

CLINTON COMMUNITY COLLEGE

2013-2014 ENROLLMENT MANAGEMENT PLAN



State University of New York

CLINTON
Community College

TABLE OF CONTENTS

Part I	About Clinton Community College	
	College Overview	6
	Mission, Vision, Core Values	7
	Strategic Goals	7
Part II	Enrollment Management Committee	
	Definition	8
	Mission	8
	Timeline and Relationship to Strategic Planning	8
	Membership	10
	Enrollment Management Subcommittees	10
	Standards of Measuring Enrollment	11
	Sources	11
Part III	Current Enrollment Profile	
	Registration Term	12
	Enrollment Status	12
	Full-Time/Part-Time Status	14
	Academic Program	14
	Age Range	16
	Geographic Region	17
	Section Summary and Conclusions	18
Part IV	Enrollment Trends	
	Academic Year	19
	Semester	20
	Full-Time/Part-Time Status	22
	Enrollment Status	23
	Academic Program	24
	Admissions Applications, Acceptances, and Pre-Registrations	26
	Retention Rates	27
	Section Summary and Conclusions	28
Part V	Environmental Factors	
	New York State Population 2010-2020	29
	Clinton County Population 2010-2020	30
	Clinton County High School Population	30

	Occupational Outlook for the North Country to 2018	31
	Other Factors	34
	Section Summary and Conclusions	34
Part VI	Enrollment Summary, Outlook and Recommendations	
	Summary	35
	Outlook and Recommendations for 2013-2014	38
Part VII	2013-2014 Enrollment Goals	
	Projections Submitted to SUNY Systems Administration	39
	Projections Based on Five-Year Linear Trends	40
	2013-2014 Enrollment Goal	43
Part VIII	2013-2014 Recruitment Plan	45
Part IX	2013-2014 Retention Plan	50

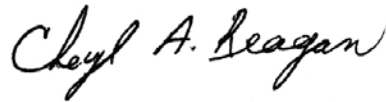
FIGURES AND TABLES

Figure 1	Clinton Community College Strategic Planning Process	9
Figure 2	2011-2012 FTE Enrollment by Term	12
Figure 3	Fall 2012 Total Headcount by Enrollment Status	12
Figure 4	Fall 2012 Total FTE by Enrollment Status	13
Table 1	2012-2013 Tuition Revenue per FTE (30 Credits)	13
Figure 5	Fall 2012 Headcount by FT/PT Status	14
Figure 6	Fall 2012 FTE by FT/PT Status	14
Figure 7	Fall 2012 Headcount by Program Type	15
Figure 8	Fall 2012 Matriculated Headcount by Program	15
Figure 9	Fall 2012 Non-CAP Headcount by Age Range	16
Table 2	2011 Clinton County Population by Age Range	17
Figure 10	Fall 2012 Non-CAP Enrollment by Region	17
Figure 11	Fall and Spring Yearly FTE Comparisons 2006-2012	19
Figure 12	Spring Semester FTE Comparison 2006-2012	20
Figure 13	Fall Semester FTE Comparison 2006-2012	20
Figure 14	Spring Semester Headcount Comparison 2006-2012	20
Figure 15	Fall Semester Headcount Comparison 2006-2012	20
Figure 16	Fall Semester FTE Comparison 2006-2012 Adjusted to Remove	21

	Federal Trade Adjustment (TAA) Students	
Table 3	Fall Semester FTE 2006-2012 by CAP/Non-Cap Status	21
Figure 17	Spring Semester FT/PT Headcount Comparison 2006-2012	22
Figure 18	Fall Semester FT/PT Headcount Comparison 2006-2012	22
Figure 19	New First-Time Enrollment Fall 2008-2012	23
Figure 20	New Transfer Enrollment Fall 2008-2012	23
Figure 21	Fall Semester Continuing Student Enrollment 2006-2012	23
Table 4	Fall Semester Enrollment by Academic Program 2006-2012	24
Table 5	Admissions Applications, Acceptances, and Pre-Registrations	26
Figure 22	First-Time, Full-Time One-Year Retention Rates	27
Figure 23	First-Time, Full-Time Second-Semester Retention Rates	27
Table 6	Projected New York State Population Change 2010-2020	29
Table 7	Projected Clinton County Population Change 2010-2020	30
Table 8	Projection of Clinton County High School Enrollment to 2016 as of 2011	31
Table 9	Employment Prospects to 2018	32
Figure 24	Enrollment Planning Update Submitted to SUNY (May 2013) 2006-2014/2014 (Projected Winter and Summer FTE Enrollment)	39
Table 10	Recommended 2013-2014 Academic Year Headcount and FTE 2006-2014 (Projected) Fall FTE and Headcount Enrollment	41
Table 11	2006-2014 (Projected) Spring FTE and Headcount Enrollment	41
Table 12	2010-2014/2015 (Projected) Fall FTE Enrollment	42
Table 13	2010-2014/2015 (Projected) Spring FTE Enrollment	42
Table 14	2010-2014 (Projected) Winter and Summer FTE Enrollment	43
Table 15	Recommended 2013-2014 Academic Year Headcount and FTE Projections by Semester	43
Table 16	Historic and Projected Yearly FTEs 2005/2006 – 2013/2014	44
Figure 25		

FOREWORD

We are pleased to present the 2013-2014 Enrollment Management Plan for Clinton Community College. As a committee of faculty, staff, and administration at the college, we have sought to understand the current enrollment trends and to formulate reasonable recruitment and retention strategies that will bolster our institutional enrollment in the 2013-2014 academic year. It is our conviction that through collective discussion, reflection, and planning that CCC will continue its strong tradition of educating minds and transforming lives for many years to come.



Cheryl Reagan,
Vice President for Academic Affairs
Co-Chair



Sean Dermody,
Registrar
Co-Chair

ABOUT CLINTON COMMUNITY COLLEGE

COLLEGE OVERVIEW

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. In 1969 Clinton Community College opened with an enrollment of 260 students. The campus currently includes three main academic buildings, three historic cottages that were restored for use by the Center for Community and Workforce Development and the Office of Institutional Advancement, and several smaller multi-purpose buildings. Two residence halls and a dining facility are located two miles from the campus. Approximately ninety percent of CCC students are residents of Clinton County and adjacent Essex and Franklin counties. International and English as a Second Language (ESL) programs have expanded substantially over the last several years.

Clinton Community College offers seventeen A.A., A.S., and A.A.S. programs and seven certificate programs, all approved by the New York State Department of Education. Numerous articulation agreements and transfer options exist for CCC students. In addition to its on-campus offerings, CCC offers credit-bearing courses concurrently to high school students through the College Advancement Program (CAP).

Through the Center for Community and Workforce Development, the college also provides non-credit training for business and industry and personal enrichment workshops for community members. Clinton Community College is accredited by the Middle States Commission on Higher Education. Individual programs are accredited by the Council on Standards in Human Services Education and the National League for Nursing Accrediting Commission.

CCC has an annual operating budget of approximately \$15 million. In a typical semester CCC employs more than 290 individuals, including part-time faculty. The governance structure at the college includes general oversight from the SUNY system, the CCC Board of Trustees, the President, the President's Council, the President's Cabinet, and the Faculty Council. Auxiliary services are governed by the Faculty Student Association and student activities funds are administered by the Student Senate.

In 2010 and 2011 college administration, faculty and staff, and the Board of Trustees worked through a collaborative process to establish an updated mission, vision, core values and seven strategic goals to guide the campus in providing excellent educational opportunities that effectively serve the community.

MISSION, VISION, AND CORE VALUES

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

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

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

CORE VALUES:

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

STRATEGIC GOALS

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

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

ENROLLMENT MANAGEMENT

DEFINITION

Enrollment management is the coordination of the functions that directly affect the recruitment, admission, financial decisions, and retention of the students the school most wants to serve. Managing enrollments includes: (1) the analysis of factors influencing enrollment (including what attracts students and why they leave); (2) the establishment of a good student-institution match in recruiting and admission; (3) an orientation that facilitates the students' transition into the college; (4) adequate advising and counseling; (5) an attitude of service to students; and (6) promotion of an overall responsive environment

Kotler, Philip and Karen Fox. *Strategic Marketing for Educational Institutions*. New Jersey: Prentice-Hall, 1995.

MISSION

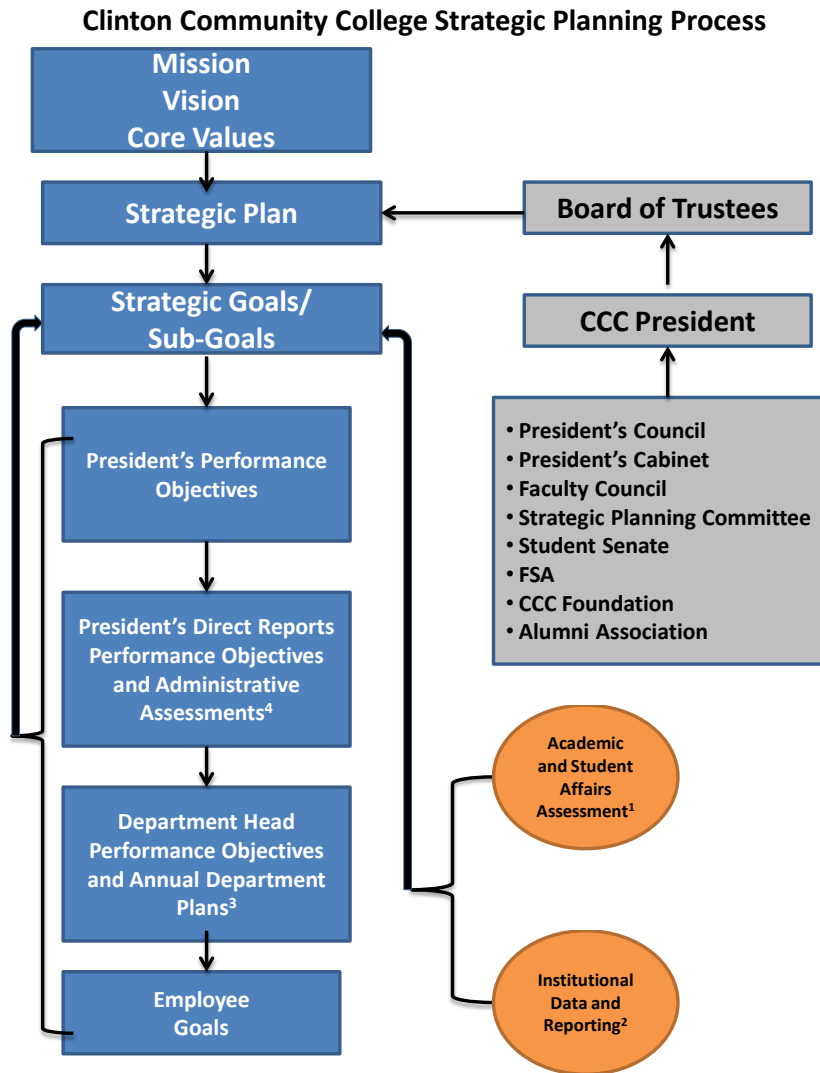
The mission of the Enrollment Management Committee is to review yearly enrollment, including recruitment of new students and retention of currently enrolled students, in order to set goals for the subsequent enrollment cycles and to develop a yearly enrollment management plan to achieve those goals.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

TIMELINE AND RELATIONSHIP TO STRATEGIC PLANNING

The September 2012 Clinton Community College Institutional Effectiveness Plan sets the timeline and process for the yearly enrollment management plan. The committee formulates a new plan over the course of the fall semester using those meetings to review enrollment trends and discuss enrollment strategies for the upcoming year. By January 31st, the plan is presented to the Strategic Planning Committee. The Strategic Planning Committee reviews the plan and sets institutional priorities and budget for the upcoming year. After the new plan is approved, the Enrollment Management Committee spends the remainder of the year reviewing and carrying out the current year plan.

The current relationship between the Enrollment Management Committee and the College's strategic planning process is shown in the figure below (note 2 in this diagram depicts the plans as one of the key documents informing college decision making).

Figure 1: Clinton Community College Strategic Planning Process



¹ Refer to CCC Academic and Student Affairs Assessment Cycle schematic

² Includes Enrollment Management Plan, Institutional Effectiveness Report and benchmarking, External and Internal Surveys

³ Links to CCC Academic and Student Affairs Assessment Cycle

⁴ Refer to CCC Administrative Assessment Cycle schematic

Prior to the 2012 Institutional Effectiveness Plan, the Enrollment Management Committee finalized its plan in late spring of each year. This was often too late for effective institutional planning and resource allocation purposes. It is anticipated that the new timeline will allow for more effective institutional decision making.

MEMBERSHIP

The Enrollment Management Committee is constituted of a variety of faculty, staff, and administrators from across the institution. Positions were selected that have integral roles in the recruitment of new students and the retention of current students. The current membership includes the following positions:

- Academic Department Chairpersons (All academic departments)
- Assistant Dean for Student Services and Athletics
- Associate Dean for Institutional Research
- Bursar
- Director of Admissions
- Director of Center for Community and Workforce Development
- Director of College Relations
- Director of Financial Aid
- Learning Skills Coordinator
- Math Success and Retention Coordinator
- Registrar (Co-Chair)
- Student Support Services Coordinator
- Vice President for Academic Affairs (Co-Chair)
- Vice President for Administration and Finance
- Vice President for Student Affairs

Historically, the Enrollment Management Committee has been jointly chaired by the Vice President for Academic Affairs and the Vice President for Student Affairs. However with the transition of leadership within student affairs this past year, the registrar agreed to fill in for the Vice President for Student Affairs.

ENROLLMENT MANAGEMENT SUBCOMMITTEES

Starting in the 2011-2012 academic year, the Enrollment Management Committee formed two subcommittees – one focused on retention-specific issues and one focused on recruitment initiatives. The two subcommittees met throughout this past year and were responsible for formulating the recruitment and retention initiatives featured in this plan.

In the 2012-2013 year, a new subcommittee was formed to review enrollment numbers and provide metrics on enrollment.

STANDARDS OF MEASURING ENROLLMENT

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

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

SOURCES

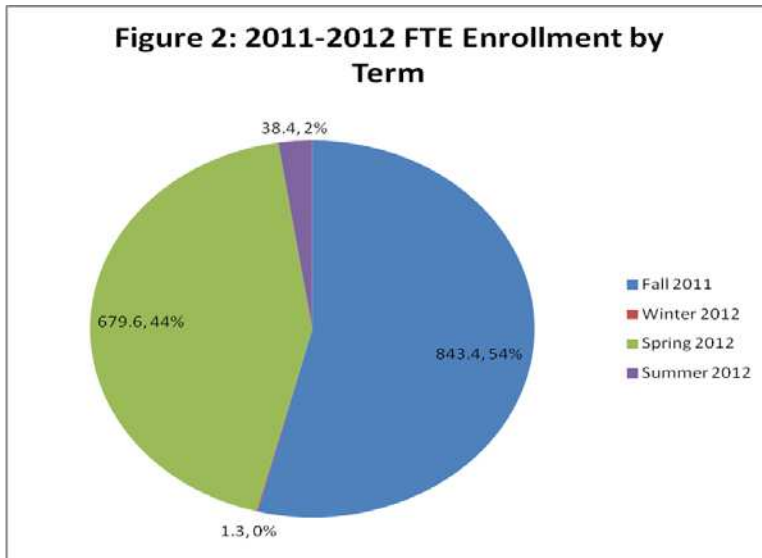
Unless otherwise noted, all data sources used in this report are from Clinton Community College's CAMS Student Information System. All data queries were performed between December 10, 2012 and February 5, 2013. Data was compiled by the Registrar and Associate Dean of Institutional Research and Planning.

CURRENT ENROLLMENT PROFILE

The information provided in this section is designed to give the reader an understanding of the current enrollment profile at Clinton Community College. This profile is broken down into the following areas:

- Registration Term
- Enrollment Status
- Full-Time/Part-Time Status
- Academic Program
- Age Range
- Geographic Region

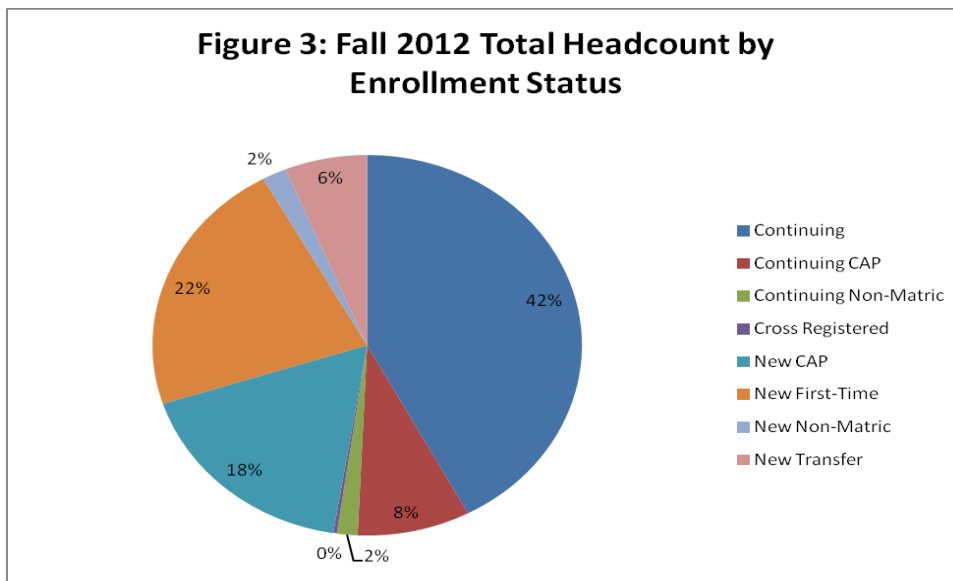
REGISTRATION TERM



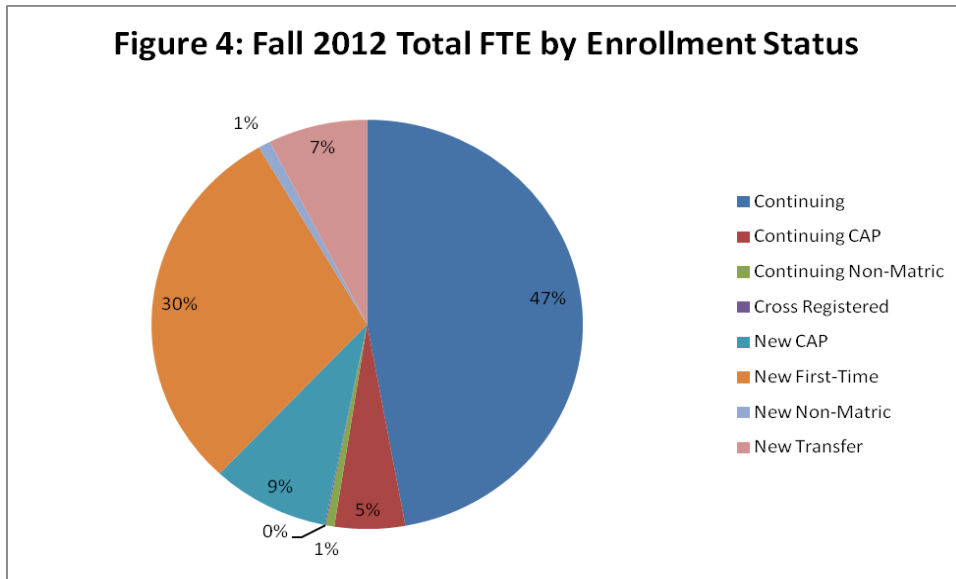
When viewed on a yearly basis, the importance of the fall and spring semesters for total revenue is clear. 98% of yearly FTEs come from fall and spring enrollment. Summer and winter sessions bring in a little more than 2% of the total FTEs in a given year.

ENROLLMENT STATUS

HEADCOUNT



FTE



Overall, Clinton Community College has a very diverse profile in enrollment status including a mixture of new, continuing, non-matriculated, and concurrent enrollment students. New students make up nearly 40% of the total FTEs for the fall semester.

One other item of note when looking at the enrollment by status concerns the CAP Program. Compared to many other institutions, Clinton has a larger concurrent enrollment program. This is in large part due to the institutional commitment to the CAP Program and the efforts of the educational partnerships and academic services (EPAS) coordinator and academic departments.

