list-style-type: none"> • Admissions Director attended Academic Council • Webmaster attended Academic Council • Others a identified attend Academic Council • Partnership activities identified 	Fall 2015	VPAA	Admissions Director attended 9/15/15 AC meeting. See above-working with Dean of Enrollment Management.
3. Improved messaging and marketing materials within programs by working with College Relations and CCWD	<ul style="list-style-type: none"> • Materials improved 	2015-2016	Department Chairs, VPAA, ADAA, Dean RP&D	Academic Program Guide completed.
Objective B. Refine and expand Distance Learning program				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS/ACTION PLAN
1. Clinton became a SUNY Plus campus	<ul style="list-style-type: none"> • Clinton conducted all steps necessary to become a SUNY Plus Campus, including Enrollment Roundtable Discussion <ul style="list-style-type: none"> ○ Created an overall DL organizational and implementation plan (organizational/reporting structure and how it will be implemented-including Coordinator, Instructional Designer, Help Desk, support) ○ Held Enrollment Roundtable 	Fall 2016	VPAA, DL Coordinator, DL Committee, Academic Council	Enrollment Roundtable held November 3. OLC Quality scorecard completed and updated with actions. Those actions not completed to be transferred to AA Admin Assessment Plan and/or DL Department Plan. SUNY has created more steps in becoming a SUNY Plus campus. Next steps are identified, but SUNY

				steps have changes and need to continue to follow their guidelines.
2. Full-time Instructional Designer hired	<ul style="list-style-type: none"> Submitted Moore Innovation Fund proposal to Foundation Instructional Designer hired 	Summer 15 Fall 2015	VPAA, DL Coordinator, Search Committee	Completed.
Objective C. Improve online student supports				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS/ACTION PLAN
1. Effective online tutoring implemented	<ul style="list-style-type: none"> Researched online tutoring offerings and human and financial resources to implement Presentations from companies conducted on campus (webinars) Implemented changes based on results of this research. 	Fall 2015	ADAA	Research concluded. Webinars conducted. Recommendation for new company made to VPAA. New company t start when Smarthinking hours end.
2. Student Risk 360 model in CAMS (predictive analytics) implemented	<ul style="list-style-type: none"> Identified Taskforce Research module in CAMS Outlined CAMS functionality Implemented module 	Fall 2015	VPAA, DL Coordinator, Coordinator Counseling and Advisement, IT	Taskforce (Vicky Sloan, Faith Carter, Peggy Perkins, Chrisa O'Connell, Cheryl Lesser) met twice to identify CAMS functionality. Decided it was too cumbersome, but will revisit.
Objective C. Improve technology support for students				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS/ACTION PLAN

1. Full-time help desk established	<ul style="list-style-type: none"> Determined organizational plan for staffing Staff hired 	Fall 2015 Spring 2016	VPAA, DL Coordinator, Instructional Designer, IT , President's Cabinet (Included in Title III application- to be revisited if not funded)	No budget line for this position. Will continue to be a priority.
Objective D. Improve/Update Individuals Studies Program				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS/ACTION PLAN
1. Increased enrollment and usability of Individual Studies Program	<ul style="list-style-type: none"> Documented process for Individual Studies/Life Experience Expand partnerships with certificate programs and CVTEC Marketed Individual Studies internally to faculty and advisors Investigated tracks for Individual Studies Marketed Individual Studies externally to students and community 	Fall 2015 2015-16 2015-16 2016 2016-17	ADAA, Academic Council , College Relations	In progress.
Objective D. Explore viability of offering AOS degrees				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS/ACTION PLAN
1. Decision made to move forward on developing degree option or not based on research	<ul style="list-style-type: none"> Explored working with CVTEC or other ways to solidify AOS degrees Honors Program Student Activities Group functioning 	2015-16	ADAA, VPAA	Decision not made.

	<ul style="list-style-type: none"> Assigned faculty to complete SUNY and State paperwork if programs appear viable 			
Objective E. Explore viability of accelerated degree programs				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS/ACTION PLAN
1. Decision made to move forward on developing program or not based on research	<ul style="list-style-type: none"> Task force established to determine best accelerated degree programs and implementation plan Explored how to overcome Financial Aid obstacles and to what extent this is an obstacle. Implemented programs 	2015-16 2015-16 2016-17	VPAA, Academic Council, Financial Aid Office, Task Force	Business department has identified AAS degrees as viable for an accelerated format.
Objective F. Define program needs associated with the AMI				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS/ACTION PLAN
1. Following college-wide review of AMI concept plan, Academic Council will define program needs	<ul style="list-style-type: none"> Program needs defined 	2015-16	VPAA, Academic Council, Dean RP&D, Technology Department	Completed. However, this is an ongoing process as business and industry needs change.
Objective G. Improve college's internship program				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS/ACTION PLAN
1. Internship program developed and ready to implement FA 16	<ul style="list-style-type: none"> Needs analysis completed Implementation plan established Plan delivered into Strategic planning process 	Fall 2015 Spring 2016	VPAA, Internship Task Force, Academic Council	Internship program identified in PIF Grant.

				Details to be worked on Summer 2016.
Objective G. Determine best course of action for International and ESL programs				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS/ACTION PLAN
1. Leaders from the impacted areas met to determine best course of action	<ul style="list-style-type: none"> Decision made and implemented 	2015-16	VPAA, VPSA, ADAA/ESL Faculty, Admissions Director	ESL course will not run Fall 2016.
Objective H. Continue to further Institutional Effectiveness				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS/ACTION PLAN
1. Student Learning Outcomes and use of assessment results fully implemented	<ul style="list-style-type: none"> Process developed and implemented to ensure full use of SLOs assessment results 	2015-16	ADAA, VPAA, SLO Coordinator	New SLOA Coordinator hired Summer 2016 to complete task identified.
2. General Education Assessment implementation maintained	<ul style="list-style-type: none"> Process implemented to ensure full use of Gen Ed assessment results 	2015-16	ADAA, VPAA, GEA Coordinator	New SLOA Coordinator hired Summer 2016 to complete task identified.
3. Strategic expansion of Institutional Research investigated	<ul style="list-style-type: none"> Investigation completed and plan developed 	2015-16	Dean RP&D, VPAA, Academic Council	Data Analyst hired 10.15

Strategic Goal: Create a Comprehensive Professional Development Program in Support of Institutional Effectiveness

Objective A. Plan for academic staffing needs and changes				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS / ACTION PLAN
1. Usable plan developed and implemented	a. Department chairs will work on any needs/changes and submit to VPAA b. VPAA will consider needs and complete a staffing plan for budgetary consideration	Fall 2015 Spring 2016	Department chairs, VPAA	Held Academic Affairs Retreat May 2016. Plan completed Summer 2016.
Objective B. Re-connect academic leadership				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS / ACTION PLAN
1. Meeting schedule that suits needs established	<ul style="list-style-type: none"> Returned to an all department head format within Academic Council meetings 	2015-16	Department chairs, VPAA	Full Academic Council Meeting 2 times per month
2. Communication improved	<ul style="list-style-type: none"> Continued reinforcement of the necessity of dissemination of information at Academic Council and Strategic Planning to department staff 	2015-16	Department chairs, VPAA	President's Cabinet notes helped with communication, but more attention to this activity needed.