It is very important to note, though, that the CAP program cannot offset losses from traditional tuition students. CAP students pay discounted tuition and take fewer credits per semester than the typical CCC student. A breakdown of CAP tuition compared to in-state and out-of-state can be seen below:

Table 1: 2012-2013 Tuition Revenue per FTE (30 Credit Hours)	
Tuition Status	Student Paid Tuition
CAP	\$1,050.00
NY State Resident	\$4,770.00
Out of State Resident	\$10,500.00

Source: <http://www.clinton.edu/bursar/tuitionssummary.cxml>

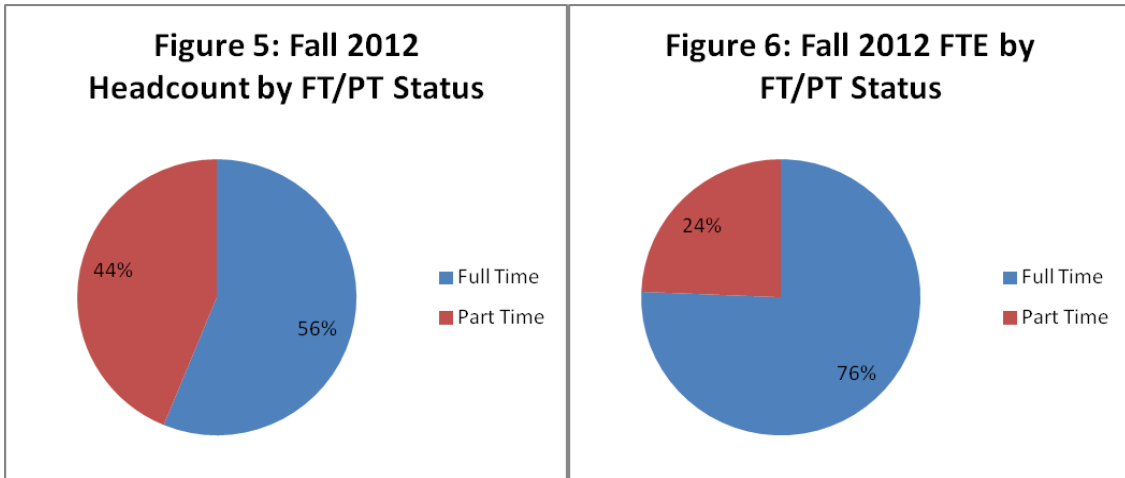
In fact, in comparison to other similarly sized community colleges like North Country and Columbia-Greene with much smaller, or no, concurrent enrollment program,

Clinton actually may have a smaller revenue stream due to our larger proportion of CAP students.

Regardless of the actual percentage of enrollment that comes from CAP, it is important to note that CAP is critical to ensuring CCC's future.

FULL-TIME/PART-TIME STATUS

HEADCOUNT/FTE



As can be seen, a little more than half of the total students enrolled at Clinton (whether at the college or through the CAP program) are studying full-time. However, there is a significant difference between the headcount and the FTE with full-time students representing more than three quarters of the total FTE for the institution.

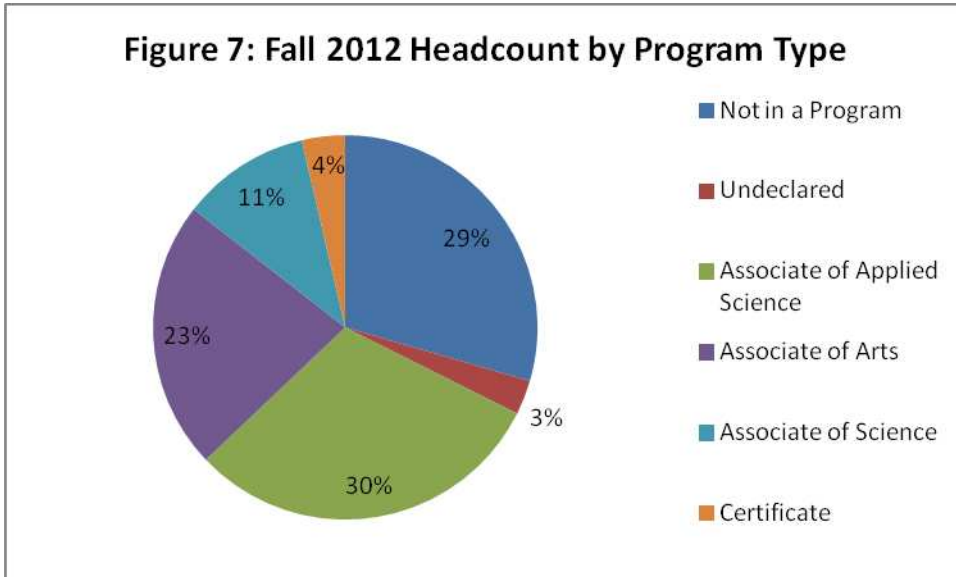
While recruiting and retaining any student to CCC will benefit the institution, it is the full-time student from which CCC gets the most significant support.

ACADEMIC PROGRAM

As an educational institution, supporting top-notch academic programs is vital to ensuring a strong enrollment in the future. Students are attracted, retain, and graduate from institutions that have strong academic programs with committed faculty and proven outcomes of success. Staying focused on the academic mission of CCC is of primary importance during times of limited resources.

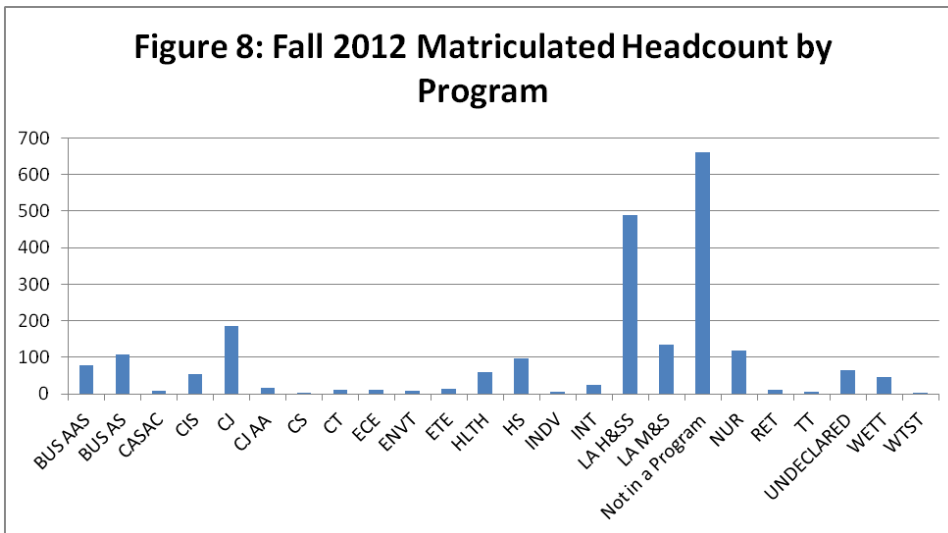
Like many other community colleges, CCC serves students with a wide variety of needs and interests. To meet these needs, CCC supports programs designed to prepare students for both transfer and career.

HEADCOUNT BY PROGRAM TYPE



Most interestingly, CCC has a near parity between its career-based programs (A.A.S. and Certificate) and its transfer programs (A.A. and A.S.). Both of these two groups represent 34% of the total percentage of students enrolled at CCC.

HEADCOUNT BY PROGRAM

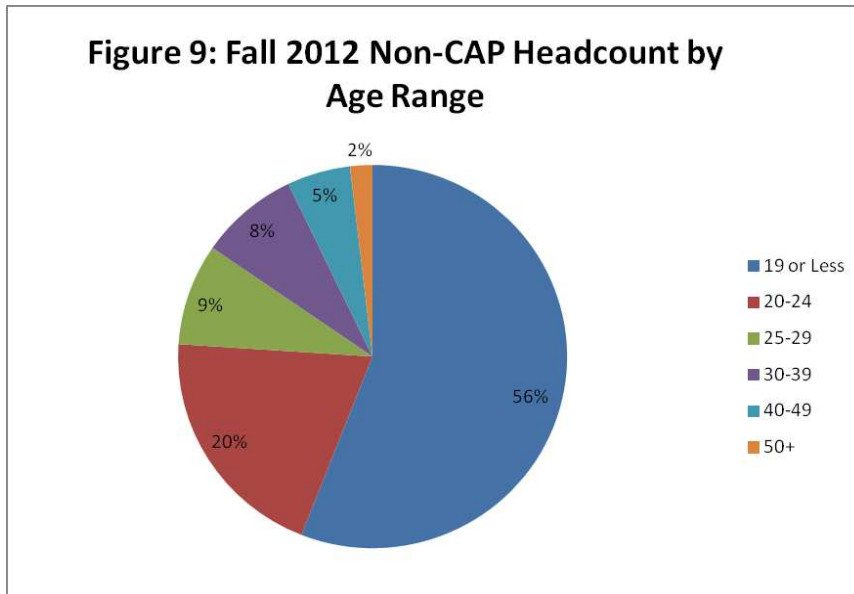


As can be seen from the chart above, Liberal Arts Humanities and Social Science represents the largest program at CCC and constitutes 31% of the total matriculated

student body. The top 5 majors at CCC (Humanities and Social Science, Criminal Justice, Math and Science, Nursing, and Business Administration AS) represent 65% of the total matriculated students at CCC. The remainder of the academic programs have an average of 28 students with 9 programs having 10 or fewer students.

In short, from a quick review of Clinton Community College’s academic programs, it is clear that CCC has a strong diversity of programs for its size and a balance between its transfer and career programs.

AGE RANGE



After excluding the students in CCC’s concurrent enrollment program, the remaining population is primarily college-age. Over three quarters of the students are less than 25 years old. The adult student population, while very involved on the campus, only constitutes about 25% of the total non-CAP enrollment.

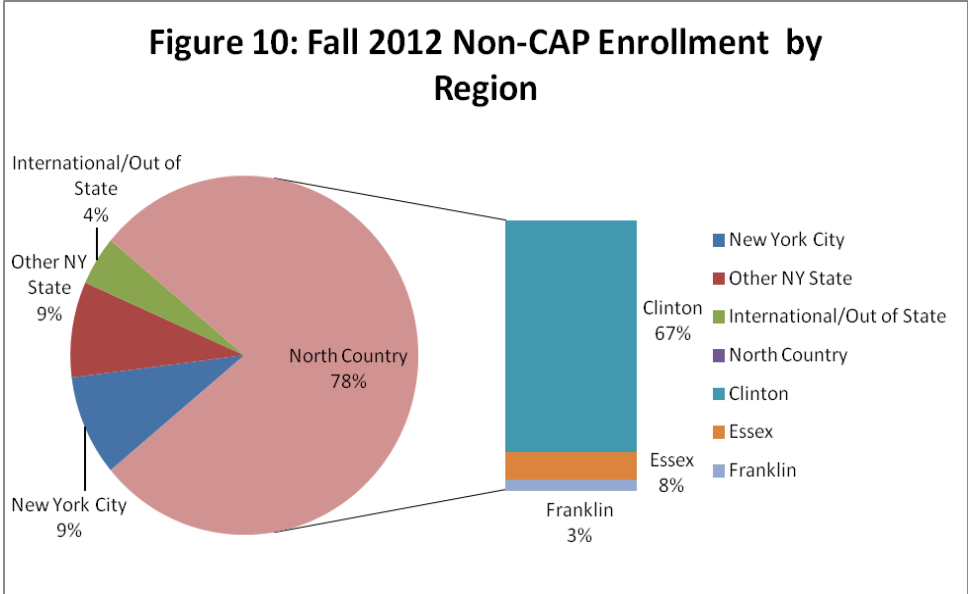
CCC has put an emphasis upon attracting adult students in its Strategic Plan. Given this emphasis, it’s interesting to note that according to Cornell University’s Population Center, Program on Applied Demographics, 68.1% of the population within Clinton County was at least 25 years old. The data below is from the page listed and is based on U.S. Census data:

Table 2: 2011 Clinton County Population by Age Range		
Age Range	Population	% Total
0-4	3,910	4.8%
5-14	8,578	10.4%
15-24	13,711	16.7%
25-44	21,263	26.0%
45-64	23,480	28.6%
65+	11,003	13.5%
Total	81,945	100.0%

Source: 2011 American Community Survey 1-Year Estimates, US Census Bureau.

Given this information, there is untapped potential for adult student recruitment within Clinton County.

GEOGRAPHIC REGION



When looking at Non-CAP enrollment by geographic region, it is apparent that Clinton Community College is largely dependent upon the North Country (Clinton, Essex, and Franklin counties) and Clinton County, in particular, for its enrollment. Two out of the 3 students enrolled at CCC have their primary residence in Clinton County.

Outside of Clinton, Essex, and Franklin counties, there is about an even split between students from New York City and all of the remainder of New York State. Students from these two regions account for less than 20% of the total non-CAP students attending CCC. This fact is notable considering that the combined populations of the three North Country counties comprise 0.9% of the total population of New York State (Source: <http://www.labor.ny.gov/stats/nys/statewide-population-data.shtm>).

Of the remaining 4% of students enrolled at CCC, the vast majority of students were out-of-state or international. Of the out-of-state students, most came from the state of Vermont. While CCC's proximity to Vermont would seem to place it in a good position for out-of-state enrollment, that state's small population limits the potential for recruitment. According to the National Center for Educational Statistics, in the 2010-2011 academic year, Vermont graduated a total of 6,540 graduates. This compares to 172,390 for New York State. Therefore, Vermont's total high school graduate population is only 3.8% of New York State's and its potential is more limited. This is not to say enrollment from Vermont does not have a role – indeed, CCC has a unique niche within that marketplace – it's just that the potential for growth is limited. (Data source: http://nces.ed.gov/programs/projections/projections2020/tables/table_14.asp)

One of the bright spots in the recent enrollments has been CCC's growing international student population. As of Fall 2012, CCC enrolled 33 international students. This represents a 136% increase in the past two years. Much of this credit belongs to the Vice President for Student Services Office, Admissions Office, and ESL Faculty members who have collectively helped to grow and retain international students at CCC. Also of vital importance is our relationship with SUNY Plattsburgh's International Student Services Office.

SECTION SUMMARY AND CONCLUSIONS

Based on a review of Clinton's current enrollment profile, CCC relies heavily on college-age students from Clinton County who are enrolled full-time in career and transfer programs during the fall and spring semesters to ensure its financial viability.

Based on this information, it's reasonable to assume that CCC has potential for growth in adult students in the North Country and from traditionally age students from other regions within New York State.

In crafting an enrollment strategy, factors such as the likelihood of full-time versus part-time enrollment and the differential revenue based on enrollment status should be taken into account.

Of particular challenge will be crafting an enrollment strategy for adult students that will meet the heterogeneous needs of this population.

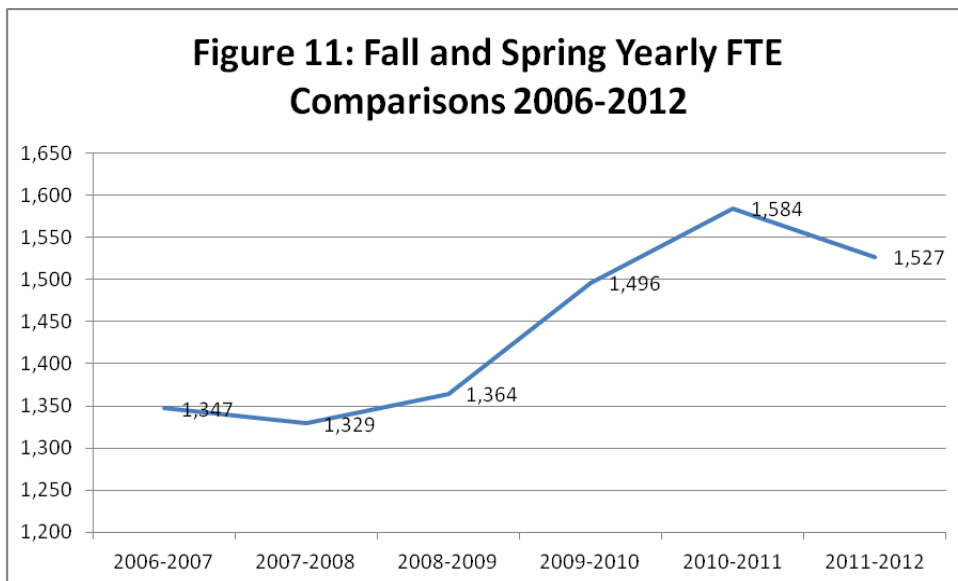
When it comes to setting priorities and budgets, those strategies designed to support enrollment for the fall and spring semesters should be given top consideration.

ENROLLMENT TRENDS

The information in this section provides a longitudinal view of enrollment over the past few years at Clinton Community College. This trend is broken down into the following areas:

- Academic Year
- Semester
- Full-Time/Part-Time Status
- Enrollment Status
- Academic Program
- Applications, Acceptances, and Pre-Registrations
- Retention Rates

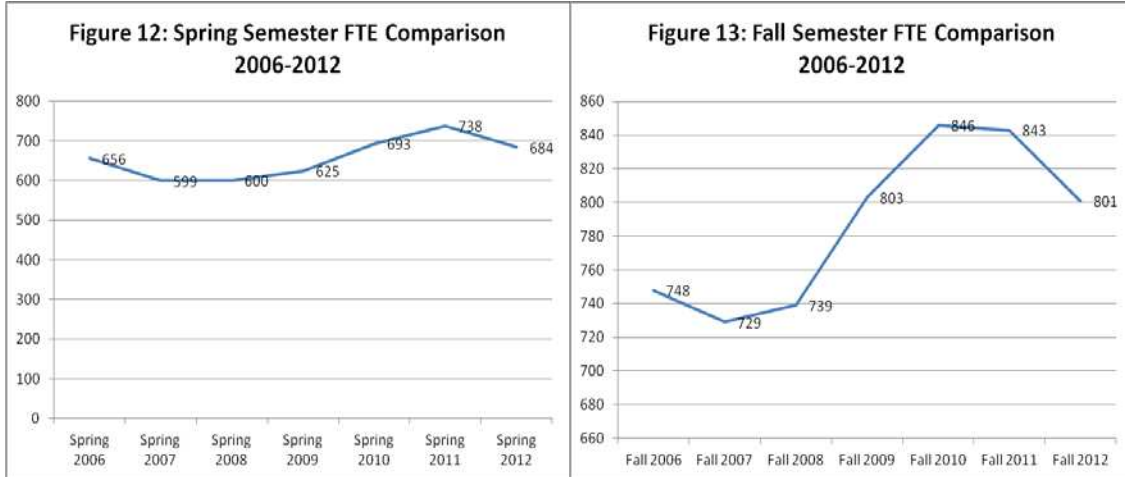
ACADEMIC YEAR



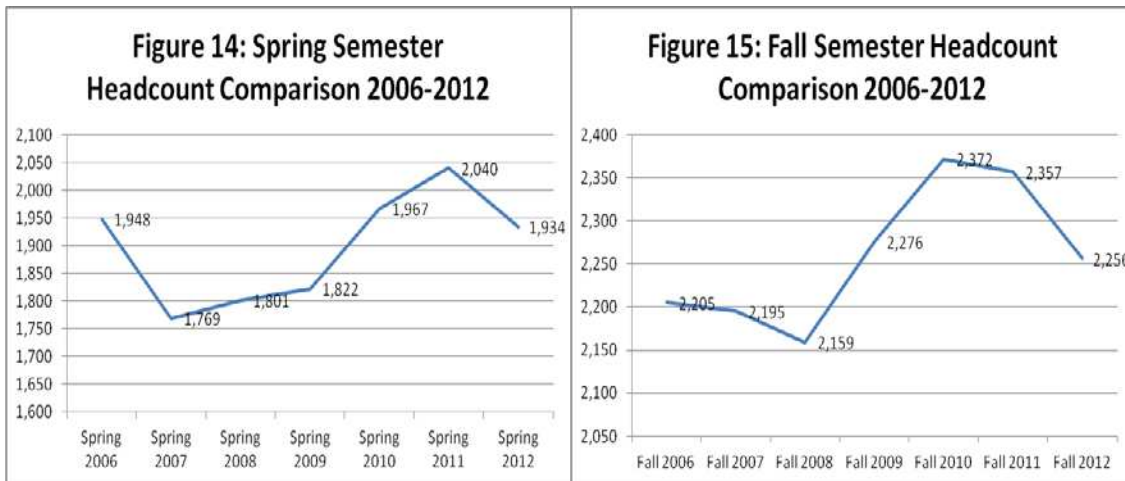
As can be seen in the graph above, Clinton Community College’s fall and spring enrollment reached a high point during the 2010-2011 academic year. Since this time, the enrollment has declined. It is expected that the 2012-2013 year will show this trend continuing since the current enrollment figures are down in comparison to 2011-2012.

SEMESTER

FTE

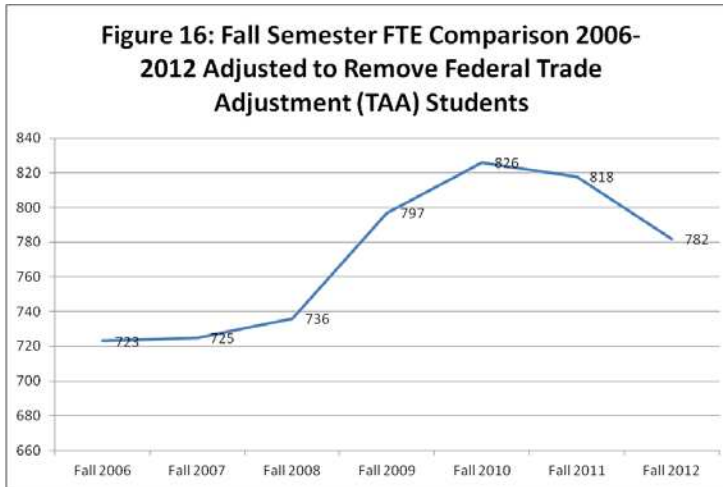


HEADCOUNT



Whether enrollment is reviewed on the basis of headcount or FTE, CCC has seen significant change in the enrollment in the past seven years. Spring enrollments declined in Spring 2007 and gained between 2008 and 2011. From Fall 2008 until Fall 2010, enrollment increased nearly 10%. Then, enrollment declined starting Spring 2011 and has continued to decline since this time.

One of the factors of enrollment increases during 2008 to 2010 was due to the influx of Wyeth (Pfizer) employees being retrained when the plant was notified that it would close. Many employees sought retraining as a result of the plant's closure, with their education subsidized by federal funding through the Fair Trade Adjustment Act. The chart below shows fall semester enrollment with these employees removed.



As the figure above demonstrates, the enrollment of Fair Trade Act-subsidized students does not fully explain the rise in FTEs seen at CCC during 2007 to 2010. These adjustments do, however, strongly contribute to the decline in enrollment from 2006 to 2007.

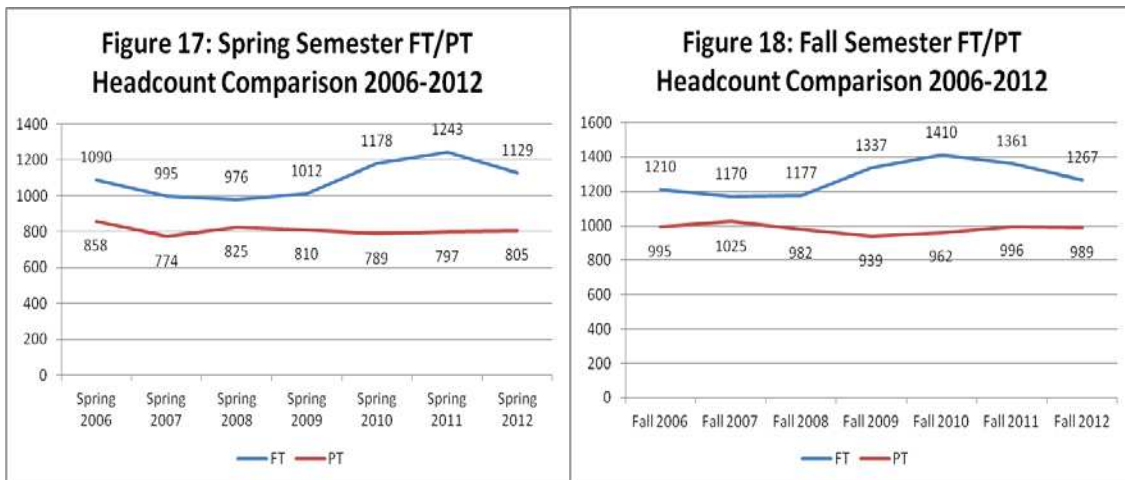
Another factor when trying to consider the rise in FTE's between 2007 and 2010 is CAP enrollment. The table below shows fall semester FTEs broken down into CAP and non-CAP categories:

Table 3: Fall Semester FTE 2006-2012 By CAP / Non-CAP Status			
	CAP	Non-CAP	Total
Fall 2006	95.17	652.36	747.53
Fall 2007	89.96	639.04	729.00
Fall 2008	99.23	640.14	739.37
Fall 2009	86.00	716.97	802.97
Fall 2010	100.67	745.53	846.20
Fall 2011	106.73	735.94	842.67
Fall 2012	113.26	688.71	801.97

While CAP did grow by approximately 10 FTEs between Fall 2007 and Fall 2010, this growth only accounts for about 14% of the total increase of FTEs. It contributed to the rise, but does not explain it completely. However, CAP has bucked the trend since 2010. While non-CAP FTEs have declined by 7.6%, CAP has increased by 12.5% over the same period. Again, while CAP is not a replacement for traditional degree seeking-students, it has helped to mitigate the enrollment decline in this area since 2010.

Another plausible explanation for the rise in FTEs has been the national economy. According to the National Bureau of Labor Statistics , the recession lasted for 18 months from December 2007 until June 2009 with the trough of the recession announced in September 2010 (source: <http://www.nber.org/cycles.html>). As with other economic indicators it does not reflect economic conditions in specific regions, nor does it reflect the specific timing of the recovery in any regions. Still, as community colleges tend to receive greater enrollment during times of economic instability, the strengthening of the economy may have played a role in the decline in enrollment at CCC. Certainly, Clinton’s experience is similar to findings from the American Association of Community Colleges, which found in December 2011 that community college enrollments nationwide had leveled off after three years of significant growth (source: http://www.aacc.nche.edu/Publications/Reports/Documents/Headcount_Enrollment.pdf).

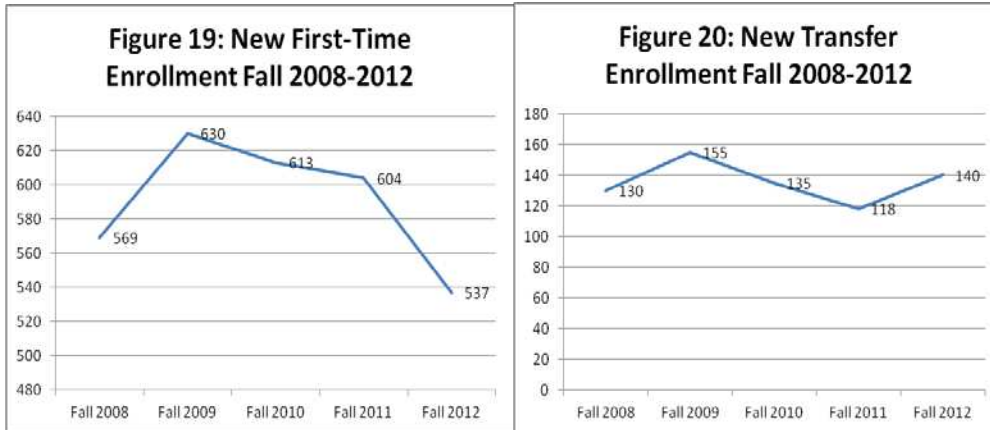
FULL-TIME/PART-TIME STATUS



As shown in the charts above, part-time enrollment at CCC has remained relatively stable since 2006. The majority of the change that has occurred over the period has been in the full-time enrollment, both during the expansion from 2007 to 2010 and the decline since 2010.

ENROLLMENT STATUS

NEW FIRST-TIME AND NEW TRANSFER

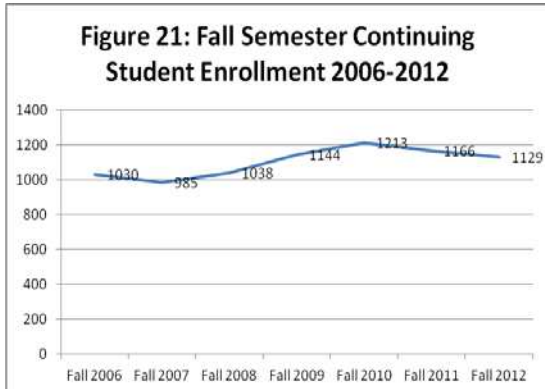


As can be seen above, new first-time students peaked in 2009 and have fallen subsequently. The fall 2012 new first-time student class was the smallest in the past five years and was an 11% decline from the prior year. This is of great concern since new first-time student constitute 30% of the total FTEs in the fall semester.

In contrast to the new first-time students, the new transfer students have increased in the past year and were at their highest level since Fall 2009. Unfortunately, the increase in new transfer students was not enough to offset the decline in new first-time students.

Ensuring that the institution meets its new student recruitment goals is of primary importance, and the failure to do so is a contributing factor to the enrollment decline in the past year.

CONTINUING STUDENTS



Mirroring the overall changes in enrollment is the number of continuing students enrolled at CCC. The past two years have seen a decline as fewer numbers of continuing

students, those who were previously enrolled (excluding CAP), have returned. From Fall 2010 to Fall 2012, CCC has seen a 6.9% decline in the number of continuing and returning students.

ACADEMIC PROGRAM

Table 4: Fall Semester Enrollment by Academic Program 2006-2012

	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2008</u>	<u>Fall</u> <u>2009</u>	<u>Fall</u> <u>2010</u>	<u>Fall</u> <u>2011</u>	<u>Fall</u> <u>2012</u>
Accounting AAS	44	33	31	28	38	45	34
Business Administration AAS	81	80	59	57	70	96	77
Business Administration AS	118	107	138	122	117	109	109
Business Information Tech. AAS	19	18	19	2	1	NA	NA
Computer Info. Systems AAS	50	51	49	64	41	56	53
Computer Technology AAS	2	0	2	13	14	14	10
Criminal Justice AAS	162	156	145	199	191	179	186
Criminal Justice AA	NA	NA	NA	NA	NA	NA	17
Electronics Technology AAS	NA	NA	NA	3	10	16	15
Environmental Technology AAS	NA	NA	NA	NA	9	16	8
Humanities and Social Sci. AA	594	614	604	683	679	582	490
Human Services AAS	55	77	66	92	113	109	97
Individual Studies AA	2	1	0	0	6	3	3
Individual Studies AAS	4	3	0	4	1	2	2
Individual Studies AS	1	1	0	0	0	0	0
Industrial Technology AAS	35	35	33	28	21	22	24
Math/Science AS	108	105	122	118	116	120	135
Medical Laboratory Tech. AAS	12	NA	NA	NA	NA	NA	NA
Nursing AAS	116	107	106	109	105	111	119
Renewable Energy Tech. AAS	NA	NA	NA	NA	NA	NA	10
Telecommunications Tech. AAS	NA	15	13	8	8	9	6
Wind Engine/Turbine Tech. AAS	NA	NA	NA	17	32	37	47
Alcohol and Sub. Ab. Certificate	12	12	17	12	22	19	9
Computer Support Certificate	0	0	4	0	0	NA	1
Direct Support Specialist	0	1	2	0	0	0	NA
Early Child Care/Dev. Certificate	5	1	3	4	9	8	10
Financial Services Certificate	0	0	0	0	1	NA	NA
General Studies Certificate	21	25	10	NA	NA	NA	NA
Health Studies Certificate	NA	NA	NA	1	41	63	58
Info. Processing Certificate	1	1	1	1	NA	NA	NA
Legal Administrative Assistant	2	1	1	0	0	NA	NA

Medical Admin. Asst. Certificate	10	5	4	1	NA	NA	NA
Payroll Certificate	0	0	0	1	1	1	NA
Wind Turb. Serv. Tech. Certificate	NA	NA	NA	NA	NA	2	4
Total Matriculated	1454	1449	1429	1567	1646	1619	1524
Not in a Program	660	652	638	587	609	657	663
Undeclared	89	94	92	122	117	81	65
Unknown	1	0	0	0	0	0	4
Total Non-Matriculated	750	746	730	709	726	738	732
Grand Total	2204	2195	2159	2276	2372	2357	2256

As can be seen in the numbers above, since 2006 CCC has offered a wide variety of academic programs. As the needs of the community have changed, CCC has also created new programs. Some of the new programs have seen strong responses from students including, Wind Energy and Turbine Technology and Health Studies.

New program development has been critical for ensuring CCC's continued relevance to prospective students and can have a big impact on the enrollment. In Fall 2012, 161 students were enrolled in programs that did not exist in 2006. Academics with potential to bring in additional enrollment must be supported.

Over the same period, CCC has deactivated some programs. Programs with the largest enrollment that were eliminated include Business Information Technology, Medical Laboratory Technology, and General Studies. Sixty-five students were enrolled in programs in 2006 that had been eliminated by 2012. While the institution must sometimes eliminate programs, this decision should be done with the utmost caution and care due to its possible impact on enrollment.

Finally, it's important to note that some established programs with long histories at CCC saw significant enrollment shifts since 2006. Computer Technology, Criminal Justice, L.A. Math and Science, and, most notably, Human Services have seen enrollment growth. Human Services actually doubled the number of students in its program from 2006 to 2011.

Perhaps the most puzzling trend of all in the academic programs listed above is LA: Humanities and Social Sciences. From 2006 to 2009, this program saw 15% growth. The program then saw a 27.8% decline to 490 in fall 2012. While some of the drop may be explained by the rise of Health Studies siphoning student off and perhaps a "correction" from the surge in 2009-2010, this does not completely explain the entire decline. As this

program is critical from an enrollment standpoint, understanding this phenomenon should be a priority.

ADMISSIONS APPLICATIONS, ACCEPTANCES, AND PRE-REGISTRATIONS

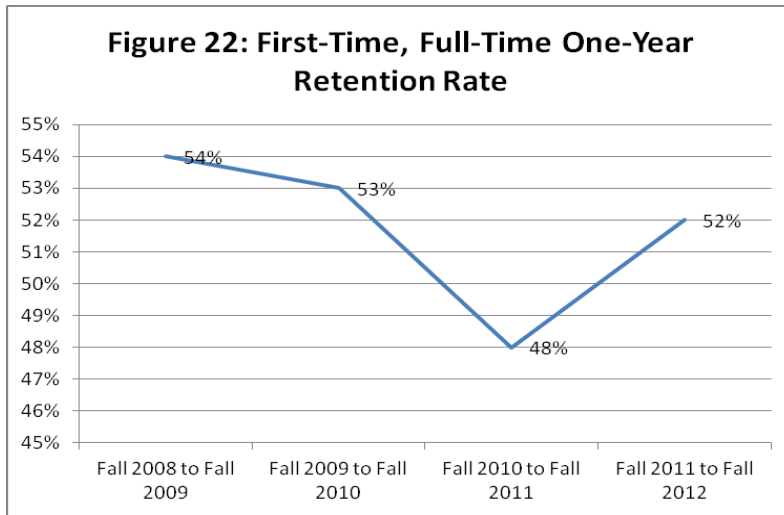
With approximately 1/3 of the students each fall coming to CCC as either new first-time or new transfer students, the admissions numbers are an important indicator of overall enrollment. The table below shows CCC’s admissions numbers for applications, acceptances, and pre-registered students for Fall 2010, Fall 2011, and Fall 2012.

Table 5: Clinton Community College Applications, Acceptances, and Pre-Registrations 2010-2012			
	Fall 2010	Fall 2011	Fall 2012
Applications	1851	1937	2025
Full-time	1803	1826	1911
Part-time	48	111	114
Accepts	1439	1388	1410
Full-time	1416	1327	1343
Part-time	23	61	67
Pre-Registered	680	691	648
Full-time	666	648	612
Part-time	14	43	36

While overall applications have increased, of concern is the decrease in acceptances and pre-registered students. This indicates that more students are initially considering Clinton Community College, but a smaller percentage are actually following through, completing their applications, and enrolling. Applications can be a factor in enrollment, but they do not tell the whole story, and the decrease in acceptances and pre-registrations is of concern.

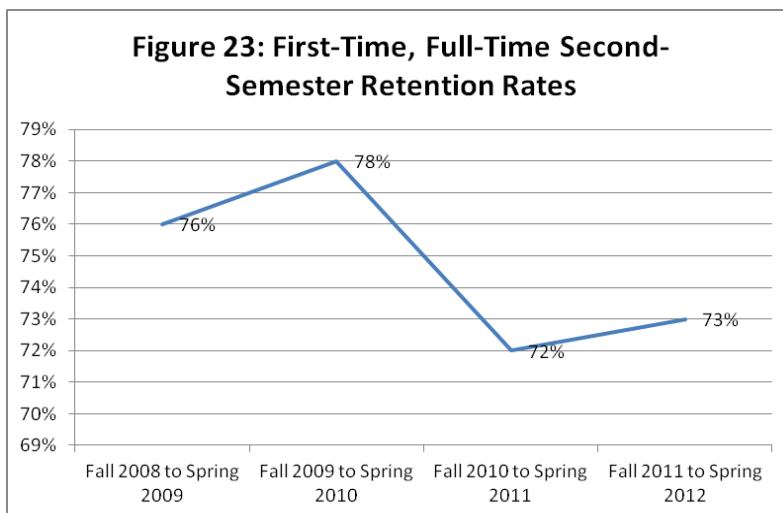
RETENTION RATES

ONE-YEAR RETENTION



Since 2008, Clinton Community College has seen a decline in its fall-to-fall retention rate amongst first-time students, followed by rebound in the Fall 2011 cohort. While this rebound is certainly encouraging, new first-time student retention is still below the Fall 2009 level and is about half of the entering student cohort. Obviously, losing half of the initial cohort on a yearly basis is less than optimal, and CCC takes this retention challenge seriously. The graph below illustrates the second-semester rates for the most recent years.

SECOND-SEMESTER RETENTION



In general, the spring retention rates mirror those of the fall with the greatest decline occurring in the Fall 2010 cohort. Unlike that fall, there was a noticeable peak in the Fall 2009 cohort, and the recovery in Fall 2011 has been slower.

Together, these two graphs show that CCC loses about 25% of its students after one semester and another 25% after the second semester. The retention loss after the first semester is slightly higher than after the second semester. When viewed for Fall 2011 enrollment, this means that of the 567 students who entered, only 414 were enrolled for the spring 2012 semester, and only 295 were enrolled at the end of the spring semester. This means that a total of 272 students were not retained at the end of the first year. This is a huge loss of potential for CCC, both from student success and fiscal perspectives. It should be noted that this does not account, however, for those students who transfer to and continue their education at, another institution.

SECTION SUMMARY AND CONCLUSIONS

Based on a review of Clinton Community College's enrollment trends, it can be seen that Clinton benefited from a surge of interest from 2007 until 2010. Starting in Spring 2011, the institution has seen a drop in virtually all areas of enrollment – new students, continuing students, etc. This drop is most noticeable in students seeking to go full-time. The notable exception to the decline in the last two years is the CAP enrollment, which has actually gained ground.

While it is impossible to know exactly what has caused the surge and then subsequent decline in enrollment, neither the influx of employees from Wyeth or CAP enrollment can account for it. One plausible theory is that the growth of interest in CCC corresponded to the timing of the national recession and the leveling off of the enrollment in 2011 has been experienced by community colleges across the nation.

Like many other institutions, CCC has actively developed new academic programs, some of which have seen significant growth since 2006. At the same time, some of the programs that were offered in 2006 have seen a large influx of students since this time. CCC's program offerings have a direct impact on enrollment.

Since 2010, CCC has seen an increase in the number of students who have initially applied to the institution. However, the decrease in the number of acceptances and pre-registrations show that students may not be considering Clinton as seriously.

Finally, Clinton's decreased retention rate for first-time, full-time students from 2008 to 2010 is a concern. While the last cohort's data has shown a correction to this trend, bolstering retention should remain a primary focus as defined within the Strategic Plan.

ENVIRONMENTAL FACTORS

When reviewing trends and planning for enrollment, it is vital to consider environmental factors. Several critical environmental factors to be considered include:

- New York State population
- Clinton County population
- Clinton County high school population
- Clinton County labor market projections
- Other Factors

NEW YORK STATE POPULATION 2010-2020

Like many other community colleges within the SUNY System, the vast majority of students enrolled at CCC are in-state residents. As previously mentioned, 96% of CCC's students are from New York State. So, therefore, the population base within New York State is primary factor to consider when planning enrollment.

According to Cornell University's Population Center, Program on Applied Demographics, New York State is expected to see a slight increase in overall population. The data below is based on a September 2011 projection and uses the 2010 U.S. Census as baseline data:

Age Range	2010	2015	2020	% Change 2010-2020
0-4	1,155,822	1,244,997	1,250,173	7.5%
5-14	2,375,411	2,334,740	2,408,728	1.4%
15-24	2,777,213	2,614,328	2,467,818	-12.5%
25-44	5,269,354	5,321,686	5,450,210	3.3%
45-64	5,182,359	5,183,991	5,004,504	-3.6%
65+	2,617,943	2,847,162	3,115,588	16.0%
Total	19,378,102	19,546,904	19,697,021	1.6%

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

While the overall population within NY State is projected to gain slightly by 2020, the majority of the growth is in the 65 or older age range, which only constitutes a very small proportion of CCC's current student base.

CLINTON COUNTY POPULATION 2010-2020

Given that nearly 2/3 of students who attend Clinton Community College come from Clinton County, the population of the community is of primary importance. According to Cornell University's Population Center, Clinton County is expected to see a modest decline in overall population. The data is also based on a September 2011 projection and uses the 2010 U.S. Census as baseline data:

Age Range	2010	2015	2020	% Change 2010-2020
0-4	4,069	3,894	3,849	-5.7%
5-14	8,694	8,064	7,644	-13.7%
15-24	14,214	12,438	11,050	-28.6%
25-44	20,803	21,116	21,474	3.1%
45-64	23,396	23,569	22,477	-4.1%
65+	10,952	11,986	13,315	17.7%
Total	82,128	81,067	79,809	-2.9%

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

While this chart shows that Clinton County is expected to see a modest decrease in overall population size, of most concern is the decrease in college-age students (15-24) that is expected to occur by 2020. As was shown in the profile section earlier in this report, 76% of the Fall 2012 students enrolled at Clinton Community College were in the 15-24 age group.

The projected substantial declines within Clinton County among age groups less than 15 years will also soon become issues for CCC enrollment.