Administrative Assessment-2015/2016-
Department of Information Technology

Department Mission: To empower students, faculty and staff to develop, use and manage information effectively by providing them with the resources, training and data-management tools necessary to fulfill the college mission.

End of Year Analysis in Meeting Administrative Assessment Tool

EXCEEDS METRIC:



MEETS METRIC:



DOES NOT MEET METRIC:



- **Strategic Goal: Increase Access to Postsecondary Education in our Region**
- **Strategic Goal: Increase Retention/ Success to Help our Students and the People of our Region Reach their Full Potential**
- **Strategic Goal: Develop an Improved Campus Infrastructure that Supports Student Access & Success**

Objective A: Upgrade software to current industry standards				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS –ACTION PLAN
1. Windows 7 upgrade completed	50 new computers purchased Percentage of computers upgraded	Aug 2016	PC Technician	90% complete Full deployment by the end of summer 95% complete Completion depended on PC order in September
2. MS Office 2013 upgrade completed Adequate training provided	Required licensing purchased Percentage of computers upgraded Number of training sessions offered	Aug 2016	PC Technician Network Administrator Technology Coordinator	90% complete Full deployment by the end of summer 95% complete Completion depended on PC order in September
3. Full implementation and training for Office	Number of training sessions offered Percent of implementation completed	Dec 2016	IT Staff	Student email moved to Office 365 Student file storage beginning Fall 2016

365 for faculty and students				Training ongoing Student file storage transition complete Faculty & staff email transition will be addressed in 16-17
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- **Strategic Goal: Increase Access to Postsecondary Education in our Region**
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Objective B. Improve reliability of mission critical functions				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	
1. Upgrade Dynamics to 2015 and Microsoft SQL Server to 2012	Server software upgraded Dynamics moved to separate server	Jan 2016	Network Administrator System Analyst Triad Associations	Completed
2. Completion of Data Center and server upgrades	Equipment installed and configured Resources allocated for consulting services Server redesign complete	Aug 2016	IT Director Network Administrator SymQuest	Completed
3. All Windows 2003 servers upgraded to Windows 2012	Number of servers upgraded	Aug 2016	Network Administrator System Analyst Web Coordinator	Dynamics and 50% servers completed 90% complete Project will be completed Fall 16
4. Phone system upgrade	Upgrade complete Configuration Complete	Aug 2016	IT Staff	Upgrade and configuration complete

Objective C. Improve data security				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS – ACTION PLAN
1. Secured wireless network implemented	Full implementation	Jan 2016	Network Administrator	Completed
	Training			Roll out of MiCollab and new phones in 16-17 Administration to address phone tree

- **Strategic Goal: Increase Access to Postsecondary Education in our Region**
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Objective D: Develop and improve software and technology to promote student access and success				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS –ACTION PLAN
1. IAM at CCC web site developed	Site launched	Aug 2016	Web Coordinator Institutional Research College Relations	Launch planned for Spring/Summer 2016 Web site launched
2. IT requirements for Degree Works initiative	Ongoing IT requirements completed New Registrar hired and trained Degree Works moved to production	Aug 2016	System Analyst Registrar	Registrar hired - Training needed Shared services training at PSUC Fall 16 Due to Degree Works upgrade impact to IT resources will be escalated
3. SUNY New Student Information Survey	Survey online	Aug 2016	System Analyst Web Coordinator	SUNY looking for options for small community colleges

				No update has come from SUNY about the options for small community colleges
4. New Website Content Management System	Software purchased Website converted to new system Training complete	Aug 2016	Web Coordinator	New system identified and procurement in process System procured Go live date October 15

- **Strategic Goal: Increase Access to Postsecondary Education in our Region**
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Objective E: Align with other departments' goals and objectives				
OUTCOME	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS –ACTION PLAN
1. Technology requirements of other departments goals evaluated	Estimated IT resources required for each goal	Nov 2015	System Analyst Web Coordinator Network Administrator Technology Coordinator	In addition to other department goals listed these tasks were also accomplished: SUNY mandated a move of the migration to Blackboard from ANGEL to 2016/2017 from 2017/2018. IT participation was essential in the migration which started in the spring. An agreement was made with a new online tutoring company which required IT to implement.
Human Resources				

<p>1. Track accrued leave time electronically; transition time balances to pay stubs</p>	<p>Updated time balances appear on Management Confidential pay stubs</p> <p>Updated time balances appear on Non-teaching faculty pay stubs</p> <p>Identify and negotiate needed changes to the Coalition contract in order to transition to electronically tracked leave time accrual balance</p>	<p>Mar 2016</p> <p>Mar 2016</p> <p>Aug 2016</p>	<p>Human Resources</p> <p>Systems Programmer/Analyst</p> <p>Web Coordinator</p>	<p>IT research done</p>
<p>College Relations</p>				
<p>1. Improve marketing effectiveness of website</p>	<p>Launch new, responsive Clinton.edu</p> <p>See improved web traffic and usage</p>	<p>Dec 2015</p> <p>Jan – Aug 2016</p>	<p>ADCR</p> <p>Web Coordinator</p>	<p>Launch planned for Spring/Summer 2016</p> <p>The Dean of Enrollment Management position has been filled and work has begun with the ADCR a DEM to improve website.</p>
<p>2. Provide marketing support for IAM</p>	<p>Branding developed and implemented</p> <p>IAM Website developed and built</p> <p>Internal communication plan developed & implemented</p> <p>External communication and marketing plan developed & implemented</p>	<p>Dec 2015</p> <p>Jan 2016</p> <p>Dec 2015</p> <p>Jan 2016</p>	<p>ADCR + CCWD</p> <p>CCWD/ADCR/IT</p> <p>ADCR + CCWD</p> <p>ADCR + CCWD</p>	<p>IAM web site has been developed Waiting for content</p> <p>Web site was launched Spring 2016.</p>

3. Implement new marketing strategy for community workshops and workforce development programming	Increase in website hits Increase in registrations from 2014-15 to 2015-16	Spring 2016	CCWD/College Relations/IT	
Business Affairs				
1. Preparing to import property plant and equipment files to Great Plains (Microsoft Fixed Asset Management).	Completion of job.	2015-16	CSEA Typist—Processing Center along with Purchasing	No communication from Business Office
Academic Affairs				
3. Student Risk 360 model in CAMS (predictive analytics) implemented	Identified Taskforce Research module in CAMS Outlined CAMS functionality Implemented module	Fall 2015	VPAA, DL Coordinator, Coordinator Counseling and Advisement, IT	Taskforce (Vicky Sloan, Faith Carter, Peggy Perkins, Chrisa O’Connell, Cheryl Lesser) met twice to identify CAMS functionality. No communication from Counseling and Advisement
2. Full-time help desk established	Determined organizational plan for staffing Staff hired	Fall 2015 Spring 2016	VPAA, DL Coordinator, Instructional Designer, IT , President’s Cabinet (Included in Title III application- to be revisited if not funded)	

Appendix E

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)	<u>31%</u> (297/951)
(Fall 2011 of Spring 2011 high school graduates)	<u>27%</u> (240/892)
(Fall 2012 of Spring 2012 high school graduates)	<u>37%</u> (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.