CLINTON COUNTY HIGH SCHOOL POPULATION

A slightly more optimistic outlook can be found by reviewing the high school populations from Clinton County. As of 2011, Clinton County high schools had the following student populations.

School Name	7th Grade ('16 Grads)	8th Grade ('15 Grads)	9th Grade ('14 Grads)	10th Grade ('13 Grads)	11th Grade ('12 Grads)
Ausable Valley	84	107	101	89	124
Beekmantown	147	146	175	156	143
Chazy	39	43	43	43	38
Northeastern Clinton	95	108	119	112	110
Northern Adirondack	70	74	73	72	72
Peru	151	163	170	177	150
Plattsburgh	131	124	157	136	136
Saranac	118	127	142	156	145
Total enrollment by class	835	892	980	941	918
% Difference from Prior Year	-6.4%	-9%	4.1%	2.5%	
% Difference from 2012	-9.0%	-2.8%	6.8%	2.5%	
Note- Average graduation rate of 9th grade enrollees in Clinton County high schools within 5 years (as of 2011) is 80%.					

Source: Clinton Community College Institution Research Office.

According to this data, local area high schools actually are seeing an increase in 2013 and 2014 graduates. However, the 2015 and 2016 classes are projected to decline. It's important to note that there is not a uniform drop across Clinton County as it appears that rural schools are going to see the greatest decline in the years to come.

From an enrollment standpoint, the increase in 2013 and 2014 should benefit CCC's first-time classes. Of concern, though, is the drop that should occur starting with the 2015 class.

OCCUPATIONAL OUTLOOK FOR THE NORTH COUNTRY REGION TO 2018

In addition to considering population trends, it's important to consider the shifting labor market, particularly for our career-based degrees. The information is from the New York State Labor Department's 2018 Occupational Outlook for the North Country region.

This table below shows occupations that are projected to have favorable or very favorable growth up to 2018. Of important note is that number of annual average openings and the training that is required for the job.

It is important to note for each of these data provided by DOL that: 1) results are estimated from the Occupational Employment Statistics Survey and subject to error, 2) data are only collected every two years, 3) data collected is for the entire seven county North Country region and does not indicate occupation demand within a particular county and 4) the data does not account for immigration, new industries, relocations of businesses, etc. For more information about the data methodology, please go to:

<http://www.labor.ny.gov/stats/lstechproj.shtm>

Table 9: Employment Prospects to 2018 for North Country Region (Clinton, Essex, Franklin, Hamilton, Jefferson, Lewis, & St. Lawrence Counties)				
Data Source: Occupational Employment Statistics Survey				
Occupations with Very Favorable or Favorable Outlooks with Annual Average Openings >= 30				
SOC Code	Job Title	Employment Prospects	Annual Average Openings	Training Time
41 - 2011	Cashiers	Very Favorable	280	Short-term on-the-job training
35 - 3031	Waiters and Waitresses	Very Favorable	140	Short-term on-the-job training
41 - 2031	Retail Salespersons	Favorable	130	Short-term on-the-job training
31 - 1011	Home Health Aides	Very Favorable	120	Short-term on-the-job training
35 - 3021	Combined Food Preparation and Serving Workers, Including Fast Food	Very Favorable	100	Short-term on-the-job training
39 - 9021	Personal Care Aides	Very Favorable	100	Short-term on-the-job training
29 - 1111	Registered Nurses	Very Favorable	100	Associate degree
33 - 3012	Correctional Officers and Jailers	Favorable	90	Moderate-term on-the-job training
25 - 2021	Elementary School Teachers, Except Special Education	Very Favorable	90	Bachelor's degree
43 - 4051	Customer Service Representatives	Very Favorable	80	Moderate-term on-the-job training
25 - 9041	Teacher Assistants	Very Favorable	80	Short-term on-the-job training
35 - 3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	Very Favorable	70	Short-term on-the-job training
35 - 2021	Food Preparation Workers	Very Favorable	70	Short-term on-the-job training
39 - 9011	Childcare Workers	Very Favorable	60	Short-term on-the-job training
37 - 2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	Favorable	60	Short-term on-the-job training
53 - 7062	Laborers and Freight, Stock, and Material Movers, Hand	Favorable	60	Short-term on-the-job training
29 - 2061	Licensed Practical and Licensed Vocational Nurses	Very Favorable	60	Postsecondary vocational training

25 - 2031	Secondary School Teachers, Except Special and Career/Technical Education	Very Favorable	60	Bachelor's degree
43 - 5081	Stock Clerks and Order Fillers	Favorable	60	Short-term on-the-job training
25 - 3099	Teachers and Instructors, All Other	Very Favorable	50	Bachelor's degree
35 - 3011	Bartenders	Very Favorable	40	Short-term on-the-job training
35 - 2011	Cooks, Fast Food	Very Favorable	40	Short-term on-the-job training
35 - 9021	Dishwashers	Very Favorable	40	Short-term on-the-job training
41 - 1011	First-Line Supervisors of Retail Sales Workers	Favorable	40	Work experience in a related occupation
11 - 1021	General and Operations Managers	Favorable	40	Bachelor's or higher degree, plus work experience
53 - 3032	Heavy and Tractor-Trailer Truck Drivers	Favorable	40	Moderate-term on-the-job training
31 - 1012	Nursing Aides, Orderlies, and Attendants*	Very Favorable	40	Postsecondary vocational training
43 - 9061	Office Clerks, General	Very Favorable	40	Short-term on-the-job training
43 - 4171	Receptionists and Information Clerks	Very Favorable	40	Short-term on-the-job training
43 - 6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	Favorable	40	Moderate-term on-the-job training
13 - 2011	Accountants and Auditors	Very Favorable	30	Bachelor's degree
43 - 3031	Bookkeeping, Accounting, and Auditing Clerks	Favorable	30	Moderate-term on-the-job training
53 - 3022	Bus Drivers, School or Special Client	Favorable	30	Moderate-term on-the-job training
13 - 1041	Compliance Officers	Very Favorable	30	Long-term on-the-job training
35 - 2014	Cooks, Restaurant	Very Favorable	30	Long-term on-the-job training
43 - 1011	First-Line Supervisors of Office and Administrative Support Workers	Favorable	30	Work experience in a related occupation
47 - 4051	Highway Maintenance Workers	Favorable	30	Moderate-term on-the-job training
37 - 2012	Maids and Housekeeping Cleaners	Favorable	30	Short-term on-the-job training
49 - 9042	Maintenance and Repair Workers, General	Very Favorable	30	Moderate-term on-the-job training
25 - 2022	Middle School Teachers, Except Special and Career/Technical Education	Very Favorable	30	Bachelor's degree
41 - 4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	Favorable	30	Work experience in a related occupation
43 - 5071	Shipping, Receiving, and Traffic Clerks	Favorable	30	Short-term on-the-job training
21 - 1093	Social and Human Service Assistants	Very Favorable	30	Moderate-term on-the-job training
25 - 2041	Special Education Teachers, Preschool, Kindergarten, and Elementary School	Very Favorable	30	Bachelor's degree
43 - 3071	Tellers	Favorable	30	Short-term on-the-job training

Source: <http://www.labor.ny.gov/stats/descriptor.asp>

As evidenced by the table above, Clinton Community College does offer many programs that meet growing career needs, including nursing, human services, early childhood, humanities and social science (teacher education transfer), criminal justice, health studies, accounting, and business. At the same time, it should be noted that many of the growing professions are those that require very little education (i.e. cashier, janitor, laborer, dishwasher, etc.).

It is important to note that this data represents occupations with net growth. It does not address those jobs with large numbers of openings that are hiring but are not projected to grow the total number of jobs. There may very well be many employers who are looking for employers to fill positions with turnover but are not seeing any net growth. This may be true, particularly in Clinton County, where the manufacturing sector in particular is hiring but is not expected to increase the total number of positions available.

With the qualifiers noted above, the Department of Labor data does still provide important information that should be taken into account when planning and assessing programs. Taking into account growing occupations in the North Country and developing new programs to better prepare individuals for those occupations can have a very positive impact on future CCC enrollment.

OTHER FACTORS

Clinton Community College has scheduled faculty and staff layoffs to occur by August 2013. This has the possibility of impacting recruitment, retention, and market perception of CCC. The institution should continue to monitor this situation as it develops and respond as needed should enrollment be negatively impacted.

SECTION SUMMARY AND CONCLUSIONS

The environment within which Clinton Community College operates has a profound impact on our ability to enroll students. Projected population declines amongst college-age students in New York State, and Clinton County, in particular, is troubling given the high percentage of students that enroll from these areas. It leads to a future in which there are significantly fewer students who would be heavily inclined to enroll at CCC. While high school graduates should increase in the next two years, afterwards a significant decline should be expected.

Along with the population decline, the emerging occupations with the greatest number of jobs, according to the New York State Department of Labor, are in low-skill jobs

where a college degree is optional, at best. Within such an environment, CCC may have a challenge simply making our degrees relevant to the changing workforce in the broader geographic region. Given the limitations with the Department of Labor data, CCC should also consider conducting additional needs assessment research for Clinton County specifically.

Finally, the layoffs scheduled to take effect by August 2013 could have an impact on CCC's ability to recruit and retain students in the immediate future. This matter should be studied further.

ENROLLMENT SUMMARY, OUTLOOK AND RECOMMENDATIONS

SUMMARY

Like many other institutions of higher education, Enrollment Management is of critical importance for the future of Clinton Community College. A stable enrollment is the foundation upon which an institution's finances are based and facilitates institutional planning. While enrollment is everyone's responsibility, from the faculty who teach students to the staff that support them, of particular importance is the Enrollment Management Committee. The committee is charged with monitoring institutional enrollment, developing and implementing an annual enrollment plan, and assessing that plan. The committee that has been formed is broad-based and representative of the campus community in general.

To best understand Clinton's current enrollment situation, it is vital to understand its enrollment profile, the trends in the past few years, and environmental factors that impact the ability to recruit and retain students.

ENROLLMENT PROFILE

A profile of the Clinton Community College student body would show the following:

- Nearly all (98%) of the students are enrolled in the fall and spring semesters
- The largest percentage of students are continuing, followed by new students, and then students in the concurrent enrollment program (CAP)

- The CAP program is large but does not bring in the same amount of revenue as traditional students
- While full-time students represent a little more than half the headcount, they contribute about three quarters of the institutional FTEs
- Clinton offers a variety of career and transfer programs – students are evenly split amongst them.
- 76% of the non-CAP students are less than 25 years of age
- 78% of the non-CAP students come from Essex, Franklin, and Clinton Counties.
- Clinton County alone represents 67% of the total non-CAP population
- New York City and Other NY each represent about 9% of the total non-CAP Population

Based on this profile, it seems reasonable to assume the CCC has room to grow its local adult student population and its traditional-age population of students from areas outside the North Country. Any enrollment strategies that are developed need to account for the likelihood of full-time versus part-time enrollment and take into account the revenue differences based on enrollment status.

ENROLLMENT TRENDS

Enrollment trends also provide very important information that must be taken into account. A variety of trends were reviewed. Notable in the review are the following observations:

- Overall FTEs and Headcounts increased from 2007 until 2010 and have declined subsequently
- CAP Students and New Transfer Student are the exception to the declines since 2010
- Trends for the fall and spring semesters generally mirror each other
- The large surge of interest between 2007 until 2010 cannot be explained by either an influx of Wyeth employees or an increase in CAP enrollments. It is plausible that the national recession played an important role in CCC's growth.
- Full-time enrollment has seen the largest volatility. Part-time enrollment has been stable.
- New academic programs (those created since 2006) enrolled 161 students in 2012.
- Discontinued programs enrolled 65 students in 2006
- Enrollment in other academic programs have fluctuated since 2006 with some growing (i.e. human services) and some declining (humanities and social science)
- Students are applying to CCC in greater numbers but are not choosing to enroll at the same rate

- While retention rates showed some improvement last year, they are still below the 2008 level

Based on a review of the enrollment trends, it is apparent that the surge of interest that fueled CCC's enrollment growth from 2007 to 2010 has ended and the enrollments subsequent to 2010 have been steadily in decline. While some of this downturn may be a "correction" to the surge that began in 2007, ensuring that the enrollment stabilizes should be of primary concern. The institution should focus its efforts on better understanding the decline in full-time enrollment to stem its decline and also to learn why students are not choosing to enroll at CCC. Finally, the institution should continue to assess its academic programs and to facilitate greater student retention and explore the possibility of new academic programs, if external funding sources can be found.

ENVIRONMENTAL FACTORS

There are environmental factors that must be considered when planning for enrollment. This report reviewed New York State and Clinton County's population, the high school population, and also considered other factors. Findings include:

- Between 2010 and 2020, New York State's population is projected to grow by 1.6%
- Over the same period, New York State's 18-24 year-old population is projected to decline by 12.5%
- Clinton County's overall population is expected to decline by 2.9% between 2010 and 2020
- The largest age group to increase over this period is the 65+ age group, which is expected to grow by 17.7%
- Clinton County's 18-24 year old population is projected to decline by 28.6%
- Clinton County's high school population will see a slight growth in the next two years, then a sharp decline
- The declines in the high schools will disproportionately affect rural school districts
- The Department of Labor projects that the jobs with the greatest number of openings in the North Country to 2018 will be in low-skill jobs
- These jobs may not require CCC degrees and may challenge the relevancy of CCC's degree programs
- The data from the Dept of Labor should be qualified as it represents all of the 7 counties of the North Country.
- The scheduled layoffs may have an impact on the college's ability to effectively recruit and retain students

- The impacts of the layoffs should be monitored to determine its enrollment implications and addressed, if feasible

Based on a review of the environmental trends within which CCC operates, it is apparent that there are a number of factors that could negatively impact enrollment. Projected population declines amongst college-age students in New York State and Clinton County, in particular, challenge us to think differently about our enrollment strategy. Our primary market will be smaller and older. CCC must look outside the college-age students living in Clinton County segment to secure its enrollment future. Doing so will require venturing into more competitive marketplaces for traditional-age students and will require us to offer degree programs of relevancy to adult students in the local market.

OUTLOOK AND RECOMMENDATIONS FOR 2013-2014

Clinton Community College faces a challenging enrollment outlook in the upcoming years. Like many other community colleges, CCC depends on college-age students from its county of residence for the majority of its enrollment. However, such an over-reliance on one demographic makes it vulnerable to threats, in this case demographic decline. The surge of interest that fueled CCC's enrollment growth from 2007 to 2010 has ended, and the enrollment trends (including retention rates) subsequent to 2010 have been steadily in decline. Population trends and occupational projections point to a future with fewer students and less relevancy. On top of this, institutional retention rates have been in decline as fewer students stay enrolled at CCC.

While the demographic projections may not manifest themselves for several more years, the time to begin strategizing for the future is now. Recommendations include

- Clinton Community College needs to diversify the geographic base and age of its enrollment and focus recruitment on areas of population growth.
- Strategies must to be developed to attract more adult students to the college.
- Research should be conducted to find those well-matched markets outside of the North Country for recruitment of traditional-age students.
- Strategies should be implemented to address the drop in the application-to-enrollment conversion rate so that more students who initially express interest in CCC choose to enroll.
- Research should be conducted to better understand the shifting dynamics within the local workforce for institutional decision making.
- Academic program development and revision should be supported, particularly if there is external funding available.
- CCC needs to better understand the reasons that students, particularly full-time, are not being retained.

By May 1st of each year, Clinton Community College has been required by the SUNY system to submit an Enrollment Planning Update. In the enrollment plan that was submitted in 2012, CCC projected 1,532 total FTEs for 2013-2014. The enrollment plan calls for only a moderate increase of student retention in recognition of the traction to be gained from our retention efforts. The plan does not call for an increase in new first-time students and/or transfer students, primarily due to the overall declining demographics in the primary region and the challenges.

In reviewing these numbers, concerns were raised regarding the 2012-2013 enrollment projections, which will fall short of the 1,504 projected. Furthermore, the most recent semesters have seen the enrollment fall further and these inputs were not available when the projections were made last year. Therefore, it was the conclusion of the committee that 1,532 was an unrealistic goal for 2013-2014.

PROJECTIONS BASED ON LINEAR TREND MODELS

The Institutional Research Office compiled Fall and Spring enrollments from 2006 to 2012 by: 1) total FTE, 2) non-CAP student headcount, and 3) headcounts by student enrollment types (new, continuing, and transfer students). The office applied a linear trend line for each of these enrollments to project Fall and Spring enrollments into 2013 and 2014. At the same time, it also ran total FTE enrollments from Summer and Winter terms from 2006 to 2012 and also applied a linear trend line to project Summer and Winter enrollment into 2013 and 2014. Summer and winter term FTEs are provided in the table below.

The subset of the data standards subcommittee convened at this time and reviewed these data. A review of enrollment type trending was interesting in informing shifts of types of student enrollment, however was not immediately useful in determining enrollment projections. The winter term and summer term data appeared reasonable, as depicted below.

Year	Winter Term FTE	Summer Term FTE
2006	2.0	65
2007	2.3	48
2008	3.3	38
2009	2.0	42
2010	1.3	47
2011	2.9	39
2012	1.3	38
2013	2.2	34
2014	1.7	32
2015	1.5	NA

The group expressed concerns that the trends in fall and spring enrollment were being exaggerated by quick increases seen during 2010 and 2011. These higher enrollment numbers were believed to be largely as a result of the Workforce Investment Act funding which paid substantial portions (if not all) of displaced workers' student tuition and expenses to enter a degree program.

The Office of Institutional Research worked with the Bursar's office to identify the number and FTE of students who were enrolled through this federal program during 2007-2012. Institutional Research adjusted the FTEs (which were seen as the most important figures for these purposes) and headcounts by these amounts. The raw total FTEs/headcounts and adjusted FTEs/headcounts by this effort are provided below, displayed by fall and spring semesters.

Term	Total FTE	Adjusted FTE	Headcount (non-CAP)	Adjusted Headcount (non-CAP)
Fall 2006	748	735	1,680	1,655
Fall 2007	729	725	1,661	1,636
Fall 2008	739	736	1,618	1,593
Fall 2009	803	797	1,785	1,777
Fall 2010	846	826	1,841	1,807
Fall 2011	843	818	1,779	1,746
Fall 2012	802	783	1,671	1,646
Fall 2013	860	835	1,775	1,750
Fall 2014	875	850	1,790	1,770

Term	Total FTE	Adjusted FTE	Headcount (non-CAP)	Adjusted Headcount (non-CAP)
Spring 2006	656	NA	1,595	NA
Spring 2007	599	586	1,449	1,439
Spring 2008	600	596	1,533	1,527
Spring 2009	625	622	1,647	1,643
Spring 2010	693	687	1,632	1,625
Spring 2011	738	718	1,457	1,424
Spring 2012	684	659	1,437	1,406
Spring 2013	725	725	1,480	1,460
Spring 2014	740	745	1,470	1,450

When the group reconvened to review these adjusted figures, the modifications made by removing the influence of WIA-enrolled students did not appear to moderate these trend lines sufficiently. This was particularly true for the downward enrollment trend in spring. It was determined that for the context of CCC enrollment, a shorter term “trend line” might better represent the external factors occurring in the world of higher education and across the region (as discussed in Part V of this report). It was also determined that FTE was the most significant measure in terms of enrollment projections, so the work below focuses on these figures only.

The Office of Institutional Research used these figures only, including both total FTE enrollment and full-time/part-time enrollment split for the 2010-2015 period for projections. At this time, Spring 2013 enrollment was fairly solid, so estimated “actual enrollments were added into these projection scenarios. It was notable that the estimated final FTE of 638 for Spring 2013 fell well below what had been projected by straight or even adjusted FTE projections, validating this additional examination. Table 13 below provides the results of this continued analysis.

Term	Total FTE	Adjusted FTE	FTE-Full Time	FTE-Part Time
Fall 2010	846	826	656	190
Fall 2011	843	818	648	194
Fall 2012	802	783	606	196
Fall 2013	785	764	590	199
Fall 2014	764	745	562	202

Term	Total FTE	Adjusted FTE	FTE- Full-Time	FTE-Part-Time
Spring 2010	693	687	550	144
Spring 2011	738	718	589	149
Spring 2012	684	659	535	150
Spring 2013	638	638	485	153
Spring 2014	625	625	473	155
Spring 2015	615	605	456	159

The final analysis, for comparison purposes, included running projections for winter and summer term – based on these shorter term projections. The results are below.