Student Geographical Residence	Second Semester Retention Rate (New First Time, full-time Students)				
	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%
Retention Rates Among All Students	72%	73%	73%	70%	66%

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

Student Geographical Residence	One Year Retention Rate (new, first-time, full-time students)			
	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%

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)

Part-Time Non-CAP: Fall to Spring Student Retention Rates				
	Fall 12' to Spring 13' % Retained	Fall 13' to Spring 14' % Retained	Fall 14' to Spring 15' % Retained	Fall 15' to Spring 16' % Retained
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)
Average	48%	50%	54%	42%

*Cross-Registered subset does not have any retention for the above timeframes.

Table 2C-1

Part-Time Non-CAP: Fall to Fall Student Retention Rates				
	Fall 12' to Fall 13' % Retained	Fall 13' to Fall 14' % Retained	Fall 14' to Fall 15' % Retained	Fall 15' to Fall 16' % Retained
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
Average	40%	30%	41%	TBD
*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

	Fall 2011-Fall 2012	Fall 2012-Fall 2013	Fall 2013-Fall 2014	Fall 2014-Fall 2015
Service Members	33% (2 out of 6)	60% (3 out of 5)	100% (2 out of 2)	0% (0 out of 2)
Veterans	60% (3 out of 5)	86% (6 out of 7)	50% (2 out of 4)	50% (1 out of 2)
Military Dependents	50% (1 out of 2)	80% (4 out of 5)	70% (7 out of 10)	67% (8 out of 12)
All Military-Related	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.

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

	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>
Cohort Count	77	55	67	58
Graduate Count	22	10	10	23
3 Year Grad Rate	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
MAT 098	73 (131)	56%	43 (94)	46%	48 (85)	57%	70 (165)	42%	70 (165)	42%
CSC 121	12 (26)	46%	9 (27)	33%	7 (25)	28%	15 (32)	47%	15 (32)	47%
MAT 100	72 (180)	40%	68 (186)	37%	77 (208)	37%	132 (300)	44%	132 (300)	44%
BIO 101	27 (69)	39%	30 (94)	32%	40 (87)	38%	73 (154)	47%	73 (154)	47%
ENG 099¹	27 (76)	35%	11 (37)	30%	40 (87)	46%	31 (119)	26%	31 (119)	26%
MAT 215 (New)	6 (18)	33%								
MAT 080³	19 (58)	33%	20 (60)	33%	25 (62)	40%	20 (46)	43%	20 (46)	43%
HIS 132 (New)	9 (30)	30%								
BIO 100	10 (33)	30%	8 (24)	33%	8 (22)	36%	17 (65)	26%	17 (65)	26%
ENG 102 (New)	38 (126)	30%								
RDG 095²	35 (115)	30%	15 (116)	13%	24 (71)	34%	43 (99)	43%	43 (99)	43%
MAT 103	35 (126)	28%	50 (147)	34%	41 (160)	26%	66 (155)	42%	66 (155)	42%
MAT 161	23 (86)	27%	15 (93)	16%	24 (83)	29%	32 (107)	30%	32 (107)	30%
ENG 101	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****

¹ ENG 094 & ENG 081 prior to Fall '15.

² ENG 093 & RDG 080 prior to Fall '15.

³ 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.

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 50th 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 F

Timeline for Submission of Program Learning Outcomes Assessment Materials

All degree programs have developed a Program Learning Outcomes Assessment Matrix, which includes the program goals and learning outcomes, the assessment measures used to evaluate each learning outcome, and the year in which the learning outcomes are to be assessed. Program learning outcomes are assessed following a three-year cycle, such that all outcomes are assessed and data recorded at least once during a three-year period.

After the conclusion of each academic year, data are compiled for the outcomes that were scheduled to be assessed that year. The results of the assessment are recorded in the Assessment Results Recording Sheet. Program faculty will also indicate any actions to be taken as a consequence of the results, such as changes to the course, the assessment tools, pedagogy, etc. This information will be maintained by the program faculty and the Student Learning Outcomes Assessment Coordinator (SLOAC).

By September 15 of each academic year, the following steps should be completed by the program faculty:

- Review Program Assessment Plan and report any changes to learning outcomes, assessment measures, or timeline to the SLOAC.
- Submit to the SLOAC the Assessment Results Recording Sheet, including results and actions, for all outcomes assessed during the previous academic year.

By February 28 of each academic year, the Student Learning Outcomes Assessment Coordinator will submit to the VPAA a Program Learning Outcomes Summary Report, which will include:

- A description of any significant changes to program assessment plans
- A summary of the results and actions to be taken for learning outcomes assessed in all degree programs during the previous academic year
- Recommendations for improvements to the program learning outcomes assessment process

Appendix G

BUSINESS ACCOUNTING A.A.S. PROGRAM ASSESSMENT PLAN

TABLE OF CONTENTS		
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I. Program Title and Degree: Business Accounting A.A.S.

II. Program Mission, Goals, and Learning Outcomes

MISSION
The Business Accounting program at Clinton Community College (CCC) seeks to provide students with a well-rounded education that promotes development of communication and writing skills, as well as appropriate Accounting training. The program seeks to prepare students to work in the Accounting or Business fields upon graduation.
PROGRAM GOALS
A. The program will prepare students to demonstrate basic quantitative skills required in business. B. The program will prepare students to demonstrate in-depth knowledge and practical competence in the functional areas of accounting. C. The program will prepare students to demonstrate a knowledge and practical competence in the functional areas of business. D. The program will prepare students to communicate effectively, both orally and in writing. E. The program will prepare students to demonstrate proficiency in using computer software. F. The program will prepare students for employment.

PROGRAM LEARNING OUTCOMES (PLOs)

1. Students will demonstrate basic quantitative skills required in business.
2. Students will be proficient in double-entry accounting.
3. Students will develop and analyze financial statements for service, merchandising, and manufacturing businesses.
4. Students will demonstrate knowledge in cost allocation methods; budgeting; standard cost variance analysis; capital budgeting decisions; and internal reporting of accounting information for management decisions.
5. Students will demonstrate an understanding of bank reconciliations.
6. Students will demonstrate an understanding of inventory evaluation and its effect on financial statements.
7. Students will demonstrate an understanding of the three primary ownership types.
8. Students will demonstrate knowledge in completing a personal tax return.
9. Students will demonstrate knowledge in payroll accounting.
10. Students will demonstrate an understanding of basic management principles.
11. Students will demonstrate an understanding of the impact of state and federal regulations upon individual, corporation, and not-for-profit organizations.
12. Students will demonstrate an understanding of business law in the areas of contracts, sales, commercial paper, real and personal property, corporations, partnerships and bankruptcy.
13. Students will compose written and oral arguments.
14. Students will demonstrate knowledge in the use of Excel for accounting reports.
15. Students will demonstrate knowledge in the use of QuickBooks.
16. Students will demonstrate proficiency in Word, PowerPoint, and Access.
17. Students will be prepared to seek employment in the field of Business Accounting.

III. Required Courses in Program

ENG101 English Composition

ENG102 Literature & Composition or ENG235 Technical Writing

COM101 Public Speaking or BUS218 Business Ethics

ACC120 Financial Accounting

ACC125 Managerial Accounting

ACC159 Payroll Accounting

ACC251 Federal Income Tax

ACC202 Cost Accounting

ACC252 Computer Applications in Accounting

CSC102 Introduction to Microcomputer Applications

BUS101 Business Organization & Management

BUS153 Quantitative Business Skills

BUS213 Business Communications

BUS260 Business Law I

BUS261 Business Law II

IV. Schedule of Program Learning Outcomes Assessment

PROGRAM LEARNING OUTCOME (PLO) <i>Student will:</i>	2016- 2017	2017- 2018	2018- 2019
1. Demonstrate basic quantitative skills required in business.	X		
2. Be proficient in double-entry accounting procedures.	X		
3. Develop and analyze financial statements for service, merchandising, and manufacturing businesses.	X		
4. Demonstrate knowledge in cost allocation methods; budgeting; standard costing variance analysis; capital budgeting decisions; and internal reporting of accounting information for management decisions.	X		
5. Demonstrate an understanding of bank reconciliations.	X		
6. Demonstrate an understanding of inventory evaluation and its effect on the financial statements.		X	
7. Demonstrate an understanding of the three primary ownership types.		X	
8. Demonstrate knowledge in completing a personal tax return.			X
9. Demonstrate knowledge in payroll accounting.		X	
10. Demonstrate an understanding of basic management principles.		X	
11. Demonstrate an understanding of the impact of state and federal regulations upon individual, corporation, and not-for-profit organizations.		X	
12. Demonstrate an understanding of business law in the areas of contracts, sales, commercial paper, real and personal property, corporations, partnerships, and bankruptcy.		X	
13. Compose written and oral arguments and presentations.			X
14. Demonstrate knowledge in the use of Excel for accounting reports.		X	
15. Demonstrate knowledge in the use of QuickBooks.		X	
16. Demonstrate proficiency in Word, PowerPoint, and Access.			X
17. Be prepared to seek employment in the field of Business Accounting.			X

V. Program Learning Outcomes Assessment Matrix (2016-2019)

PROGRAM GOAL A: The program will prepare students to demonstrate problem solving skills required in business.				
Program Learning Outcomes Students will:	Objectives To be Measured Students will:	Sample Assessment Measure	Who is Responsible	Year of Assessment
1. Demonstrate basic quantitative skills required in business.	1.1 Apply basic math skills to solve problems in various business settings.	BUS 153 Final Exam: 10 questions	MZ	Fall 2016
	1.2 Solve basic algebraic equations as they apply in various business settings.	BUS 153 Final Exam: 3 questions	MZ	Fall 2016
	1.3 Interpret graphical representations of data and compute basic statistics for sets of data as they apply in various business settings.	BUS 153 Final Exam: 2 questions	MZ	Fall 2016
PROGRAM GOAL B: The program will prepare students to demonstrate the knowledge and practical competence in the functional areas of accounting.				
Program Learning Outcomes Students will:	Course Objectives To be Measured Students will:	Sample Assessment Measure	Who is Responsible	Year of Assessment
2. Be proficient in double-entry accounting procedures.	2.1 Demonstrate the effects of debits and credits on accounts.	ACC 120 Final Exam: 8 questions	MZ	Spring 2017
	I.2 Analyze, journalize, and post transactions for service and merchandising businesses.	ACC 120 Final Exam: 6 questions	MZ	Spring 2017
	2.3 Analyze, journalize, and post transactions for a manufacturing business.	ACC 125 Final Exam: 5 questions	MZ	Fall 2016
	2.4 Analyze, journal, and post transactions for payroll entries.	ACC 159 Final Exam: XX questions	MZ	Fall 2016

PROGRAM GOAL B: The program will prepare students to demonstrate the knowledge and practical competence in the functional areas of accounting.

Program Learning Outcomes Students will:	Course Objectives To be Measured Students will:	Assessment Measure	Who is Responsible	Year of Assessment
3. Develop and analyze financial statements for service, merchandising, and manufacturing businesses.	3.1 Complete an Income Statement, Statement of Retained Earnings and/or Balance Sheet for a Service and Merchandising business.	ACC 120 Final Exam: 2 questions	MZ	Spring 2017
	3.2 Complete and analyze an Income Statement, Statement of Retained Earnings, Balance Sheet and/or production reports for a Manufacturing business.	ACC 125 Final Exam: 9 questions	MZ	Fall 2016
4. Demonstrate knowledge in cost allocation methods; budgeting; standard costing variance analysis; capital budgeting decisions; and internal reporting of accounting information for management decisions.	4.1 Complete and analyze budgeting reports for a Manufacturing business.	ACC 125 Final Exam: 24 questions	MZ	Fall 2016
		ACC 202 Assignment: Ch 7 p385 P7-2	TC	Spring 2017
5. Demonstrate an understanding of bank reconciliations.	5.1 Complete a bank reconciliation and demonstrate its impact on the financial records of a business.	ACC 120 Final Exam: 2 questions	MZ	Spring 2017

PROGRAM GOAL B: The program will prepare students to demonstrate in-depth knowledge and practical competence in the functional areas of accounting.