Year	Winter Term FTE	Summer Term FTE
2010	1.3	47
2011	2.9	39
2012	1.3	38
2013	2.2	32
2014	1.4	28
2015	1.1	NA

2013-2014 ENROLLMENT PROJECTIONS

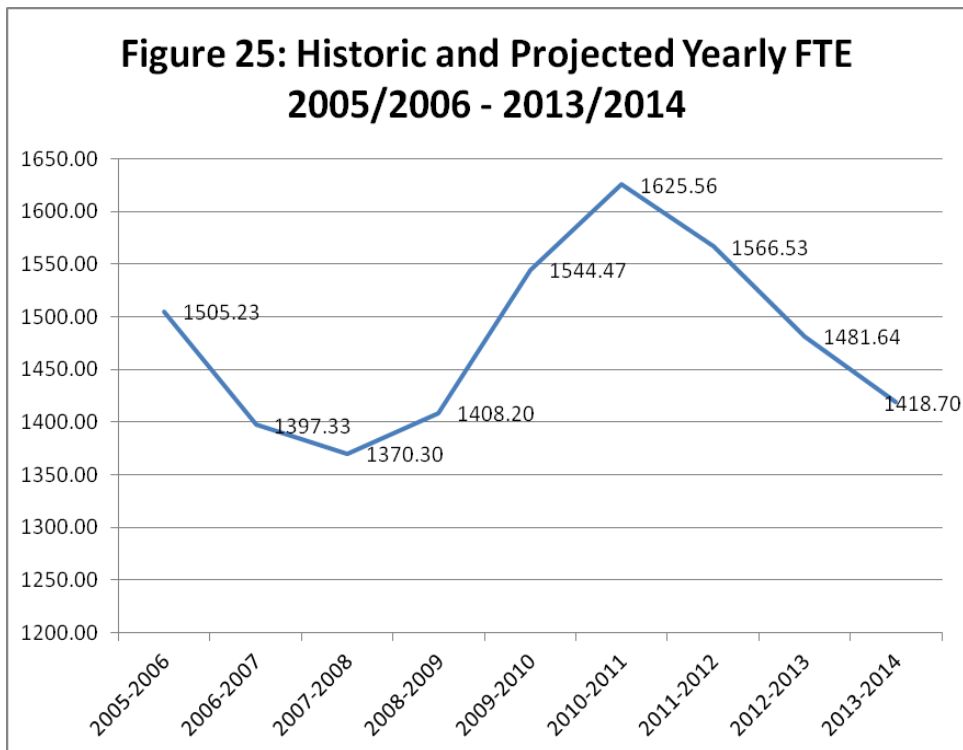
After reviewing the information provided above, the Enrollment Management Committee felt that a conservative approach of using adjusted FTEs for the fall and spring and short-term projections for all terms would yield the most appropriate baseline enrollment projection. Based on these numbers, the FTE and Headcount Projections would be as follows:

Term	FTE	Headcount
Fall 2013	764	2150
Winter 2014	1.4	20
Spring 2014	625	1790
Summer 2014	28	253
Total	1418.4	4147*

* Please note that headcount may be duplicated across terms.

Headcounts were projected based on using the average per headcount from the corresponding term of the previous year. For example, in Fall 2012, there were 802.27 FTEs and 2,258 students. The average FTE per student was 0.3553. So, Fall 2013 the FTE goal of 764 was divided by 0.3553 to come up with a headcount projection of 2,150. The only exception to this was Summer 2014, which used Summer 2012 data due to the fact that Summer 2013 data is not yet available.

Figure 25 shows the yearly FTEs from 2005/2006 and includes the recommended 2013/2014 enrollment projection for a historical comparison.



Recognizing that meeting the 2013-2014 enrollment goal is of primary importance, the Enrollment Management Committee has developed detailed retention and recruitment plans to support enrollment efforts. These plans can be found in the pages to come.

2013-2014 RECRUITMENT PLAN

The goals that are listed in the sections below were created by the Recruitment Subcommittee with the intention of bolstering institutional recruitment efforts and meeting college enrollment goals. Objectives have been developed with clear measurements, target dates, and responsibilities to achieve these goals.

- *Increase access to postsecondary education in our region*
- *Develop a brand identity that distinguishes us and reflects our commitment to a brighter future*

Goal A.: Enhance campus visit experience for prospective students				
OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Expand options for prospective students visiting CCC (i.e. meeting with faculty, sitting in a classroom, etc.)	Options in place	Fall 2013	Admissions Office	
2. Develop a core of paid tour guides to interact with prospective students	Team of tour guides, along with budget to pay them.	September 2013	Admissions Office	
3. Develop feedback survey to include in “thank you for visiting” email sent after campus visit	Has survey been developed, is it in use?	September 2013	Admissions Office	
Goal B: Increase faculty participation in recruitment process				
OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS

1. Identify faculty members willing to make connections with teachers in technical schools and implement visitations	Faculty names and plan for outreach.	September 2013	Admissions/ Academic Departments	
2. Identify faculty members from each department who are willing to serve as liaisons to Admissions for recruitment	Faculty names	June 2013	Admissions/ Academic Departments	
3. Implement targeted outreach plan to high ability students from faculty in major-specific programs	Plan details, including type of outreach and criteria of high ability students.	January 2014	Admissions/ Academic Departments	
4. Draft and include "Congrats letter" from Faculty in acceptance packet for all academic programs. Letter to highlight program and College strengths	Letters drafted and signed (Math/Science and Env. Tech letters in use since Fall 2012)	Summer 2013	Admissions/ Academic Department Chairperson	

Goal C: Develop and cultivate partnerships with other educational institutions to increase recruitment

OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Increase work with SUNY Plattsburgh to develop ways of co-recruiting students (i.e. joint admissions, pathways for denied students, etc).	Joint admissions in place, pathways defined and procedures in place.	May 2014	Admissions Office / VP Student Affairs	
2. Develop programmatic articulation agreements with career and technical centers	5 new articulation agreements	May 2014	Admissions/ Registrar/ Academic Dept /VP	

			Academic Affairs	
3. Establish connection with Seton Catholic's international student office	Meeting took place, follow up plans drafted.	Fall 2013	Admissions/ESL Coordinator	
Goal D. Conduct market research to better understand Clinton's position in the marketplace				
1. Develop a task force to study adult student enrollment and come up with recruitment and marketing strategies	Task force identified, convened	November 2013	Recruitment Subcommittee & Admissions/Marketing Departments	
2. Establish Student Advisory Team (SAT) to provide student input on recruitment strategies and marketing messages	Team in place	October 2013	Admissions	
3. Support Marketing team's efforts to solicit technical advice to determine our greatest potential for growth and implement recommendations where feasible.	At least two faculty members from subcommittee and subcommittee Chair involved in work with technical advisor contracted by Steve Frederick.	Spring/ Fall 2013	Recruitment Subcommittee/Admissions	
4. Conduct further research to better understand local workforce trends and integrate findings into decision making about program offerings	Report of findings	December 2013	Associate Dean of Institutional Research/Registrar /Director of CCWD	

5. Conduct research to on offering differential tuition to specific student populations (neighboring states, siblings, etc.) to increase enrollment	Report of findings	November 2013	Director of Athletics/Financial Aid/Business Affairs	
6. Explore possibility of expanding current scholarship offerings or creating new scholarships to increase enrollment	Report of Findings	December 2013	Admissions/Math Department Chair /Business Affairs	

Goal E. Develop holistic approach to recruitment and marketing (integrate credit and non-credit efforts)

OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Create a new marketing piece that highlights strength of both credit and non-credit offerings for employment purposes	Development of new piece	Fall 2013	CCWD/Marketing/Admissions	
2. Partner with CCWD to recruit for both credit and non-credit offerings when possible	List of recruitment events	Fall 2013	Admissions/CCWD	
3. Identify list of out-of-region businesses for credit and non-credit recruitment	List of businesses	Summer 2013	CCWD	
4. Implement direct mail campaign to HR officers and business leaders in community extolling workforce development at CCC	Date mailing went out, responses to mailing.	Summer/Fall 2013	CCWD	
5. Develop plan to recruit students for TAA/DOL grant program	Plan in place	Spring 2013	CCWD, Admissions, Marketing	

Goal F. Continue to roll out marketing and brand to supplement admissions recruitment

OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Finalize technology recruitment videos and develop plan to utilize them fully in recruitment	List of how videos are being used, sites they are linked to.	Summer/Fall 2013	Admissions/ Marketing	
2. Incorporate outcomes information into marketing efforts (for example: income and job options with an Associates vs. without)	Do ads, publications and presentations feature outcomes information?	January 2014	Marketing/ Admissions	

Goal H. Further diversify international students so that by 2017 no more than 30% are from any one country.				
OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Develop international recruitment videos	Creation of videos	November 2013	Admissions/ Marketing	
2. Develop articulation agreements with colleges in other countries	Agreements signed	April 2014	Admissions/ Marketing	
3. Engage current international students in recruitment process	Students are members of Student Advisory Team (SAT)	October 2013	Marketing/ Admissions	
4. Leverage SUNY's Office for International Recruitment	Attend meetings/calls, CCC info updated in SUNY publications	Fall 2013	Admissions	

2013-2014 RETENTION PLAN

The goals that are listed in the sections below were created by the Retention Subcommittee with the goal of bolstering institutional retention efforts and meeting college enrollment goals. Objectives have been developed with clear measurements, targets dates, and responsibilities to achieve these goals. Retention goals are divided into three categories: general, English, and Math.

GENERAL GOALS

- **Strategic Goal: Increase Retention/ Success to Help our Students and the People of our Region Reach their Full Potential**
- **Strategic Goal: Promote a Culture of Scholarship and Learning**

Goal A.: Consider inclusion of Foundations for College Success (FCS) in program curriculum.				
OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Complete a comprehensive assessment of FCS.	Retention and GPAs of students who took FCS as required by program (Criminal Justice) and all enrolled, versus all others.	January 2013	EPAS/IR	
2. If assessment results warrant, expand FCS into AA-AS degree programs.	FCS is required within all AA-AS degree programs.	September 2013	EPAS/VPAA	
3. Investigate inclusion of FCS into all degree programs at CCC.	Feasibility study of implementing into career-technical programs.	January 2014	EPAS/VPAA	

Goal B: Address academic policies that impact retention.				
OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Review academic policies that impact retention.	Subcommittee and department level discussions leading to college policy recommendation.	May 2013	Academic Standards Committee	
Goal C: Improved advisement structure and registration for students placed in developmental classes.				
OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Explore improved advisement structure/registration for students in developmental classes.	Discussions taken place and suggestions made.	August 2014	Counseling & Advising/Academic Council	
Goal D. Improve mechanisms for faculty to have positive influence on students.				
OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Investigate the value of formalizing a faculty mentor program.	Exploratory discussions taken place and recommendation made.	December 2013	Academic Council	

Goal E. Establish campus traditions to improve student sense of belonging.				
OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Identify top 1-3 campus tradition priorities and examine feasibility of implementing.	Campus traditions report completed.	April 2013.	Student Senate	
2. Establish at least one new campus tradition.	At least one new campus tradition established.	September 2013.	Student Senate	
Goal E. Institutionalize Honors Program at CCC.				
OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Launch the Honors Program with financial support so our top performing students can “reach their full potential.”	Honors Program achieves financial support.	August 2014	Honors Advisory Committee/Strategic Planning.	
Goal F. Institute the Early Alert System into the faculty portal.				
OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Pilot system with faculty.	System set up and tested for one semester with	September 2013	Counseling & Advising	

	volunteer faculty.			
2. Implement Early Alert System	System implemented for campus use.	August 2014.	Counseling & Advising/ Department Chairs/IT	

ENGLISH GOALS

Goal A. Improve and Expand Tutoring Experience for English Students				
OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Add a Reading Tutor	Tutor hired and offering hours that are compatible with the average student schedule	September 2013	Tutoring Center / English Department	
2. DL Tutor	Tutor hired.	January 2013	Tutoring Center / DL Coordinator	
3. Tutor Training	Outside specialist trained tutors in methodology & approach (difference between grading, guidance, and supplemental	September 2013	VPAA & Tutoring Center	

	instruction).			
Goal B. Improved English Program Retention/Success				
OBJECTIVE	MEASUREMENT	TARGET DATE	RESPONSIBILITY	RESULTS and RECOMMENDATIONS
1. Collect and Analyze Data on the Students Who are Successful	Data obtained and the taskforce identified key information and made recommendations.	March 2013	A.D. Institutional Research & Planning / English Department	
2. Collect and Analyze Data Regarding the Date of Registration with Failures	Data obtained and the taskforce identified key information and made recommendations.	March 2013	A.D. Institutional Research & Planning / English Department	
3. Investigate Pass/Fail Rates for Current Generation		March 2013	English Department	
4. Collect and Analyze Data on Student Success and Time of Day	Data obtained and the taskforce identified key information and made recommendations.	March 2013	A.D. Institutional Research & Planning / English Department	
5. Rethink Sequencing and Course Needs	Goals and Objectives for ENG 094, ENG 101, and ENG 102 are	December 2013	English Department	

	<p>updated and approved by the department, Curriculum and Faculty Council. Use these changes and research to make changes to ENG 094 and ENG 101.</p> <p>Pilot ENG 100 and Literacy Applications courses. Use results to make changes to ENG 093 and ENG 100.</p>			
6. Consider a New Term for Basic Skills Students	English and Math Departments reviewed current literature and voted to either adopt a new term or keep Basic Skills.	December 2013	English / Math Departments	
7. Showcase English 101/094 Written Work	Student work compiled and displayed.	February 2014	Writing Coordinator / English Department	

MATH GOALS

Note: The math department retention goals are still in the process of being formulated. It is expected that they will be ready by the time the Enrollment Management Plan is finalized. The 2011/2012 and 2012/2013 math two-year retention plans can be found below.

Year 0 (2011/2012)

Retention/Success Action	Description & Rational	College Funding/ Support	Department Support
Build Math Success Skills	Beginning Fall 2012, we hope to incorporate math success skills in every section of remedial math courses by (1) bundling math success workbooks with all remedial math textbooks and (2) including specific skills in remedial course syllabi. Examples of such skills may include, but are not limited to, taking notes in a math course, using/reading a math textbook, developing flash cards, studying for and taking math exams and utilizing resources (e.g. instructor office hours, Tutoring Center).		Curriculum changes and textbook order changes
Schedule Remedial Math Courses for Increased Student Success	Beginning Fall 2012, schedule more remedial math courses more days per week.		Full time and adjunct faculty scheduling
Common Course Final Exams (Phase I)	Over the next two years, the department plans to write common course final exams; we currently have this project about half-completed. In year two, we hope to have firm common course final exam policies/procedures in place.		Development of common course final exams
Development and Dissemination of Course Standards (Phase I)	Beginning Fall 2012, we hope to have authored a general list of course standards to including testing guidelines, extra credit guidelines, and course FAQs. This information would be disseminated via adjunct meetings and a welcome packet (to include a welcome letter, information on regulations such as HIPA and FERPA, course standards, access to supplemental materials and online homework/resources).		Development and meetings with adjunct faculty
Gather Data on Student Progress	Collect and summarize data on success of students in subsequent math course after earning a D-grade in a remedial math course; data will span from Fall 2009 – Fall 2011 and will inform future decisions. Initial data has been collected and discussed; more thorough analysis is necessary.		Data collected and summarized

Faculty Meetings for Multi-Section Courses	Plan and invite all full-time and adjunct faculty to course specific meetings for those courses with a number of sections (e.g. MAT098, MAT100, and MAT103). This occurs regularly with classes that have a couple of sections; however, it is difficult to realize with those courses having numerous sections. This type of meeting was planned and completed for MAT103 this year and was successful, however, full attendance by all full time and adjunct MAT103 faculty is difficult to schedule.		Annual meetings planned for multi-section courses
Year 1 (2012/2013)			
Retention/Success Action	Description & Rational	College Funding/Support	Department Support
Common Course Final Exams (Phase II)	We also hope to bring our remedial courses and final exams in line with what is done in our remedial English courses (e.g. development of detailed exam rubrics, assignment of exams to score by faculty, policy administration and training for inter-rater reliability).	Remedial Math Program Coordinator*	Common course final exams
Development and Dissemination of Course Standards (Phase II)	Beginning Fall 2012, we hope to begin developing course content mapping and recommended course pacing for each math course; this project will take an estimated two-three years. This information would be disseminated via adjunct meetings and a welcome packet.		Development and meetings with adjunct faculty
Bring Back Math-Based Workshops	Beginning Fall 2012, we hope to bring back coordinated math-based workshops through our Tutoring Center at convenient times for students (e.g. noon hour). These workshops would be offered at strategic points throughout the semester (e.g. when they are needed in courses).	While a Math Learning Skills Coordinator would be best, this could be coordinated by long-term math tutors	

Implementation of Actions Based upon Data Analysis	Initial data analysis shows that students who earn D-grades in remedial math courses do not fare well in the next course. We hope to phase out D-grades in Fall 2012 of select remedial math courses, based upon data. While it is best to also not allow students who score a D into the next class, we do not feel that is fair to students who are currently enrolled and this will need to be phased in beginning Fall 2013. In addition, students (including students with D's) should be allowed to retake the placement exam for entry into the next course.		Curriculum changes and dissemination of information to students and advisors
Pilot of Mandated Lab Work for Remedial Math Students	We currently have difficulty convincing all students that work needs to be completed outside of class to ensure success as per the Carnegie Model; we feel that we need to develop this habit in our remedial students. Once students develop the habit of seeking help via office hours, the Tutoring Center and targeted workshops, they tend to continue that practice in their next math course. To develop this habit of success, we hope to implement a flexible lab component into our remedial math coursework of two hours of work outside of class each week with the student's choice of: the course instructor, a math tutor, attending a math-based workshop or working on MyMathLab or WebAssign in a designated computer lab with a math tutor available. Tracking, scoring and attendance mandates need to be thoughtfully considered.	Devoted Math Learning Skills Coordinator, physical space/ additional computer lab with access to math tutors, tracking system	
*A Remedial Math Program Coordinator has been written and would be multi-faceted with the primary goal of having students attain college-level math coursework. This proposed coordinatorship would be two-pronged (1) efforts on campus and (2) collaboration with our service high schools to attain this goal.			

Appendix B

APPENDIX A. ENROLLMENT BY DEGREE OR CERTIFICATE PROGRAM FALL 2010-2012

	<u>Fall 2012</u>	<u>Fall 2011</u>	<u>Fall 2010</u>
Accounting AAS	34	45	38
Business Administration AAS	77	96	70
Business Administration AS	108	109	117
Business Information Technology AAS	NA	NA	1
Computer Information Systems AAS	53	56	41
Computer Technology AAS	10	14	14
Criminal Justice AAS	184	179	191
Criminal Justice AA	17	NA	NA
Electronics Technology AAS	15	16	10
Environmental Technology AAS	8	16	9
Humanities and Social Science AA	490	582	679
Human Services AAS	97	109	113
Individual Studies AAS	2	2	1
Individual Studies AA	3	3	6
Industrial Technology AAS	24	22	21
Math/Science AS	144	120	116
Nursing AAS	119	111	105
Renewable Energy Technologies AAS	10	NA	NA
Telecommunications Technology AAS	6	9	8
Wind Engine/Turbine Technology AAS	47	37	32
Alcohol and Substance Abuse Certificate	9	19	22
Computer Support Certificate	1	NA	NA
Early Childhood Care/Development Certificate	10	8	9
Financial Services Certificate	NA	NA	1
Health Studies Certificate	58	63	41
Payroll Certificate	NA	1	1
Wind Turbine Service Technician Certificate	4	2	NA
Total in Degree/Certificate Programs	1,530	1,619	1,646
Total Non-Martrriculated/Undeclared	747	738	726
Total All Students	2,277	2,357	2,372

NA = Program or Certificate No Longer Applicable

Appendix C

APPENDIX B. Community College Survey of Student Engagement (CCSSE)

Mean CCC Student Responses 2009, 2012 and Mean 2012 Consortium Responses

Underlined number = possible decrease from 2009 score

Highlighted = statistically significant in 2012 comparison

Topic: Academics/ Academic Rigor

<i>In your experiences at this college during the current school year, how often have you done each of the following? (1= Never, 2= Sometimes, 3= Often, 4= Very often)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Asked questions in class or contributed to class discussions	2.92	2.98	2.94
Made a class presentation	<u>2.02</u>	1.95	2.11
Prepared two or more drafts of a paper or assignment before turning it in	2.58	2.42	2.52
Worked on a paper or project that required integrating ideas or information from various sources	2.82	2.89	2.79
Came to class without completing readings or assignments (lower score = improvement)	1.93	1.86	1.82
Worked with other students on projects during class	<u>2.47</u>	2.41	2.51
Worked with classmates outside of class to prepare class assignments	1.94	2.08	1.92
Tutored or taught other students (paid or voluntary)	1.43	1.43	1.39
Participated in a community-based project as part of a regular course	1.27	1.35	1.33
Used the internet or instant messaging to work on an assignment	2.81	3.02	3.01
Used email to communicate with an instructor	2.73	2.98	2.81
Discussed grades or assignments with an instructor	2.58	2.63	2.59
Talked about career plans with an instructor or an advisor	2.13	2.16	2.08
Discussed ideas from your readings or classes with instructors outside of class	1.79	1.94	1.77
Received prompt feedback (written or oral) from instructors on your performance	2.66	2.79	2.70
Worked hard than you thought you could to meet an instructor's on your performance	2.55	2.66	2.61
Worked with instructors on activities other than coursework	1.40	1.53	1.43

Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	2.54	2.70	2.57
Skipped class (lower score = improvement)	1.64	1.55	1.54
<i>During the current school year, how much has your coursework at this college emphasized the following mental activities? (1= Very little, 2= Some, 3= Quite a bit, 4= Very much)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	2.95	2.95	2.86
Analyzing the basic elements of an idea, experience or theory	2.97	3.09	2.90
Synthesizing and organizing ideas, information or experiences in new ways	2.76	2.94	2.78
Making judgments about the value or soundness of information, arguments or methods	2.61	2.72	2.61
Applying theories or concepts to practical problems or in new situations	2.85	2.92	2.71
Using information you have read or heard to perform a new skill	2.87	2.98	2.83
<i>During the current school year, about how much reading and writing have you done at this college? (1= None, 2= Between 1 and 4, 3= Between 5 and 10, 4= Between 11 and 20, 5 = > 20)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Number of assigned textbooks, manuals, books or book-length packs of course readings	3.13	3.05	2.91
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.05	2.10	2.10
Number of written papers or reports of any length	3.20	3.15	2.90
<i>Challenge of examinations (1= Extremely easy to 7= Extremely challenging)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
To what extent did your examinations during the current school year challenge you to do your best work at this college?	5.00	5.03	4.99
<i>How much does this college emphasize the following? (1= Very little, 2= Some, 3= Quite a bit, 4= Very much)</i>			
	CCC –	CCC-	Consortium-

	2009	2012	2012
Encouraging you to spend significant amounts of time studying?	3.11	3.20	3.02
Using computers in academic work?	3.18	3.26	3.20
<i>About how many hours do you spend in a typical week doing the following? (0= None, 1= 1-5 hours/week, 2= 6-10 hours/week, 3 = 11-12 hours/week, 4= 21-30 hours/week, 5 = >30 hours/week)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Preparing for class (studying, reading, writing, rehearsing, homework, other class activities)	2.12	2.37	2.02
<i>Quality of relationships (1= Unfriendly, unsupportive, sense of alienation, 6 = Friendly, supportive, sense of belonging)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Relationships with instructors	5.49	5.69	5.68
<i>How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas? (? (1= Very little, 2= Some, 3= Quite a bit, 4= Very much)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Acquiring a broad general education	2.99	3.01	2.98
Acquiring a job or work-related knowledge and skills	2.59	2.78	2.58
Writing clearly and effectively	2.71	2.81	2.77
Speaking clearly and effectively	2.62	2.68	2.68
Thinking critically and analytically	2.95	3.09	2.94
Solving numerical problems	2.74	2.86	2.67
Learning effectively on your own	2.92	2.91	2.95
<i>How often do you use the following services? (0= don't know/NA, 1= Rarely/never, 2= Sometimes, 3= Often)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Peer or other tutoring	1.51	1.64	1.49
Skill labs (writing, math, etc.)	1.72	1.88	1.74
Academic Advising	1.80	1.84	1.79
<i>How satisfied are you with these services? (0=NA, 1= Not at all, 2= Somewhat, 3= Very)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Peer or other tutoring	2.23	2.37	2.19
Skill labs (writing, math, etc.)	2.20	2.35	2.29
Academic Advising	2.32	2.41	2.23

<i>How important are these services to you? (1= Not at all, 2= Somewhat, 3 = Very)</i>			
<i>(Area not included in metric summaries)</i>	CCC – 2009	CCC- 2012	Consortium- 2012
Peer or other tutoring	2.10	2.21	2.15
Skill labs (writing, math, etc.)	2.15	2.19	2.23
Academic Advising	2.52	2.54	2.56

Academic Rigor Topic Area Rankings Summary (46 metrics used):

- 10 metrics show significant differences in comparison of 2012 CCC students vs. 2012 consortium
- 100% of these represent positive comparisons
- 3 areas with possible lower scores than in 2009 (not proven statistically)

Topic: Student Services and Student Challenges

<i>In your experiences at this college during the current school year, how often have you done each of the following? (1= Never, 2= Sometimes, 3= Often, 4= Very often)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Talked about career plans with an instructor or advisor	2.13	2.24	2.08
<i>How much does this college emphasize the following? (1= Very little, 2= Some, 3= Quite a bit, 4= Very much)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Providing the support you need to help you succeed at this college	3.03	3.15	3.00
Helping you cope with your non-academic responsibilities	<u>2.06</u>	1.92	1.97
Providing the support you need to thrive socially	<u>2.13</u>	<u>2.04</u>	2.19
<i>About how many hours do you spend in a typical week doing the following? (0= None, 1= 1-5 hours/week, 2= 6-10 hours/week, 3 = 11-12 hours/week, 4= 21-30 hours/week, 5 = > 30 hours/week)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Working for pay	2.79	<u>2.25</u>	2.78
Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	0.39	<u>0.46</u>	0.29
Providing care for dependents living with you (parents, children, spouse, etc.) <i>(not included in metric summary)</i>	1.49	1.61	1.83
Commuting to and from classes <i>(not included in</i>	1.46	1.50	1.35

<i>metric summary)</i>			
Quality of relationships <i>(1= Unfriendly, unsupportive, sense of alienation, 2 = Friendly, supportive, sense of belonging)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Relationships with other students	5.40	5.43	5.49
How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas? (? (1= Very little, 2= Some, 3= Quite a bit, 4= Very much)			
	CCC – 2009	CCC- 2012	Consortium- 2012
Working effectively with others	2.76	2.78	2.78
Understanding yourself	2.59	2.66	2.66
Developing a personal code of values and ethics	2.50	2.55	2.43
Contributing to the welfare of the community	2.05	2.25	2.06
Developing clearer career goals	2.72	2.90	2.71
Gaining information about career opportunities	2.58	2.71	2.58
How often do you use the following services? (0= don't know/NA, 1= Rarely/never, 2= Sometimes, 3= Often)			
	CCC – 2009	CCC- 2012	Consortium- 2012
Career counseling	1.34	1.41	1.79
Job placement assistance	1.16	1.21	1.24
Child care	1.15	1.20	1.18
Student organizations	1.42	1.53	1.37
Transfer credit assistance	1.55	1.58	1.53
Services to students with disabilities	1.39	1.51	1.31
How satisfied are you with these services? (0=NA, 1= Not at all, 2= Somewhat, 3= Very)			
	CCC – 2009	CCC- 2012	Consortium- 2012
Career counseling	1.92	2.18	2.05
Job placement assistance	1.68	1.91	1.81
Child care	1.77	1.91	1.78
Student organizations	2.03	2.11	2.07
Transfer credit assistance	2.10	2.22	2.07
Services to students with disabilities	2.13	2.04	2.04

<i>How important are these services to you? (1= Not at all, 2= Somewhat, 3 = Very)</i>			
<i>(area not included in metric summaries)</i>	CCC – 2009	CCC- 2012	Consortium- 2012
Career counseling	2.22	2.26	2.32
Job placement assistance	1.93	1.98	2.09
Child care	1.63	1.64	1.74
Student organizations	1.77	1.80	1.87
Transfer credit assistance	2.16	2.19	2.24
Services to students with disabilities	2.05	2.06	2.05
<i>How likely is it that the following issues would cause you to withdraw from class or from this college? (1= Not likely, 2= Somewhat likely, 3= Likely, 4= Very likely)</i>			
<i>(not included in metric summaries)</i>	CCC – 2009	CCC- 2012	Consortium- 2012
Working full-time	2.16	2.23	2.21
Caring for dependents	1.90	1.83	1.93
Academically unprepared	1.83	1.71	1.68
Lack of finances	2.53	2.32	2.50
Transfer to a 4-year college or university	2.37	2.11	2.44
<i>Support of attending college at CCC (1= Not very, 2= Somewhat, 3= Quite a bit, 4= Extremely)</i>			
<i>(not included in metric summaries)</i>	CCC – 2009	CCC- 2012	Consortium- 2012
How supportive are your friends of your attending CCC?	3.25	3.26	3.25
How supportive is your immediate family of your attending CCC?	3.60	3.51	3.50

Student Services Topic Area Rankings Summary (23 metrics):

- 7 metrics show significant differences in comparison of 2012 CCC students vs. 2012 consortium
- 6 of these metrics (86%) of these represent positive comparisons; 1 represents a negative comparison
- 3 areas with possible lower scores than in 2009 (not proven statistically)

Topic: Financial Aid

<i>How much does this college emphasize the following? (1= Very little, 2= Some, 3= Quite a bit, 4= Very much)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Providing the financial support you need to afford your education	2.49	2.59	2.56
<i>How often do you use the following services? (0= don't know/NA, 1= Rarely/never, 2= Sometimes,</i>			

<i>3= Often</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Financial aid advising	1.84	1.95	1.89
<i>How satisfied are you with these services? (0=NA, 1= Not at all, 2= Somewhat, 3= Very)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Financial aid advising	2.30	2.37	2.24
<i>How important are these services to you? (1= Not at all, 2= Somewhat, 3 = Very)</i>			
<i>(area not included in metric summaries)</i>	CCC – 2009	CCC- 2012	Consortium- 2012
Financial aid advising	2.48	2.50	2.48

Financial Aid Topic Area Rankings Summary (4 metrics):

- No metrics indicate statistically significant differences among 2012 CCC student and consortium respondents
- No areas indicate possible lower scores given by CCC students in 2009 in comparison with 2012

Topic: Technology

<i>In your experiences at this college during the current school year, how often have you done each of the following? (1= Never, 2= Sometimes, 3= Often, 4= Very often)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Used the internet or instant messaging to work on an assignment	2.81	3.01	3.01
Used email to communicate with an instructor	2.73	2.98	2.81
<i>How much has your experience at this college contributed to your knowledge, skills and personal development in: (1= Very little, 2= Some, 3= Quite a bit, 4= Very much)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Using computing and information technology	2.74	2.87	2.79
<i>How much does this college emphasize the following? (1= Very little, 2= Some, 3= Quite a bit, 4= Very much)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Using computers in academic work?	3.18	3.26	3.20

<i>How often do you use the following services? (0= don't know/NA, 1= Rarely/never, 2= Sometimes, 3= Often)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Computer Lab	2.33	2.31	2.08
<i>How satisfied are you with these services? (0= NA, 1= Not at all, 2= Somewhat, 3= Very)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Computer Lab	2.49	2.39	2.50
<i>How important are these services to you? (1= Not at all, 2= Somewhat, 3 = Very) (area not included in metric summaries)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Computer Lab	2.48	2.52	2.48

Technology Topic Area Rankings Summary (6 metrics):

- 2 metrics show significant differences in comparison of 2012 CCC students vs. 2012 consortium
- 1 of these metrics represents a positive comparison; 1 represents a negative comparison
- 1 area shown with a possible lower score than in 2009 (not proven statistically)

Topic: Diversity

<i>In your experiences at this college during the current school year, how often have you done each of the following? (1= Never, 2= Sometimes, 3= Often, 4= Very often)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Had serious conversations with students of a different race or ethnicity than your own	2.35	2.32	2.42
Had serious conversations with students who differ from you in terms of religious beliefs, political opinions or personal values	2.37	2.38	2.35
<i>How much does this college emphasize the following? (1= Very little, 2= Some, 3= Quite a bit, 4= Very much)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	2.47	2.75	2.55
<i>How much has your experience at this college contributed to your knowledge, skills and</i>			

<i>personal development in the following area: (1= Very little, 2= Some, 3= Quite a bit, 4= Very much)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Understanding people of other racial and ethnic backgrounds	2.37	2.40	2.43

Diversity Topic Area Rankings Summary (4 metrics):

- 1 metric show significant differences in comparison of 2012 CCC students vs. 2012 consortium
- This metric demonstrates a positive comparison
- 1 area shown with possible lower scores than in 2009 (not proven statistically)

Topic: Administration

<i>What best represents the quality of your relationships with the following people at CCC: (1= Unfriendly, unsupportive, sense of alienation, 7= Friendly, supportive, sense of belonging)</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Relationships with administrative personnel and offices	5.08	5.08	4.97

Administration Topic Area Rankings Summary (1 metric):

- This metric does not indicate statistically significant differences among 2012 CCC student and consortium respondents and does not indicate possible lower scores given by CCC students in 2009 in comparison with 2012

CCC Student Characteristics and Impressions from CCSSE 2012-

Comparison 2012 CCSSE Respondents at CCC to CCC Overall Population and 2012 Consortium Respondents

<i>Respondent Gender Composition</i>			
	CCC-2012 Respondents	CCC-2012 Overall Population	Consortium-2012 Respondents
Female	56%		59%
Male	44%		41%
<i>Respondent Race/Ethnicity Composition</i>			
	CCC-2012 Respondents*	CCC-2012 Overall Population	Consortium-2012
American Indian/Native American	1%	1%	2%
Asian, Pacific Islander	1%	2%	3%
Black, African American	8%	7%	13%
White, Non-Hispanic	80%	80%	62%
Hispanic/Latino	3%	1%	11%
Other	1%	4%	8%
International Student	3%	1%	1%
* does not = 100% because a number of otherwise complete survey respondents did not fill this in			
<i>Respondent Age</i>			
	CCC-2012 Respondents	CCC-2012 Overall Population	Consortium-2012
18 to 19	36%	39%	22%
20 to 21	18%	18%	16%
22 to 24	12%	11%	12%
25 to 29	13%	11%	13%
30 to 39	11%	10%	14%
40 to 49	6%	7%	8%
50 to 64	3%	3%	4%
65 and older	0%	0%	1%

Topic: Student Information/General Impressions of College

<i>Do you have children who live with you?</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Yes	22%	26%	31%
No	78%	74%	69%
<i>Respondent Enrollment Status</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Full Time	88%	88%	45%
Part Time	12%	12%	55%
<i>Did you begin college here or elsewhere?</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Began college at CCC	67%	71%	70%
Began college elsewhere	33%	29%	30%
<i>What are your (primary and secondary) reasons/goals for attending this college?</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Complete a certificate program	<i>Primary: 28%</i> <i>Secondary: 18%</i>	<i>Primary: 26%</i> <i>Secondary: 15%</i>	<i>Primary: 31%</i> <i>Secondary: 21%</i>
Complete an associate's degree program	<i>Primary: 61%</i> <i>Secondary: 23%</i>	<i>Primary: 73%</i> <i>Secondary: 14%</i>	<i>Primary: 62%</i> <i>Secondary: 21%</i>
Transfer to a 4 year institution	<i>Primary: 54%</i> <i>Secondary: 26%</i>	<i>Primary: 45%</i> <i>Secondary: 27%</i>	<i>Primary: 51%</i> <i>Secondary: 23%</i>
Obtain or update job skills	<i>Primary: 42%</i> <i>Secondary: 31%</i>	<i>Primary: 48%</i> <i>Secondary: 26%</i>	<i>Primary: 45%</i> <i>Secondary: 27%</i>
Self-improvement/personal enjoyment	<i>Primary: 37%</i> <i>Secondary: 38%</i>	<i>Primary: 40%</i> <i>Secondary: 37%</i>	<i>Primary: 40%</i> <i>Secondary: 34%</i>
Change careers	<i>Primary: 24%</i> <i>Secondary: 16%</i>	<i>Primary: 35%</i> <i>Secondary: 16%</i>	<i>Primary: 30%</i> <i>Secondary: 16%</i>

<i>When do you plan to take classes at this college again?</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
I will accomplish my goal this term and not be returning	14%	20%	12%
I have no current plan to return	6%	6%	5%
Within the next 12 months	69%	60%	66%
Uncertain	11%	14%	16%
<i>I have participated in College Orientation (% of Respondents):</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
I have participated in college orientation	22%	26%	29%
I plan to participate in college orientation	10%	10%	14%
I have not participated in college orientation and do not plan to do so	68%	64%	57%
<i>What is your overall college grade average at CCC?</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
A	7%	14%	16%
A- to B+	20%	26%	29%
B	28%	24%	23%
B- to C+	26%	24%	19%
C	12%	9%	8%
C- or lower	4%	3%	3%
Do not have a GPA	2%	1%	2%
<i>When do you most frequently take classes at this college?</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Day classes	89%	86%	73%
Evening classes	10%	14%	26%
Weekend classes	1%	0%	1%
<i>How would you rate your entire educational experience at this college?</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Excellent	29%	31%	31%

Good	56%	53%	54%
Fair	14%	15%	14%
Poor	2%	1%	2%
<i>Would you recommend this college to a friend or family member?</i>			
	CCC – 2009	CCC- 2012	Consortium- 2012
Yes	95%	92%	94%
No	5%	8%	6% %

Appendix D

**APPENDIX C. Student Opinion Survey Results 2003, 2006, 2010, 2012
COLLEGE SERVICES AND FACILITIES**

	Area of Survey	Mean Score/Rank (# valid surveys)	2003 (338)	2006 (596)	2010 (531)	2013 (423)
1	Classrooms	CCC	4.05	3.98	3.88	3.79
		SUNY Community Colleges	3.93	3.88	3.90	3.86
		CCC/SUNY Rank	9/30	6/27	15/27	21/29
2	Availability of Academic Advisor	CCC	4.0	3.92	3.78	4.00*
		SUNY Community Colleges	3.85	3.79	3.77	3.87
		CCC/SUNY Rank	13/30	6/27	12/27	9/29
3	Information Provided by Academic Advisor	CCC	3.98	3.88	3.79	3.95*
		SUNY Community Colleges	3.79	3.73	3.73	3.80
		CCC/SUNY Rank	13/30	4/27	7/27	7/29
4	Library Resources/Services	CCC	4.29	3.99	4.01	3.93*
		SUNY Community Colleges	4.32	4.01	4.02	4.19
		CCC/SUNY Rank	21/30	14/27	15/27	29/29
5	Library Facilities	CCC	4.23	3.99	3.98	3.82*
		SUNY Community Colleges	4.24	4.01	4.01	4.07
		CCC/SUNY Rank	19/30	16/27	16/27	28/29
6	Study Areas	CCC	4.01	3.88	3.74	3.67*
		SUNY Community Colleges	3.86	3.73	3.74	3.88
		CCC/SUNY Rank	9/30	4/27	16/27	25/29
7.	College Tutoring Services	CCC	3.84	3.94	3.89	3.74
		SUNY Community Colleges	3.78	3.77	3.78	3.82
		CCC/SUNY Rank	14/30	4/27	4/27	19/29
8.	Peer Tutoring Services	CCC	--	--	--	3.66
		SUNY Community Colleges	--	--	--	3.82
		CCC/SUNY Rank	--	--	--	27/29
9.	Learning Center Facilities	CCC	-	3.99	3.83	3.68*
		SUNY Community Colleges	--	3.92	3.94	3.94
		CCC/SUNY Rank	--	9/27	21/27	29/29
10	Course Related Laboratories	CCC	4.01	3.95	3.85	3.93
		SUNY Community Colleges	3.84	3.79	3.82	3.87
		CCC/SUNY Rank	4/30	1/27	8/27	11/29
11	Fine and Performing Arts Studio	CCC	3.68	3.79	3.63	3.55*
		SUNY Community Colleges	3.61	3.62	3.66	3.70

		CCC/SUNY Rank	12/30	3/27	16/27	24/29
12	Computer Availability	CCC	4.08	4.2	3.99	3.41*
		SUNY Community Colleges	3.97	3.82	3.68	3.80
		CCC/SUNY Rank	9/30	1/27	5/27	29/29
13	Computer Support Services	CCC	--	3.85	3.70	3.79*
		SUNY Community Colleges	--	3.67	3.94	3.95
		CCC/SUNY Rank	--	2/27	15/27	26/29
14	Internet Access	CCC	--	4.15	3.83	3.40*
		SUNY Community Colleges	--	3.94	3.87	3.71
		CCC/SUNY Rank	--	2/27	13/27	25/29
15	Availability of Online Services	CCC	--	3.9	3.80	3.92*
		SUNY Community Colleges	--	3.69	4.00	4.11
		CCC/SUNY Rank	--	1/27	24/27	27/29
16	Athletic Facilities	CCC	3.79	3.83	3.52	3.48*
		SUNY Community Colleges	3.63	3.67	3.62	3.77
		CCC/SUNY Rank	8/30	6/27	17/27	23/29
17	Food Services	CCC	2.98	3.14	3.13	3.04
		SUNY Community Colleges	3.40	3.40	3.56	3.20
		CCC/SUNY Rank	27/30	21/27	17/27	19/29
18	Campus Center/ Student Union	CCC	3.44	3.54	3.33	3.46*
		SUNY Community Colleges	3.54	3.57	3.56	3.70
		CCC/SUNY Rank	23/30	15/27	26/27	26/29
19	Financial Aid Services	CCC	3.91	3.79	3.80	3.91*
		SUNY Community Colleges	3.67	3.66	3.69	3.83
		CCC/SUNY Rank		7/27	8/27	9/29
20	Course Registration Process	CCC	3.82	3.79	3.79	3.82
		SUNY Community Colleges	3.72	3.7	3.78	3.91
		CCC/SUNY Rank	17/30	9/27	14/27	21/29
21	Billing and Payment Process	CCC	3.79	3.85	3.77	3.85
		SUNY Community Colleges	3.70	3.65	3.76	3.84
		CCC/SUNY Rank	13/30	1/27	12/27	13/29
22	General Condition Building/Grounds	CCC	4.06	4.0	3.81	3.65*
		SUNY Community Colleges	3.85	3.81	3.83	3.86
		CCC/SUNY Rank	7/30	7/27	15/27	25/29
23	Parking Facilities	CCC	2.83	2.9	2.82	2.85*
		SUNY Community Colleges	2.83	2.97	2.85	3.13
		CCC/SUNY Rank	17/30	20/27	16/27	23/29
24	College Bookstore	CCC	3.73	3.82	3.73	3.92*
		SUNY Community Colleges	3.59	3.58	3.61	3.73
		CCC/SUNY Rank	9/30	3/27	8/27	6/29