Program Learning Outcomes Students will:	Course Objectives To be Measured Students will:	Assessment Measure	Who is Responsible	Year of Assessment
6. Demonstrate an understanding of inventory evaluation and its effect on the financial statements.	6.1 Complete inventory valuation utilizing FIFO, LIFO, and Average – Cost method, and demonstrate an understanding of its effects on a company’s net income and owners’ equity.	ACC 120 Final Exam: 3 questions	MZ	Spring 2018
7. Demonstrate an understanding of the three primary ownership types.	7.1 Recognize advantages and disadvantages of sole proprietorship, partnerships, and corporations.	ACC 120 Final Exam: XX questions BUS 101-DL Discussion post	MZ WH/TC	Spring 2018 Fall 2017
8. Demonstrate knowledge in completing a personal tax return.	8.1 Analyze and interpret data utilized in completing a personal tax return.	ACC 251 Tax Return Assignment: Advanced Tax Payer	TC	Fall 2018
9. Demonstrate knowledge in payroll accounting.	9.1 Calculate required tax responsibilities of an employer and complete reports required by state and federal agencies.	ACC 159 Final Exam: XX questions	MZ	Fall 2017

PROGRAM GOAL C: The program will prepare students to demonstrate basic knowledge and practical competence in the functional area of business.				
Program Learning Outcomes	Course Objectives To be Measured	Sample Assessment Measure	Who is Responsible	Year of Assessment
Students will:				
10. Demonstrate an understanding of basic management principles.	10.1 Identify the four basic functions that constitute the management process.	BUS 101 Assignment Chap 5	WH/TC	Fall 2017
11. Demonstrate an understanding of the impact of state and federal regulations upon individual, corporation, and not-for-profit organizations.	11.1 NEED TO COMPLETE	BUS 260 Final Exam: 2 questions	JC	Fall 2017
12. Demonstrate an understanding of business law in the areas of contracts, sales, commercial paper, real and personal property, corporations, partnerships, and bankruptcy.	12.1 NEED TO COMPLETE	BUS 261 Final Exam: 3 questions	JC	Spring 2018

PROGRAM GOAL D: The program will prepare students to communicate effectively, both orally and in writing.				
Program Learning Outcomes	Objectives To be Measured	Sample Assessment Measure	Who is Responsible	Year of Assessment
Students will:	Students will:			
13. Compose written and oral arguments and presentations.	13.1 Produce coherent texts within common college-level forms.	ENG 101 Final Grade	Dept Chair/ Clerical Asst	Fall 2018/ Spring 2019
	13.2 Demonstrate the ability to revise and improve such texts.			
	13.3 Develop proficiency in oral discourse	COM101 Final Grade	Dept Chair/ Clerical Asst	Fall 2018
		BUS 218 Two oral presentations	JC	Fall 2018

PROGRAM GOAL E: The program will prepare the students to demonstrate proficiency in using computer software.				
Program Learning Outcomes	Objectives To be Measured	Sample Assessment Measure	Who is Responsible	Year of Assessment
14. Demonstrate knowledge in the use of Excel for accounting reports.	13.1 Develop business reports and financial statements utilizing Excel to include embedding formulas and linking spreadsheets.	ACC 252: Test #2 - Excel	MZ	Spring 2018
15. Demonstrate knowledge in the use of QuickBooks.	15.1 Complete a comprehensive project using QuickBooks for a service or merchandising business.	ACC 252: QuickBooks Project	MZ	Spring 2018
16. Demonstrate proficiency in Word, PowerPoint, and Access.	16.1 Create, save, retrieve, edit, and print Word documents, PowerPoint presentations, and Access database components.	CSC 102 Final Grade	Dept Chair/ Clerical Asst	Fall 2018

PROGRAM GOAL F: The program will prepare students for employment.				
Program Learning Outcomes	Objectives To be Measured	Sample Assessment Measure	Who is Responsible	Year of Assessment
Students will:	Students will:			
17. Be prepared to seek employment in the field of Business Accounting.	17.1 Construct and maintain a resume, cover letter and letters of reference.	BUS 213 NEED TO COMPLETE	WH	Spring 2019

VI. Course-to-Program Learning Outcomes Curriculum Map

M: There is a major emphasis on the outcome in the course
course

m: There is a minor emphasis on the outcome in the
course

Program Goal	Program Learning Outcome	ENG101	ENG102 or ENG 235	COM101 or BUS 218	ACC 120	ACC 125	ACC 159	ACC 251	ACC 202	ACC 252	CSC 102	BUS 101	BUS 153	BUS 213	BUS 260	BUS 261	MAT 103
PG A: The program will prepare students to demonstrate problem solving skills required in business.	Students will: PLO 1 Demonstrate basic quantitative skills required in business.				m	m							M				M
PG B: The program will prepare students to demonstrate in-depth knowledge and practical competence in the functional areas of accounting.	PLO 2 Be proficient in double-entry accounting.				M	M	m		m	m							
	PLO 3 Develop and analyze financial statements for service, merchandising, and manufacturing businesses.				M	M				m		m					
	PLO 4 Demonstrate knowledge in cost allocation methods; budgeting; standard cost variance analysis; capital budgeting decisions; and internal reporting of accounting information for management decisions.								m								
	PLO 5 Demonstrate an understanding of bank reconciliations.				M					m			m				
	PLO 6 Demonstrate an understanding of inventory evaluation and its effect on the financial statements.				M	m			m	m							
	PLO 7 Demonstrate an understanding of the three primary ownership types: Sole proprietorship, partnerships and corporations.				M								m				
	PLO 8 Demonstrate knowledge in completing a personal tax return.								M								
	PLO 9 Demonstrate knowledge in payroll accounting.				m			M									

Program Goal	Program Learning Outcome	ENG101	ENG102 or ENG 235 *	COM101 or BUS 218	ACC 120	ACC 125	ACC 159	ACC 251	ACC 202	ACC 252	CSC 102	BUS 101	BUS 153	BUS 213	BUS 260	BUS 261	MAT 103
	Students will:																
PG C: The program will prepare students to demonstrate knowledge and practical competence in the functional areas of business.	PLO 10 Demonstrate an understanding of basic management principles.											M					
	PLO 11 Demonstrate an understanding of the impact of state and federal regulations upon individual, corporation, and not-for-profit organizations.											m			M		
	PLO 12 Demonstrate an understanding of business law in the areas of contracts, sales, commercial paper, real and personal property, corporations, partnerships, and bankruptcy.											m				M	
PG D: The program will prepare students to communicate effectively, both orally and in writing.	PLO 13 Compose written and oral arguments, presentations, and proposals.	M		M										m			
PG E: The program will prepare students to demonstrate proficiency in using computer software.	PLO 14 Demonstrate knowledge in the use of Excel for accounting reports.									M	M						
	PLO 15 Demonstrate knowledge in the use of QuickBooks.									M							
	PLO 16 Students will demonstrate proficiency in Word, PowerPoint, and Access.										M						
PG F: The program will prepare students for employment.	PLO 17 Be prepared to seek employment in the field of Business Accounting.		M*											M			

VII. Course-to-Institutional Learning Outcomes Curriculum Map (pending campus approval of ILOs)

Degree Program: Business Accounting A.A.S.								
Required Courses	ILO 1: Written Communication	ILO 2: Oral Communication	ILO 3: Quantitative and Scientific Reasoning	ILO 4: Aesthetic Appreciation	ILO 5: Technological Competence	ILO 6: Information Literacy	ILO 7: Global Awareness and Cultural Diversity	ILO 8: Personal Development
Put "X" if covered								
ENG101	X				X	X		
ENG102 OR ENG235	X			X	X	X ¹⁰²	X ¹⁰²	X ²³⁵
COM101		X				X	X	X
ACC120			X					
ACC125			X					
ACC159			X					
ACC251								
ACC202								
ACC252			X		X			
BUS101							X	
BUS153			X					
BUS213	X							
BUS260								X
BUS261								
BUS285 OR Bus elective (3)								
CSC102					X			
ECO101/102 (3)			X				X ¹⁰²	
Math elective (3)			X		X			
Science elective (4)			X		X			

VIII. Assessment Results Recording Sheet

2016-2017 Assessment		
Program Learning Outcome	Results	Actions
PLO 1: Demonstrate basic quantitative skills required in business.		
PLO 2: Be proficient in double-entry accounting.		
PLO 3: Develop and analyze financial statements for service, merchandising, and manufacturing businesses.		
PLO 4: Demonstrate knowledge in cost allocation methods; budgeting; standard cost variance analysis; capital budgeting decisions; and internal reporting of accounting information for management decisions.		
PLO 5: Demonstrate an understanding of bank reconciliations.		
2017-2018 Assessment		
Program Learning Outcome	Results	Actions
PLO 6: Demonstrate an understanding of inventory evaluation and its effect on the financial statements.		
PLO 7: Demonstrate an understanding of the three primary ownership types: Sole proprietorship, partnerships and corporations.		
PLO 8: Demonstrate knowledge in completing a personal tax return.		
PLO 9: Demonstrate knowledge in payroll accounting.		
PLO 10: Demonstrate an understanding of basic management principles.		
PLO 11: Demonstrate an understanding of the impact of state and federal regulations upon		

individual, corporation, and not-for-profit organizations.		
PLO 12: Demonstrate an understanding of business law in the areas of contracts, sales, commercial paper, real and personal property, corporations, partnerships, and bankruptcy.		
PLO 14: Demonstrate knowledge in the use of Excel for accounting reports.		
PLO 15: Demonstrate knowledge in the use of QuickBooks.		
PLO 16: Students will demonstrate proficiency in Word, PowerPoint, and Access.		
2018-2019 Assessment		
Program Learning Outcome	Results	Actions
PLO 13: Compose written and oral arguments, presentations, and proposals.		
PLO 17: Be prepared to seek employment in the field of Business Accounting.		

Appendix H

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 I



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.

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

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 (majoritarianism, 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 ¹			
		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.*

¹ 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.

² Enter the actual semester(s) the assessment took place.

Appendix J

Draft Program Review Manual-March 2017

Clinton Community College: 5-Year Assessment Cycle for Academic Degree Program Reviews													
Degree Program	Previous Review	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Business Accounting ¹	2014-2015 (review)				Review Year					Review Year			
Business Administration (AAS/AS/Sports Management)	2009-2010 (review)		Review Year					Review Year					Review Year
Computer Information Systems ²	2015-2016 (review)					Review Year					Review Year		
Computer Technology	2015-2016 (baseline)												
Criminal Justice (AA/AAS)	2015-2016 (review)						Review Year					Review Year	
Electrical Technology	2015-2016 (review)						Review Year					Review Year	
ESL	2013-2014 (review)			Review Year					Review Year				
Environmental Science/ Environmental Technology	2014-2015 (review)				Review Year					Review Year			

Health Studies Certificate	2014-2015 (review)				Review Year					Review Year			
Human Services ³	2015-2016 (review)					Review Year					Review Year		
Individual Studies (AA/AS/AAS)	2014-2015 (review)				Review Year					Review Year			
Liberal Arts: Humanities & Social Science	2014-2015 (review)				Review Year					Review Year			
Liberal Arts: Math & Science	2009-2010 (review)		Review Year					Review Year					Review Year
Mechanical Technology	2015-2016 (baseline)												
Nursing ⁴	2015-2016 (accred)								Accred Year				
Renewable Energy Technologies ⁵	2013-2014 (baseline)												
Wind Engine/Turbine Technology ⁶	2015-2016 (review)					Review Year					Review Year		

¹ Includes Payroll Certificate program review

² Includes Computer Support Certificate

³ Includes Early Childhood Care & Development and Alcohol/Substance Abuse Counseling Certificate program reviews

⁴ Nursing accreditation schedule is every 8 years, to be followed by a program review covering missing areas from accreditation reporting; additional progress reporting required in-between

⁵ Includes Renewable Energy Technologies Certificate program review

⁶ Includes Wind Turbine Technician Certificate program review

Clinton Community College: 5-Year Assessment Cycle for Academic Support and Student Services Program Reviews

Program/Area	Previous Review	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Accommodative Services	2010-2011 (review)		Review Year										
Admissions	2008-2009 (review)		Review Year					Review Year					Review Year
Athletics/ Intramurals	2013-2014 (review)			Review Year					Review Year				
CAP													
Counseling, Advisement, & Transfer	2015-2016 (review)					Review Year					Review Year		
Distance Learning	2013-2014 (review)				Review Year					Review Year			
Financial Aid	2012-2013 (review)			Review Year					Review Year				
Health Services	2012-2013 (review)			Review Year					Review Year				
Library	2010-2011 review		Review Year					Review Year					Review Year
Registrar/ Veteran's Affairs	2012-2013 (review)			Review Year					Review Year				
Remedial Coursework													
Tutoring Center	2014-2015 (review)				Review Year					Review Year			

Appendix K



Clinton Community College

Draft Program Review Guide

Assessment Committee

March 14, 2017

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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 program’s 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 FiveYear Cycle for Program Review. The College bases its thorough assessment processes on the Middle States Commission on Higher Education, 13th edition of the Standards for Accreditation and Requirements of Affiliation. 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 five 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, the appropriate Vice President/Dean and the Office of Institutional Research to:

- Determine program reviewer (administrator)
- Assign load reduction/remuneration (administrator)

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 Services Timelines)
- Prepare final draft for department review (see Academic and Student Services 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/Dean
- Finally, the Self-Study draft is reviewed by a small team from 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/Dean.
- 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 Reporting can combine these two files. Reviewer provides this combined file to the appropriate Vice President/Dean, 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)

B. Program Review Guidelines

Student Services Timeline

Year Prior to Assessment:

February	Administrator informs VPAF of budgetary requirements for coming year reviews
February	Administrator determines and notifies program review writers

March-April <i>(1-2 months)</i>	Writers review previous reviews and/or progress reports Writers prepare Data Plan for IR (due at Orientation meeting in April)
April	Writers attend Orientation meeting with Assessment Committee Orientation takes place during a regularly scheduled Faculty Council Assessment Committee meeting
May-September <i>(3-5 months)</i>	Writers meet with Institutional Research (IR) to: <ul style="list-style-type: none"> • Discuss research available to substantiate review • Develop action plan for document Writers research and write draft Writers maintain regular contact with IR during writing of document
<u>Assessment Year Begins:</u>	
September <i>(due Oct. 1)</i>	Writers finalize draft by specific section Send draft to IR for accuracy and input
October <i>(1-2 months)</i>	Writers contact potential External Team candidates for availability Writers discuss External Team candidates with department/office staff and/or administrator for approval
November <i>(due Nov. 30)</i>	Writers complete final Draft and submit to IR
December <i>(due Dec. 31)</i>	Writers submit draft to administrator for initial review Administrator approves draft and formal review process begins January 2.
January <i>(1 month)</i>	Assessment Committee “readers” review draft using checklist Readers make comments/recommendations to improve draft Writers produce final document based on all feedback Writers finalize External Review Team candidates with department/office staff Writers forward names of External Review Team candidates to Assessment Committee
February <i>(1 month)</i>	Writers present External Review Team candidates to Assessment Committee Assessment Committee makes recommendation for approval of External Team Writers make arrangement for External Review Team visit (agenda, rooms, food, etc.)