25	College Security Services	CCC	-	3.75	3.56	3.74
		SUNY Community Colleges	-	3.57	360	3.70
		CCC/SUNY Rank	-	3/27	18/27	13/29
26	Student Health Services	CCC	3.75	3.8	3.52	2.95*
		SUNY Community Colleges	3.63	3.62	3.62	3.67
		CCC/SUNY Rank	7/30	5/27	21/27	29/29
27	Job Search Assistance	CCC	-	3.51	3.18	3.22
		SUNY Community Colleges	-	3.43	3.37	3.32
		CCC/SUNY Rank	-	11/27	24/27	22/29
28	Career Planning Services	CCC	3.72	3.63	3.35	3.50
		SUNY Community Colleges	3.56	3.55	3.50	3.51
		CCC/SUNY Rank	6/30	11/27	23/27	16/29
29	Transfer Planning Services	CCC	-	3.7	3.44	3.62
		SUNY Community Colleges	-	3.52	3.49	3.55
		CCC/SUNY Rank	-	5/27	15/27	9/29
Source: ACT 2003, 2006, 2010, 2013 Student Opinion Survey for SUNY Community Colleges Averages based on the following coding: Very Satisfied = 5, Satisfied =4, Neither Satisfied nor Dissatisfied =3, Dissatisfied = 2, Very Dissatisfied =1						

*denotes statistically significant difference at at least 0.05 level

Appendix E

APPENDIX D. Student Opinion Survey Results 2003, 2006, 2010, 2013

**COLLEGE PROGRAMS AND EXPERIENCES
(with Cultural/Diversity Sub-Section)**

Area of Survey		Mean Score/Rank (# valid surveys)	2003 (338)	2006 (596)	2010 (531)	2013 (423)
1	Quality of Instruction	CCC	4.15	3.94	3.97	4.03
		SUNY Community Colleges	4.05	3.93	4.01	4.05
		CCC/SUNY Rank	10/30	13/27	18/27	18/29
2	Availability of Instructors	CCC	3.99	3.69	3.82	3.92
		SUNY Community Colleges	3.91	3.64	3.83	3.87
		CCC/SUNY Rank	12/30	12/30	13/27	9/29
3	Class Size	CCC	4.15	4.29	4.17	4.14
		SUNY Community Colleges	3.97	4.14	4.05	4.08
		CCC/SUNY Rank	2/30	3/30	5/27	11/29
4	Availability of Courses- Timing	CCC	3.43	3.56	3.53	3.56*
		SUNY Community Colleges	3.27	3.42	3.41	3.45
		CCC/SUNY Rank	5/30	6/30	5/27	8/29
5	Availability of Courses Required for Graduation	CCC	--	3.64	3.75	3.76
		SUNY Community Colleges	--	3.42	3.63	3.70
		CCC/SUNY Rank	--	2/27	6/27	10/29
6	Availability of Internships/field work/clinicals	CCC	3.37	3.28	3.23	3.57
		SUNY Community Colleges	3.35	3.4	3.33	3.45
		CCC/SUNY Rank	15/30	20/27	22/27	6/29
7	Availability of Honors Opportunities	CCC	--	-	3.50	3.70
		SUNY Community Colleges	--	-	3.53	3.65
		CCC/SUNY Rank	--	-	18/27	8/29
8	College Catalog	CCC	--	4.01	3.87	3.77
		SUNY Community Colleges	--	3.92	3.74	3.85
		CCC/SUNY Rank	--	6/27	4.01	19/29
9	Communication of College News/ Information to Students	CCC	--	3.70	3.74	3.72
		SUNY Community Colleges	--	3.58	3.68	3.74
		CCC/SUNY Rank	--	6/27	9/27	18/29

10	College Website Ease of Use	CCC	--	4.10	4.01	4.04*
		SUNY Community Colleges	--	3.90	3.92	3.93
		CCC/SUNY Rank	--	2/27	8/27	7/29
11	College Website Information Accuracy	CCC	--	-	3.89	4.02
		SUNY Community Colleges	--	-	3.85	3.95
		CCC/SUNY Rank	--	-	13/27	7/29
12	Recreation/ Intramural Programs	CCC	--	3.50	3.35	3.18*
		SUNY Community Colleges	--	3.44	3.47	3.50
		CCC/SUNY Rank	--	10/27	20/27	27/29
13	College Social Activities	CCC	--	3.43	3.43	3.30*
		SUNY Community Colleges	--	3.44	3.52	3.53
		CCC/SUNY Rank	--	17/27	17/27	26/29
14	Guest Speakers	CCC	--	3.71	3.35	3.49*
		SUNY Community Colleges	--	3.56	3.56	3.65
		CCC/SUNY Rank	--	4/27	26/27	23/29
15	Campus Clubs/Activities	CCC	--	3.71	3.42	3.55
		SUNY Community Colleges	--	3.60	3.56	3.60
		CCC/SUNY Rank	--	8/27	24/27	17/29
16	Opportunities for Community Service	CCC	--	3.45	3.37	3.32
		SUNY Community Colleges	--	3.40	3.37	3.43
		CCC/SUNY Rank	--	10/27	15/27	22/29
17	Student Input in College Policies/Plans	CCC	3.18	3.24	3.20	2.97*
		SUNY Community Colleges	3.14	3.21	3.22	3.28
		CCC/SUNY Rank	13/30	13/27	15/27	28/29
18	Student Government	CCC	3.31	3.23	3.37	3.25
		SUNY Community Colleges	3.27	3.29	3.28	3.33
		CCC/SUNY Rank	13/30	17/27	8/27	19/29
19	New Student Orientation	CCC	3.78	3.94	3.75	3.83*
		SUNY Community Colleges	3.68	3.7	3.69	3.69
		CCC/SUNY Rank	10/30	1/27	9/27	6/29
20	Personal	CCC	4.08	3.94	3.78	3.83

	safety/security on campus					
		SUNY Community Colleges	3.80	3.72	3.74	3.91
		CCC/SUNY Rank	3/30	2/27	11/27	20/29
CULTURE AND DIVERSITY SUB-SECTION						
21	Cultural Programs	CCC	--	3.46	3.28	3.29*
		SUNY Community Colleges	--	3.48	3.54	3.53
		CCC/SUNY Rank	--	17/27	25/27	26/29
22	Student civility in the classroom	CCC	--	--	--	3.66*
		SUNY Community Colleges	--	--	--	3.93
		CCC/SUNY Rank	--	--	--	28/29
23	Student civility outside of the classroom	CCC	--	--	--	3.38*
		SUNY Community Colleges	--	--	--	3.75
		CCC/SUNY Rank	--	--	--	28/29
24	Campus Acceptance of individual differences	CCC	--	4.08	3.92	3.77*
		SUNY Community Colleges	--	3.91	3.94	4.00
		CCC/SUNY Rank	--	1/27	15/27	28/29
25	Racial harmony	CCC	--	4.11	3.89	3.54*
		SUNY Community Colleges	--	3.86	3.88	3.95
		CCC/SUNY Rank	--	1/27	15/27	29/29
26	Diversity of faculty and staff	CCC	--	3.92	3.83	3.70*
		SUNY Community Colleges	--	3.82	3.87	3.94
		CCC/SUNY Rank	--	6/27	21/27	27/29
27	Diversity of student body	CCC	--	4.07	3.91	3.86*
		SUNY Community Colleges	--	3.89	3.94	4.01
		CCC/SUNY Rank	--	1/27	20/27	25/29
<p>Source: ACT 2003, 2006, 2010, 2013 Student Opinion Survey for SUNY Community Colleges Averages based on the following coding: Very Satisfied = 5, Satisfied =4, Neither Satisfied nor Dissatisfied =3, Dissatisfied = 2, Very Dissatisfied =1</p>						

***denotes statistically significant difference at at least the 0.05 level**

Appendix F

**APPENDIX E. Student Opinion Survey Results 2003, 2006, 2010, 2013
ACADEMIC AND LIFE SKILL OUTCOMES**

Area of Survey		Mean Score/Rank (# valid surveys)	2003 (338)	2006 (596)	2010 (531)	2013 (423)
1	Write Clearly and Effectively	CCC	--	3.53	3.27	3.40
		SUNY Community Colleges	--	3.31	3.14	3.48
		CCC/SUNY Rank	--	1/27	3/27	21/29
2	Speak Clearly and Effectively	CCC	--	3.34	2.98	3.26
		SUNY Community Colleges	--	3.14	2.96	3.34
		CCC/SUNY Rank	--	1/27	11/27	22/29
3	Acquire Information, Ideas and Concepts	CCC	--	3.63	3.37	3.56
		SUNY Community Colleges	--	3.47	3.41	3.59
		CCC/SUNY Rank	--	3/27	17/27	15/29
4	Acquire Scientific and Mathematical Thinking Skills	CCC	--	3.50	3.34	3.51
		SUNY Community Colleges	--	3/36	3.33	3.36
		CCC/SUNY Rank	--	3/27	12/27	10/29
5	Work Well with Others	CCC	--	3.28	3.10	3.39
		SUNY Community Colleges	--	3.14	3.12	3.37
		CCC/SUNY Rank	--	5/27	17/27	11/29
6	Acquire Knowledge and Skills Needed for a Career	CCC	--	3.76	3.50	3.83*
		SUNY Community Colleges	--	3.57	3.55	3.70
		CCC/SUNY Rank	--	5/27	14/27	5/29
7	Understand Personal Ethics and Values	CCC	--	3.38	3.27	3.20
		SUNY Community Colleges	--	3.21	3.32	3.26
		CCC/SUNY Rank	--	1/27	19/27	21/29
8	Understand and Appreciate Ethnic/Cultural Diversity and other Individual Differences	CCC	--	3.08	2.96	3.05*
		SUNY Community Colleges	--	2.89	2.95	3.19
		CCC/SUNY Rank	--	3/27	13/27	25/29
9	Use Computer and	CCC	--	3.26	3.05	3.30

	Information Technology Effectively					
		SUNY Community Colleges	--	3.07	3.01	3.30
		CCC/SUNY Rank	--	5/27	13/27	15/29
10	Develop Leadership Skills	CCC	-	2.92	2.85	3.00
		SUNY Community Colleges	--	2.81	2.83	2.99
		CCC/SUNY Rank	--	7/27	13/27	13/29
11	Understand Political and Social Issues	CCC	--	2.91	2.77	2.95
		SUNY Community Colleges	--	2.78	2.68	3.05
		CCC/SUNY Rank	--	5/27	7/27	23/29
12	Understand Rights and Responsibilities as a Global Citizen	CCC	--	2.85	2.82	3.08
		SUNY Community Colleges	--	2.75	2.69	3.17
		CCC/SUNY Rank	--	8/27	6/27	25/29
13	Acquire Knowledge and Skills for Further Academic Study	CCC	--	3.60	3.44	3.64
		SUNY Community Colleges	--	3.45	3.44	3.63
		CCC/SUNY Rank	--	2/27	14/27	12/29
14	Acquire Knowledge and Skills for Lifetime Intellectual Growth	CCC	--	3.52	3.37	3.61
		SUNY Community Colleges	--	3.39	3.35	3.60
		CCC/SUNY Rank	--	4/27	4/11	9/29
15	Develop an Openness of Opinion of Others	CCC	--	--	3.12	3.25
		SUNY Community Colleges	--	--	3.08	3.34
		CCC/SUNY Rank	--	--	10/27	23/29
16	Appreciate Artistic Expression	CCC	--	--	2.58	2.68*
		SUNY Community Colleges	--	--	2.62	2.95
		CCC/SUNY Rank	--	--	17/27	28/29
17	Understanding environmental and sustainability issues	CCC	--	--	--	2.95
		SUNY Community Colleges	--	--	--	2.96

	CCC/SUNY Rank	--	--	--	18/29
Source: ACT 2003, 2006, 2010, 2013 Student Opinion Survey for SUNY Community Colleges Averages based on the following coding: Very Large Contribution = 5, Large Contribution=4, Moderate Contribution =3, Small Contribution= 2, No Contribution =1					

*denotes statistically significant difference at at least 0.05 level

Appendix G

Spring 2013 CCC Strategic Needs

Introduction

Thank you for your time in reviewing the strategic initiative needs identified by the Strategic Planning Committee for the coming fiscal year and beyond. Please provide your input, as a Strategic Planning Committee member, regarding levels of emphasis for each item. They are organized by Strategic Plan Goal and also by longer term strategic needs vs. shorter-term operational needs. The only question that is required for submission is #1 but we appreciate your thoughtful and complete participation.

We want to encourage open-ended feedback, however given the size and scale of the survey please channel questions about completing the survey itself to Victoria Duley, and provide other feedback or information to the appropriate Vice President for collection.

Please complete this exercise by MONDAY MAY 6th.

***1. Name and department/division:**

First/Last Name

Department or Division
representation

Spring 2013 CCC Strategic Needs

Short Term Operational Needs Continued

11. In order to achieve the Strategic Goal of Developing Campus Infrastructure to Support Student Access and Success, the following items should be emphasized:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
Full time IT staff person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional Effectiveness- assessment tracking software (industry standard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support 5-7 year PC replacement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Windows 7 upgrade (MS announced end of support for XP April 2014)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement Degree Works Planning software (SUNY- required)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide financial aid information on student portal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Update computer labs at residence halls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Install computers and one printer in HPER conference room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate summer housing for existing residence hall students and new summer residents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. In order to achieve the Strategic Goal of Developing Brand Identity, the following items should be emphasized:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
Restructure College Relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stencil college and cougar logos in residence halls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College signage at residence hall complex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a marketing piece targeting employers for credit and non-credit programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANK YOU for your time in completing this exercise. We will report back full results by the May Strategic Planning Committee meeting.

Appendix H

APPENDIX G.

Strategic Planning Committee Spring 2013 Needs Survey Summary

Background

The 27 members of the CCC Strategic Planning Committee were provided with the electronic link to a survey comprising 12 questions, to gauge agreement with statements about 61 items presented to the Strategic Planning Committee as college-wide needs for the 2013-14 year and beyond. These items were broken down for consideration into 28 long-term strategic needs and 33 short-term operational needs, framed by the seven Strategic Goals of the College's *2012-2017 Strategic Plan*. The survey ran from April 26 to May 7, 2013.

Participation

93% of committee members responded to the survey (25 out of 27). Survey respondents answered all 12 survey questions (representing 61 areas).

Definition for Levels of Emphasis

A five-point Likert scale was used to measure level of agreement with the statements made for each of the 61 areas of possible college emphasis. An average of this rating scale was tabulated for each item. Based on these rating averages, the following areas were most widely agreed upon in Spring 2013 as areas of emphasis for the college in accordance with the Strategic Plan:

- Distance Learning program definition/support
- Determining how to financially support existing levels of internet bandwidth
- Windows 7 upgrade
- Adult programming
- Developing e-communications with students to save substantial resources
- Math/English labs for under-prepared students
- Growing Science Technology offering in areas of high need
- Improving intervention with identified at-risk students
- Supporting/expanding international student programming/consider program expansion
- Filling vacant English Composition position and address Department level of full-time instruction
- Full time IT staff person
- Supporting 5-7 year PC replacement plan
- Providing financial aid information on student portal
- Implementing Degree Works planning software

Appendix I

Appendix H.

Clinton Community College: Institutional Effectiveness Plan

September 2012



TABLE OF CONTENTS

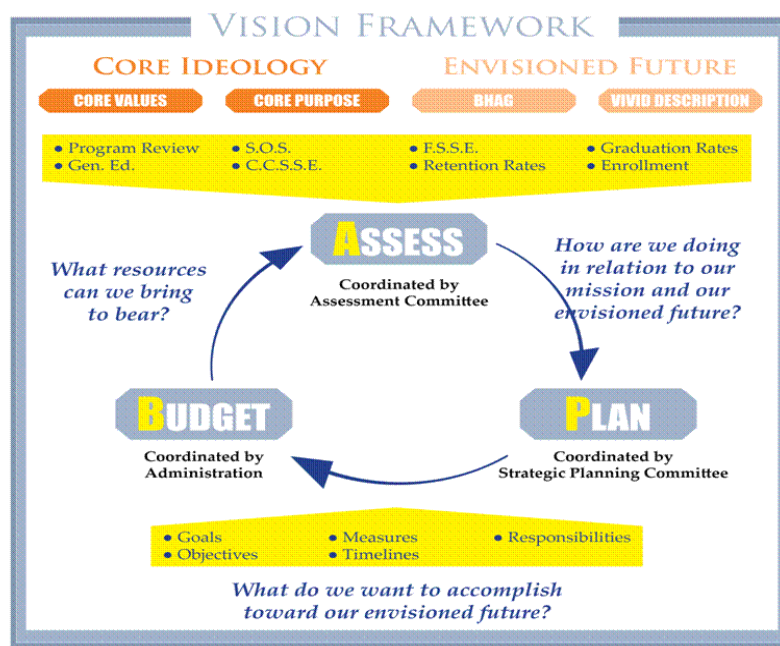
Institutional Effectiveness Plan and College Assessment Narrative.....	3
Academic Affairs Assessment	4
Student Affairs Assessment	7
Enrollment Management	8
Institutional Effectiveness/Institutional Research.....	9
Administrative Assessment	10
Clinton Community College Strategic Planning Process.....	12
Strategic Planning and Assessment Process Timeline and Responsibilities.....	15
Appendices	17
A. CCC 2012-2017 Strategic Plan	
B. CCC Strategic Planning Manual	
C. Strategic Planning Metrics 2011-2012 Academic Year	
D. CCC Institutional Effectiveness Report (September 2011)	
E. General Education Assessment (2011-2012)	
F. Student Learning Outcomes Program Mission and Goals	
G. CCC 7-Year Assessment Cycle for Academic and Student Affairs	
H. CCC Guide to Program Reviews	
I. Recent Program Reviews	
J. Annual Department Assessment Template	
K. CCC Enrollment Management Plan (2012-2013)	
L. Administrative Assessments (2012-2013)	

INSTITUTIONAL EFFECTIVENESS PLAN AND COLLEGE ASSESSMENT NARRATIVE

Overview:

The mission of Clinton Community College (CCC) is to provide educational opportunities that enrich minds, strengthen the economy and improve the quality of life in our region. CCC is committed to continual assessment of its institutional effectiveness in all areas of the College. The assessment processes include carefully selected student learning outcomes and comprehensive reviews of Academic and Student Affairs programs and Administrative departments.

CCC has worked diligently to align the college's mission, core values, goals, objectives and actions. CCC created a visual model to reinforce how these pieces link together through its strategic planning. The Assess, Plan, Budget (APB) model depicted below illustrates how strategic priorities are directly reflected within the appropriate actions and annual College budgeting.



The process is informed by the Middle States Commission on Higher Education (MSCHE) *Standards of Excellence* which recommends collecting and analyzing data to provide measurable/observable outcomes that are meaningful, systematic and ongoing. The

College ensures that its goals, sub-goals and objectives are “SMART”- Specific, Measurable, Attainable, Relevant and Timely. These are directly in line with the College’s *2012-2017 Strategic Plan* (Appendix A).

The College’s *Strategic Planning Manual* (first drafted in 2002 and last revised in 2012) outlines the overall timeline and procedures for strategic planning and college operations (see Appendix B). A college-wide Strategic Planning Committee convenes monthly during the academic year to review progress within the strategic planning goals and sub-goals, to analyze emerging needs which require commitment of college resources and to make recommendations of yearly resource allocations, within the context of the APB cycle.

Annual progress on strategic planning goals and sub-goals are reported and discussed annually within the Committee (Appendix C). The biennial Institutional Effectiveness Report informs much of the process (Appendix D).

The narrative below summarizes the ways by which assessment results are gathered and used to improve College teaching and operational activities. Within each area, department or division, leaders answer the four following questions:

- *What are the unit’s objectives?*
- *How are the objectives being regularly assessed (periodically, not episodically)?*
- *Where are the assessment results being periodically discussed (meeting minutes, committee reports, etc.)?*
- *What evidence exists to show how the discussion of assessment results is being used to affect positive change within the department or division?*

The companion pieces which fully demonstrate the comprehensive process within each of these areas and assessment result are included as appendices.

Academic Assessment:

General Education Assessment

The General Education Coordinator at CCC leads faculty through the assessment of student learning outcomes specific to all courses designated as part of the institution’s general education curriculum. In 2000, each SUNY campus became responsible for developing a campus-based general education assessment plan, which was approved by the SUNY General Education Assessment Review Group (GEAR), comprised of faculty

with expertise in assessment from across the University system.

CCC developed a comprehensive plan for assessing the general education student learning outcomes, with implementation of the plan in Fall 2002. The plan embraces a course-embedded approach, with a goal of continual improvement of teaching and learning on campus. Outcomes from each of the ten knowledge and skill areas and the two competencies, which are included as the College's General Education framework, are assessed within a three-year cycle.