March (1 month)	Writers send Self-Study (hard-copy/electronically) to External Review Team for review External Review Team reviews document and prepares for site visit
April (1 day)	External Review Team visits
May (May 31)	External Review Team chair submits program review summary report
June (June 30)	Submit final Program Review to IR 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 do 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. Program Review Guidelines
Timeline– Academic Programs**

Year Prior to Assessment:

- February** VPAA 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**
(2 weeks-1month) Writers meet with IR to:
Discuss research available to substantiate review
Develop action plan for document
Writers meet with Student Learning Outcomes coordinator

Assessment Year Begins:

- September –November** Writers research and write draft
(2-3 months) Writers should have regular contact with IR during writing of document
- October**
(1-2 months) Writers contact potential External Team candidates for availability
Writers discuss External Team candidates with department and administrator for approval
Writers facilitate discussion with program faculty seeking feedback and input; send draft to IR for accuracy and input
- November** *(due Nov. 30)* Writers facilitate discussion with program faculty seeking feedback and input on revisions to program review drafts
- December**
(due before graduation) Writers complete final draft and submit to IR
Writers submit draft to administrator for initial review
VPAA approves draft and formal review process begins in January
- January-February**
(1 month) Assessment Committee “readers” review Program Review using checklist

Readers make comments/recommendations to improve draft
Writers produce final document based on all feedback Writers finalize
External Review Team candidates with faculty
Writers forward names of External Review Team candidates to Assessment
Committee

February
(1 month)

Writers present External Review Team candidates to Assessment
Committee
Assessment Committee makes recommendation for approval of External
Review Team
Writers make arrangement for External Review Team visit (agenda, rooms,
food, etc.)

March
(1 month)

Writers send Self-Study (hard-copy/electronically) to External Review Team for
review
External Review Team reviews document and prepares for site visit

**April (1
day)**

External Review Team visit

May
(before graduation)

External Review Team chair submits program review summary report

June
(May 31)

Submit final Program Review to IR
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, 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 five 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 five 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: five year profile, student needs, and academic placement

- Present five 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 (five 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 Review 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 External 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 program's administrator.

- Program Reviewer will solicit input regarding team composition from program faculty or staff
- Program Reviewer will provide a list of proposed team members to the Assessment Committee

- Assessment Committee will forward its recommendation for the composition of the External Review Team to the appropriate administrator’s office.
- Administrator will confirm approval of the three to five member team

II. External Review Team Member Composition

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

External Review Team Member Composition

Academic Program Reviews	Student Services Program Reviews
<ul style="list-style-type: none"> - One member should be affiliated with the College. The internal team member shall be from outside the department under review. - One member should be from a community college with a similar program. - 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. - For career programs (A.A.S.), at least one member should represent an employer of Program graduates. 	<ul style="list-style-type: none"> - One member should be affiliated with the College. The internal team member shall be from outside the department under review. - One member should be from a community college with a similar department/office. - One member should be from a four-year college.

III. Compensation for External Review Team Members

- Each External Review 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 Review Team Site Visit

- Reviewer sends a letter of invitation to the potential External 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 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 – administrator where program resides, students, alumni, staff, faculty etc.
- Make arrangements for the board room, refreshments and lunch (paid through the appropriate administrator’s office).
- Coordinate who will greet the team members and escort them during the visit.

V. Protocol for External Review Team Member Site Visit

- The Program Reviewer will meet with the External 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 Review Team. This procedure is intended to ensure freedom of expression by the interviewees while promoting objectivity and freedom of expression for the External 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 Review Team for an exit interview at which the team will discuss the highlights of their observations and recommendations.

VI. Responsibilities of External Review Team Members

- Read the self-study and accompanying documents sent from the Program Reviewer.
- Select a Chair from the External 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 administrator and Program Reviewer detailing the findings and recommendations by the deadline given.

VII. Program Reviewer Post External Team Site Visit Responsibilities

- Complete honorarium paperwork for External Review Team member compensation.
- Follow up with the appropriate administrator’s office to ensure that a letter of gratitude is sent, along with appropriate honorarium compensation, to each team member.
- Send a letter of gratitude 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 Review 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
 - a. Student Learning Outcomes (with intended metrics)

- iii. Program History
- iii. Major Accomplishments
- iv. Enrollment & Relevant Statistics
- v. 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.xml>

Middle States Commission on Higher Education - Clinton Community College's

Accrediting Body <https://www.msche.org/>

Appendices

Appendix A – Sample Letter of Invitation to Program Reviewer Candidate

Appendix B – Sample Site Visit Agenda

Appendix C – Sample Questions for Academic Affairs

Appendix D – Sample Questions for Student Services

Appendix E – Sample External Report Format

Appendix F – Program Review Progress Report

Appendix G – Assessment Committee Readers Checklist

Appendix A - 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: VP _____

Members of the Department

Let me (us) begin by thanking you for your willingness to serve as reviewers for our

[Department/Office] program review. 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 team's report is completed and sent to the Vice President of _____ 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] ____**.

Appendix B - Sample Site Visit Agenda

Time		**Location
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 Program Reviewer, Department Chair/Program Coordinator(s) and/or Department members	
11:00 – 11:25	Campus Tour	
11:30 – 12:00	Meet with Vice President	
12:00 – 1:00	Lunch with Program Reviewer, Faculty/Office/Department members, 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.

Appendix C – Sample Questions for Academic Affairs

The following sample questions for academic program reviews may be provided to the External 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?

Appendix D - Sample Questions for Student Services

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 Review Team offer to improve the Office/Department?

Appendix E - Sample External Review Team Report

Date: _____

_____ Program

Clinton Community College
Plattsburgh, NY

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

External Review Team Members: List names, affiliation

External Review Team Recommendations

In this section of the report the External 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/department and that offer opportunities for continued success and improvement of the program/office/department.

General Overview of Findings (may include the following):

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

Summary of Recommendations:

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

Conclusion:

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

Appendix F - Program Review Progress Report

Department/Program/Office _____

Submitted by: _____

Submission date: _____

*Add additional boxes as necessary.