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

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

For each General Education learning outcome, students are evaluated based on four performance levels: 1) exceeding the standard, 2) meeting the standard, 3) approaching the standard, or 4) failing to meet the standard. Standards are defined by the faculty who teach within the discipline, and who also create the assessment instruments and construct the scoring rubrics. All General Education courses are assessed within a defined three-year cycle. The General Education Coordinator reports to the Assessment Committee each spring following the cycle completion (last cycle report included as Appendix E).

Student Learning Outcomes Assessment

The Student Learning Outcomes Assessment Coordinator position was created in Fall 2009 and implemented in January 2010. The Coordinator acts as a liaison between the Vice President for Academic Affairs, academic departments, the General Education Coordinator, and the Office of Institutional Research and Planning. The Coordinator provides support and guidance for faculty in assessing student learning outcomes for every degree or certificate program at the college.

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

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

A task force (a subset of the Faculty Council Assessment Committee) is currently working with the Coordinator as the advisory group for the implementation process of Student Learning Outcomes. As of Spring 2012, all program goals had been set and approved. By Fall 2012, all Student Learning Outcomes will be defined and approved, with implementation of the Outcomes and measurement to be initiated in Spring 2013. The Coordinator is responsible for implementing these outcome assessment tools. A summary of Student Learning Outcomes program mission and goals are included as Appendix F.

Academic Assessment- Program Reviews and Progress Reports

In April 2009 Clinton Community College adopted a campus-wide, comprehensive plan for a Seven Year Cycle for Program Assessment (Appendix G). This cycle, for the first time, required full program reviews for all academic and student services departments. A detailed handbook (*CCC Guide to Program Review*-updated April 2012, Appendix H) provides details about the comprehensive process and its timeline. Program Reviews are required every seven years, with intermediary progress reports required in years three and five in-between each full review. A template for progress reports is also provided to each reviewer. Recent program reviews are included as Appendix I.

The Faculty Council Assessment Committee, in conjunction with the Vice President of Academic Affairs and the Associate Dean of Institutional Research and Planning, works closely with the reviewing departments to guide the process and provide detailed feedback. The review culminates with a visit by an external team and a report with their recommendations provided to the appropriate Vice President.

Annual Department Plans

In addition to the program review cycle, each academic department annually drafts formalized goals and objectives as part of their department plans. This is carried out through a template which ensures connection of plans to the overall College Strategic Plan. These plans define the objectives and actions for the academic year and are reviewed at the close of each academic year to measure progress and re-evaluate program planning and budgeting. The template for department plans is found as Appendix J.

Department plans are submitted to the VPAA each spring, who brings them forward for discussion within the Academic Council for prioritization. Following discussion by the Academic Council, the VPAA forwards recommendations which have financial considerations to the Strategic Planning committee. The Strategic Planning Committee passes recommendations to the President's Council for consideration before the close of the Spring semester.

Student Affairs Assessment:

Student Affairs Assessment- Program Reviews and Progress Reports

The offices of Student Affairs also follow the College's Seven Year Cycle for Program Assessment which was initially adopted in 2009 and updated in 2012. A detailed handbook (*CCC Guide to Program Review*-updated April 2012, Appendix H) provides all information about the comprehensive process and its timeline. Program Reviews are required every seven years, with intermediary progress reports submitted in years three and five between each complete review. A template for progress reports is also provided to each reviewer. Examples of recent program reviews are included as Appendix I.

The Faculty Council Assessment Committee, in conjunction with the Vice President of Student Affairs and the Associate Dean of Institutional Research and Planning, works closely with each reviewing department to guide the process and provide detailed

feedback. The review culminates with a visit by an external team and reporting of their recommendations.

Annual Department Plans

In addition to the program review cycle, each Student Affairs department annually drafts formalized goals and objectives as part of their department plans. These plans provide an action plan for the upcoming academic year and are reviewed at the close of each academic year to measure progress and re-evaluate program planning and budgeting. The template for department plans includes the assessment of the objective, the responsible party or parties and the date by which to accomplish each action. The template for department plans is found as Appendix J.

Plans are submitted each spring to the VPSA, who brings them to the Student Affairs Leadership Team to prioritize the Student Affairs Division plans for the coming year. The VPSA then incorporates recommendations that have financial considerations to the Strategic Planning committee. The Strategic Planning Committee passes recommendations to the President's Council for consideration before the close of the Spring semester.

Enrollment Management:

The College's Enrollment Management process is the key manner of guiding recruitment and retention efforts. The Enrollment Management Committee comprises a group of leaders from both Academic and Student Affairs. The committee is currently chaired by the College Registrar. Two sub-committees function underneath its auspices, one for Retention and one for Recruitment. These sub-committees meet as needed to provide further discussion or information needed to facilitate committee work.

The Enrollment Management Committee work diligently during the Fall semester to review enrollment data and discuss ongoing trends in the areas of retention, admission and recruitment. By the end of the Fall semester the committee works to identify a draft Enrollment Management Plan, which is finalized at the start of the Spring semester. The 2012-2013 Enrollment Management Plan is attached as Appendix K.

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

during the Spring semester.

Institutional Effectiveness/ Institutional Research:

The Office of Institutional Research and Planning, staffed by a full-time Associate Dean, was created in 2004 to allow a dedicated position for institutional data collection and analysis. The position also has increased the efficacy of reporting on the status of performance indicators and serves as a centralized, internal resource for the oversight of all campus-wide assessment activity.

The Associate Dean of Institutional Research and Planning works closely with the VPAA, President's Council, the Assessment Committee Chair, and the General Education and Student Learning Outcomes Coordinators to convey institution-wide assessment results which are used for timely decision-making. This Assessment Team meets at least once per academic year to ensure that all assessment efforts are well-coordinated and running smoothly. The Associate Dean also serves as the Chair of the Strategic Planning Committee.

CCC has broadened its assessment and planning activities over the last decade to include a deeper reflection of its mission. In 1995, assessment efforts expanded greatly to include regularly reporting metrics to discern how well the college was achieving its mission at an institutional level. This was accomplished through a published Institutional Effectiveness Report (IER).

The college completes this biennial benchmark report through many internal and external indicators. Beginning with the 2011-2012 academic year, institutional research has been directly aligned with the college's *2012-2017 Strategic Plan*.

The College uses a number of external sources of data which allow comparisons of institutional performance. These include:

- Community College Survey on Student Engagement- CCSSE (every three years)
- ACT SUNY Student Opinion Survey (every three years)
- National Community College Benchmarking Project (annual)
- SUNY and NYSED reporting and data (annual)
- IPEDS reporting and data (annual)

The college also uses its regularly collected internal information sources. During 2010-2012 the college invested in a new student information system (CAMS) to vastly improve student data and applications. Internal resources for reporting include:

- Enrollment/Admissions data (annual)
- Enrollment Management Plan (annual)
- Campus Climate Survey (every two to three years)
- Facilities Master Plan (every five years)

Major institutional data such as CCSSE, SOS and the Institutional Effectiveness Report are disseminated to the campus through presentations made by the Associate Dean of Institutional Research and Planning. These include direct presentations to the Faculty Council, President's Cabinet, Strategic Planning Committee, Academic Council, Assessment Committee and Student Services Leadership Team. Each representative among these constituent groups is informed to bring results back to their departments or division for further dissemination and discussion. This information becomes incumbent upon each representative to use in their annual planning processes, thereby "closing the loop" in assessment.

Administrative Assessment:

As a result of its strategic planning update completed in 2011, CCC implemented an annual assessment plan for all administrative offices in 2011-2012. The offices included within the Administrative Assessment process are listed below:

- Academic Affairs
- Building & Grounds
- Bursar
- Business Affairs
- Center for Community and Workforce Development (CCWD)
- College Relations
- Educational Partnerships and Services (EPAS)
- Human Resources
- Information Technology
- Institutional Research and Planning

- President's Office
- Processing
- Purchasing
- Student Affairs

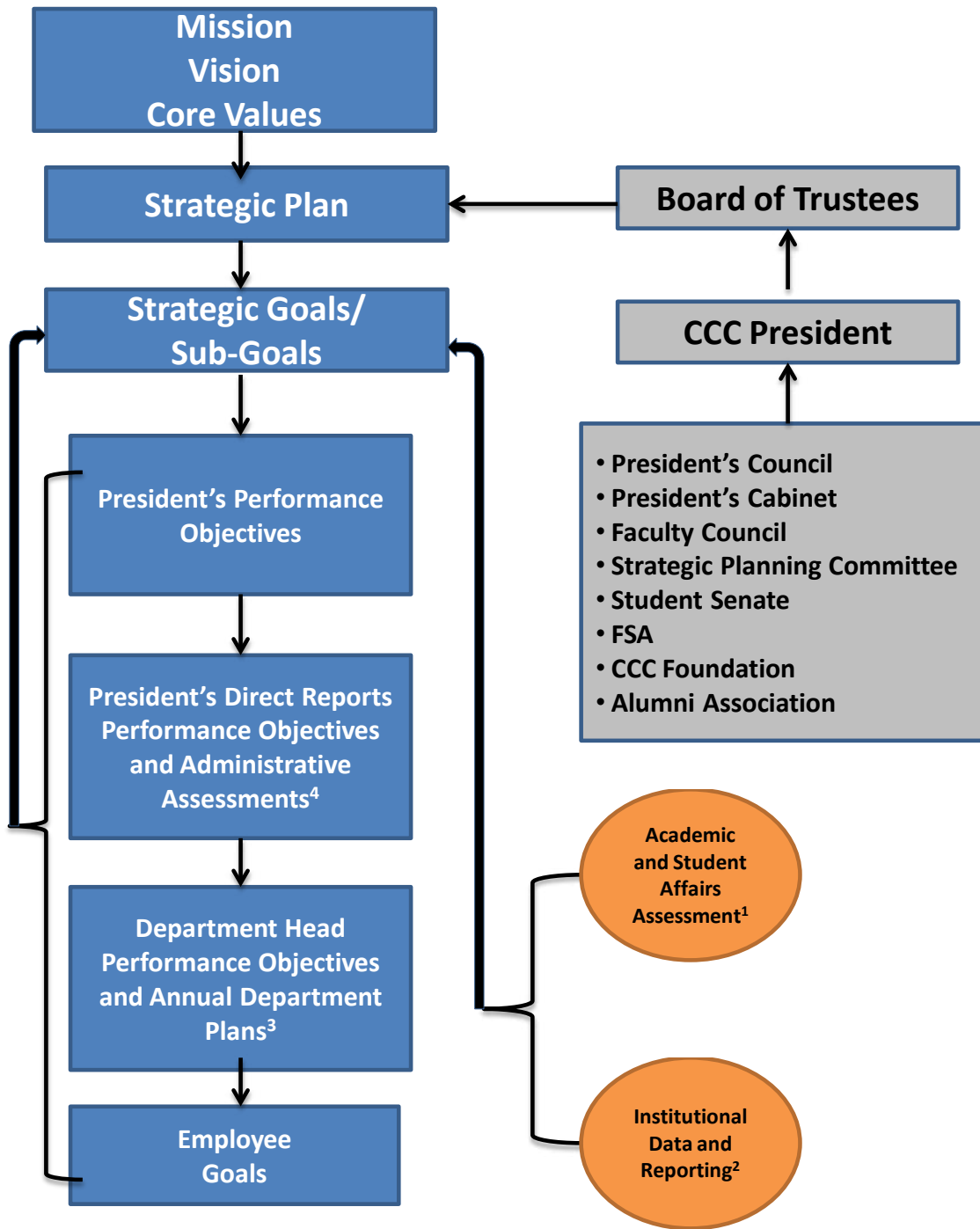
Each office has developed a mission statement and aligned priority goals and objectives with institutional strategic goals. Measurements for achieving these goals and objectives, as well as setting timelines and identifying each responsible party, are included within the assessment matrices.

At the beginning of the Fall semester, the President's Cabinet reviews the assessment plans of the prior year for completion and analysis of metrics. The Cabinet will recommend any needed actions to the President's Council and Strategic Planning Committee for further consideration. These results will be considered within annual department level plans and for employee annual evaluations.

At the beginning of the Fall semester, the President's Cabinet also reviews each department's proposed assessment plan for the current academic year. Consistent with college-wide assessment, the Cabinet makes recommendations for modifications, particularly to ensure that all critical areas are covered and that the tools are "SMART" to provide thorough assessment of effectiveness across each department. The administrative assessments for 2012-2013 are included as Appendix L.

The following diagrams detail the overall College Strategic Planning process, the Academic and Student Affairs assessment cycles, the Administrative Division assessment cycle and the strategic planning and assessment cycle timelines. Each of these are iterative processes that derive from the College Mission. Information flows between and among all units and levels of decision-making.

Clinton Community College Strategic Planning Process



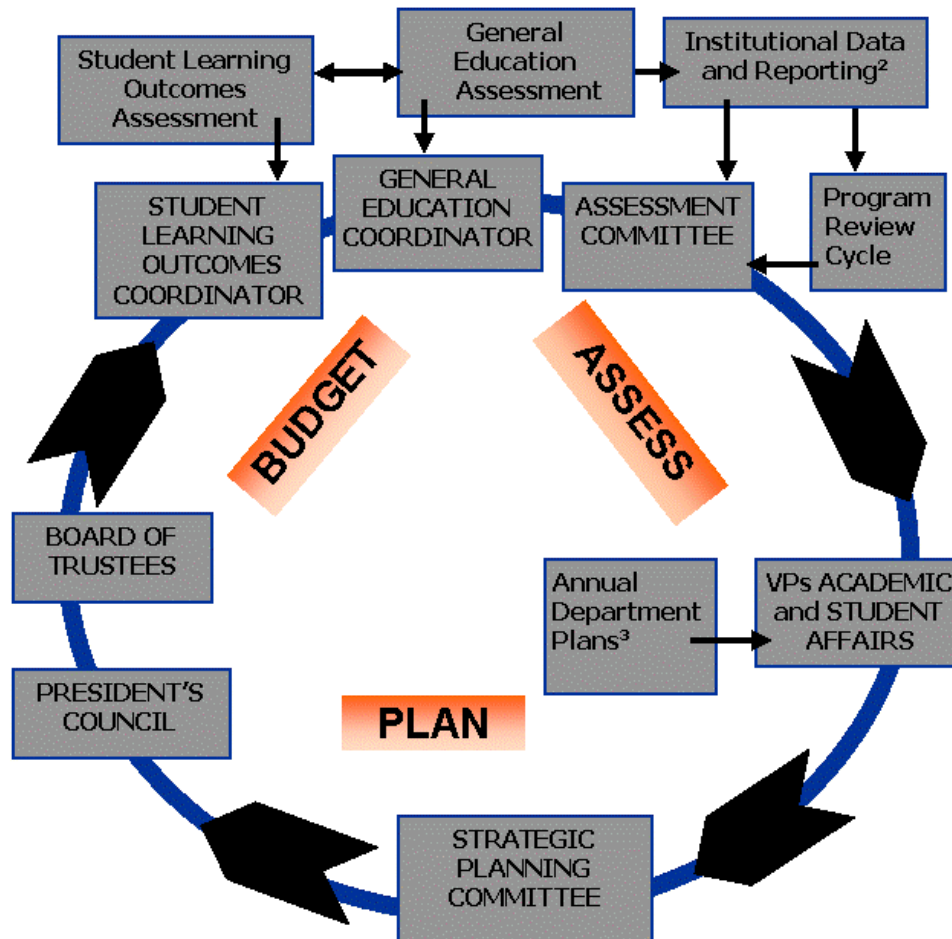
¹ Refer to CCC Academic and Student Affairs Assessment Cycle schematic

² Includes Enrollment Management Plan, Institutional Effectiveness Report and benchmarking, External and Internal Surveys

³ Links to CCC Academic and Student Affairs Assessment Cycle

⁴ Refer to CCC Administrative Assessment Cycle schematic

Clinton Community College Academic and Student Affairs Assessment Cycle¹

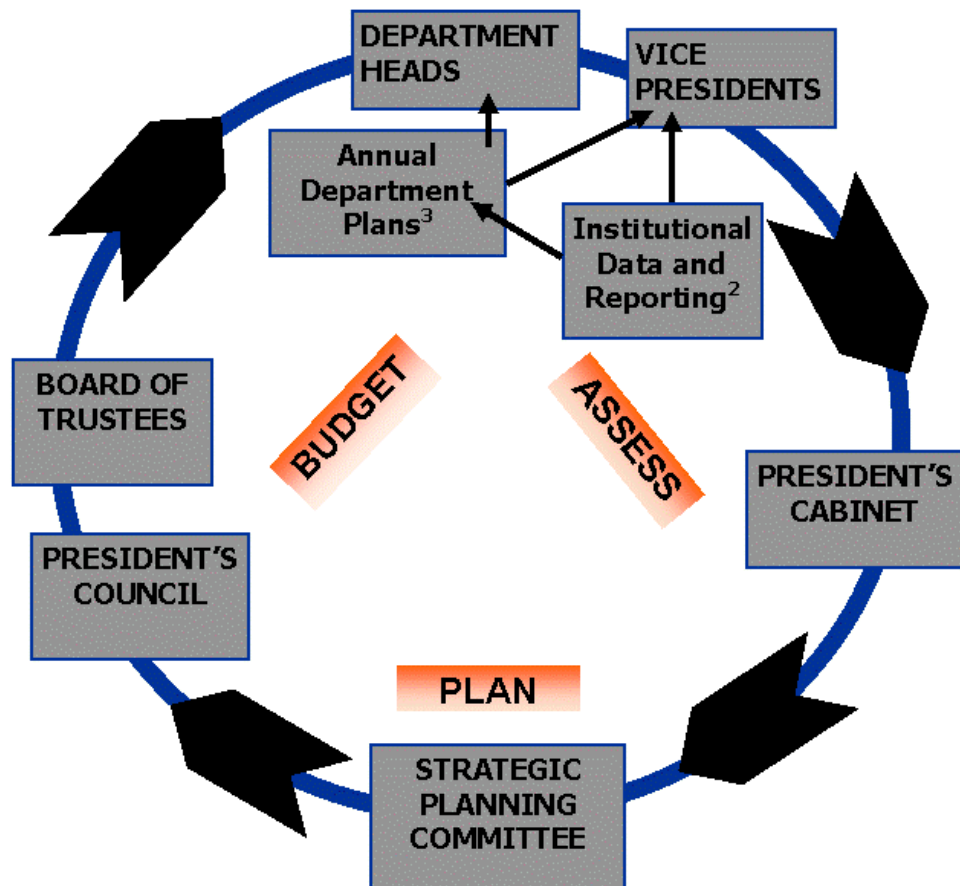


¹ Links to CCC Strategic Planning Process Schematic

² Includes Enrollment Management Plan, Institutional Effectiveness Report and benchmarking, External Surveys (SOS, CCSSE, NCCBP), Internal Surveys (Campus Climate Survey)

³ Links to CCC Strategic Planning Process Schematic

Clinton Community College Administrative Assessment Cycle⁴



²Includes Enrollment Management Plan, Institutional Effectiveness Report and benchmarking, External Surveys (SOS, CCSSE, NCCBP), Internal Surveys

³Links to CCC Strategic Planning Process Schematic

⁴Links to CCC Strategic Planning Process Schematic

Clinton Community College

Strategic Planning and Assessment Process by Calendar Year

Timeline and Responsibilities

WHO	WHAT	WHEN
Student Learning Outcomes (SLO) Coordinator	Submits SLO assessment for prior Spring/Fall semesters to VPAA and Assessment Committee	January 1
General Education Coordinator	Submits General Education assessment cycle results to VPAA and Assessment Committee from prior academic year	January 1
Enrollment Management Committee	Submits Enrollment Management Plan for next academic year to President's Council	January 31
Associate Dean of Institutional Research and Planning	Reports progress on Strategic Plan sub-goals and metrics to Strategic Planning Committee	February 28
Strategic Planning Committee	Review, Discuss, Prioritize Initiatives for Following Year Budget Recommendations to President's Council	February/ March/April meetings
Assessment Committee	Notifies Student and Academic Affairs programs of next academic year program review	April 1
Program Reviewers	Current year reviewers submit final Program Review (including external team evaluation) to VPAA or VPSA	May 31
Department Heads	Submit current year progress reports and/or annual department plans to VPAA/VPSA	May 31

President's Council	Updates Strategic Plan Sub-Goals for coming academic year	July 31
President	Works with Board of Trustees to establish President's objectives for coming academic year (at Board Retreat)	August 15
President	Updates College on Strategic Plan	Opening Day- Fall Semester
Vice Presidents	Complete Administrative Assessments	September 1
Associate Dean of Institutional Research and Planning	Submits Major Institutional Data to President's Council (ie- Institutional Effectiveness Report, CCSSE or SOS Analysis)	September 1
Department or Division Heads	Complete Administrative Assessments or Department/Division Plans	September 15
All Other Employees	Set performance objectives	September 30
Program Reviewers (within current year)	Complete program review (including department/assessment committee review; plan for External Team visit)	December 31

Appendices