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

Appendix G
Program Review Reader Checklist

	Included	Not Included	Comments
CONTENTS – as stated in the most recent version of Program Review Guide			
Contains college overview			
Contains progress section			
Contains program overview section			
Contains administration and operations section			
Contains staff section			
Contains curriculum section			
Contains assessment section			
Contains section on administrative support			
Contains student section			
Contains properly referenced appendices			

Contains self-study results section			
Contains external review section			
CONTAINS EVIDENCE OF DATA COLLECTION			
Faculty/Course evaluations			
Student opinion surveys			
Faculty/staff resumes			
PD activities			
Progress reports from years since last review			
Updated curriculum/degree requirements			

Updated program outcomes/objectives and SLOs			
Program viability data			
Transfer student information (transfer degrees only)			
Employer/intern site surveys			
GENERAL			
Document is formatted			
Document contains proper grammar and spelling; narrative is clear and concise			
All tables and charts properly labeled and referenced in narrative			
Program review was submitted according to timeline			

Additional comments:

Reader: _____ Date: _____

Updated 2/10/17 jmt

Appendix L

Foundations For College Success Research Summary Through Fall 2015

A. Criminal Justice (CJ) Majors

1. Retention of first time, full time CJ Majors

Pre-FCS curriculum requirement data points:

- Fall 2009-Fall 2010 Retention Rate- 43% (33 out of 76)
- Fall 2010-Fall 2011 Retention Rate- 39% (25 out of 66)

Post-FCS curriculum requirement data points:

- Fall 2011-Fall 2012 Retention Rate- 54% (41 out of 76)
- Fall 2012-Fall 2013 Retention Rate*- 53% (39 out of 74)
- Fall 2013-Fall 2014 Retention Rate*- 73% (46 out of 63)
- Fall 2014-Fall 2015 Retention Rate*- 61%(28 out of 46)

**As of Fall 2012 includes AA and AAS program enrolled students*

2. Cumulative Grade Point Average (GPA)**, first-time, full-time CJ Majors

Pre-FCS curriculum requirement data points:

- Fall 2009 Average GPA-1.54 (n = 76)
- Fall 2010 Average GPA- 1.68 (n= 66)

Post-FCS curriculum requirement data points:

- Fall 2011 Average GPA- 1.85 (n =76)
- Fall 2012 Average GPA-1.85 (n=74)
- Fall 2013 Average GPA- 2.31 (n= 64)
- Fall 2014 Average GPA- 2.27 (n=50)

***Average GPA among all enrolled students (includes withdrawals)*

3. Two Year Graduation Rate first-time, full-time CJ Majors

Pre-FCS curriculum requirement data points:

- Fall 2009 entering (as of Fall 2011)- 13% (10 out of 76)
- Fall 2010 entering (as of Fall 2012)- 6% (4 out of 66)

Post-FCS curriculum requirement data points:

- Fall 2011 entering as of Fall 2013- 17% (13 out of 76)
College-wide 2 year graduation rate 2011-2013 = 16% (87 out of 536)
- Fall 2012 entering as of Fall 2014 – 15%(11 out of 74)
College-wide 2 year graduation rate 2012-2014=18%
- Fall 2013 entering as of Fall 2015- 25%(16 out of 63)
College-wide 2 year graduation rate 2013-2015= 19%

4. Three-Year Graduation Rate first-time, full-time CJ Majors

Pre-FCS curriculum requirement data points:

- Fall 2009 entering (as of Fall 2012)- 17%(13 out of 76)
- Fall 2010 entering (as of Fall 2013)- 15% (10 out of 66)

Post-FCS curriculum requirement data point:

- Fall 2011 entering as of Fall 2014- 32% (24 out of 76)
College-wide 3 year graduation rate 2011-2014 = 29% (156 out of 536)
- Fall 2012 entering as of Fall 2015- 27% (20 out of 74)
College-wide 3 year graduation rate 2012-2015= 29% (137 out of 469)

B. Students taking FCS vs. those who did not take FCS in first semester

Retention of first-time, fulltime students

- *Fall 2010 to Fall 2011*
Retention Rate students taking FCS = 54% (7 out of 13)
Retention Rate students *not* taking FCS = 48%(260 out of 542)
- *Fall 2011 to Fall 2012*
Retention Rate students taking FCS = 54% (63 out of 116)
Retention Rate students *not* taking FCS – 51% (216 out of 420)
- *Fall 2012 to Fall 2013*
Retention Rate students taking FCS = 58% (80 out of 137)
Retention Rate students *not* taking FCS – 49% (166 out of 336)
- *Fall 2013 to Fall 2014*
Retention Rate students taking FCS = 62% (50 out of 81)
Retention Rate students *not* taking FCS – 58% (219 out of 294)
- *Fall 2014 to Fall 2015*
Retention Rate students taking FCS = 68% (52 out of 76)
Retention Rate students *not* taking FCS – 57% (159 of 277)

Cumulative Grade Point Average (GPA), first-time, full-time Students taking FCS vs. those first time, full time students not taking FCS

- *Fall 2010*
GPA FCS Students- 1.86 (n=13) GPA Non-FCS Students- 1.82 (n=530)
- *Fall 2011*
GPA FCS Students-1.94 (n=116) GPA Non-FCS Students- 1.92 (n=417)
- *Fall 2012*
GPA FCS Students-2.03 (n=137) GPA Non-FCS Students- 2.07 (n=336)
- *Fall 2013*
GPA FCS Students-2.38 (n=82) GPA Non-FCS Students- 2.22(n=312)
- *Fall 2014*
GPA FCS Students-2.55 (n=76) GPA Non-FCS Students- 2.37(n=277)

Appendix M

Draft 2 of CCC ILOs based on discussion at 3/7/17 meeting:

Institutional Learning Outcomes

Clinton Community College (CCC) is committed to providing students with opportunities to develop the skills, knowledge, and awareness that will prepare them to be successful in further education and careers. To this end, the College has identified eight Institutional Learning Outcomes (ILOs) that are embedded in the learning experiences of all CCC degree program graduates.

- 1) **Written Communication:** Students will demonstrate organized, developed, and coherent writing skills that adapt to the needs of the discipline and to the rhetorical situation.
- 2) **Oral Communication:** Students will demonstrate effective spoken communication by presenting ideas clearly and concisely with regard to subject, audience, and purpose.
- 3) **Quantitative and Scientific Reasoning:** Students will demonstrate the ability to apply logical thinking to solve quantitative problems and understand natural phenomena.
- 4) **Aesthetic Appreciation:** Students will develop an appreciation for arts, literature, design, and the creative process.
- 5) **Technological Competence:** Students will use appropriate technologies to effectively research, communicate, analyze, and apply information.
- 6) **Information Literacy:** Students will obtain, evaluate, and synthesize information from a variety of sources.
- 7) **Global Awareness and Cultural Sensitivity:** Students will develop an awareness of and respect for the diverse perspectives among individuals and cultures within a global society.
- 8) **Personal Development:** Students will develop individual and social responsibilities through healthy lifestyle choices, ethical behavior, civic engagement, and a commitment to lifelong learning.

Student achievement of ILOs is assessed on a regular basis within courses and programs, and the results are used to improve the learning experience.