1.1 INTRODUCTION
Clinton Community College (CCC) is one of thirty locally-sponsored community colleges within the State University of New York (SUNY) System. CCC is sponsored by Clinton County and is situated on a bluff overlooking Lake Champlain in the northeastern corner of the state. The campus currently includes three academic buildings, two historic cottages that have been restored for administrative use and several smaller multi-purpose buildings. Two residence halls and a dining facility are located two miles from the campus.

Clinton Community College predominately serves students within Clinton County and neighboring Essex and Franklin counties of New York State. It also hosts several hundred students collectively from other areas of New York, other U.S. states and international students. The college offers nineteen A.A., A.S., and A.A.S. programs and seven certificate programs. Numerous articulation agreements and transfer options exist for CCC students to continue their tertiary education. The school is well-known for its strong transfer and technology programs. In addition to its on-campus offerings, CCC offers credit-bearing courses to high school students through the College Advancement Program (CAP). This concurrent enrollment program has been accredited through the National Association of Concurrent Enrollment Partnerships (NACEP).

1.2 MISSION and COLLEGE STRATEGIC PLAN
In 2012, the College adopted the following mission, vision and core values as part of its 2012-2017 Strategic Plan (http://www.clinton.edu/InstitutionalResearch/strategicplangoals.cxml):

**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

The College’s Strategic Plan outlined seven Strategic Goals:

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

1.3 SUNY EXCELS PRIORITY AREAS IN CONTEXT OF CCC STRATEGIC GOALS

The strategic goals provided above overlap considerably with those stated within the 
Chancellor’s five priority areas of the SUNY Excels Performance System, as outlined within the 

“Access”
CCC has emphasized strategic enrollment improvements through its first and sixth strategic 
goals to “increase access to postsecondary education in our region” and to “develop an 
improved campus infrastructure that supports student access and success”. This has specifically 
included actions specified within the college’s Enrollment Management Plan, the focus and 
support on distance learning growth through Academic Affairs and Admissions in setting 
current and future enrollment targets for students across New York, Vermont and beyond.

“Completion”
The college has worked diligently to improve student completion opportunities and results 
through the work associated with its second strategic goal to “increase student retention and 
success”. This includes improved student supports, a focus on data collection and tracking of 
students in pre-college coursework, hiring of a Science, Technology, Engineering and Math 
(STEM) Retention and Success Coordinator, expanded and articulated transfer opportunities 
and re-working of preliminary and pre-college level English coursework to meet best practices. 
CCC supports the Chancellor’s Completion Agenda through its Academic (Tutoring Center, 
Advisors) and Student Affairs (Counseling and Advising) supports to improve retention, transfer 
and graduation rates.

“Success”
CCC has also worked diligently, within an environment of constrained resources, to provide 
robust student supports to enhance success in all areas of the college experience. This coincides 
with the college’s second, fourth and sixth strategic goals to “increase student retention and
success, to “create a culture that embraces internationalism and diversity” and to “develop an improved campus infrastructure that supports student access and success”.

CCC created an international student program in 2010 and continues to grow its opportunities for cross-cultural learning by offering Humanities courses which provide international experiences—thus far in China and in Quebec. CCC developed expanded student support programs to identify students at risk of failure and improved opportunities for contact to assist with their needs. Financial Aid instituted better communications, an education program for students and their families and availability of student loan information 24/7 to students via the website. The college also provides robust services to Veterans through a dedicated employee in the Registrar Office for their needs.

“Inquiry”
The college addresses this area of performance primarily through its third and fifth strategic goals to “create a culture of scholarship and learning and to “create a comprehensive professional development program to support institutional effectiveness”. CCC has a professional development committee that organizes and promotes learning opportunities on campus and reviews college-wide professional development.

“Engagement”
CCC is highly engaged within its community and region as a workforce and economic development partner. CCC has emphasized this engagement through its first and fourth strategic goals to “increase access to postsecondary education in our region” and to “create a culture that embraces internationalism and diversity”. The college has a state-approved Start-Up NY campus plan and is poised to provide greater opportunities for on-campus growth through this and other economic development initiatives in association with building of a new academic building for the Advanced Manufacturing Institute (AMI), funded through a SUNY 2020 grant.

The college’s Center for Community and Workforce Development works closely with the North Country Regional Economic Development Council (NCREDC) and the regional North Country Chamber of Commerce and with a regional consortium of higher education institutions in the North Country to identify and implement appropriate programs to meet workforce development needs. CCC has an active Office of Institutional Advancement and Foundation which is completing a five year capital campaign. This will allow for the development of a new Learning Commons in the former technology and science building. The details of each of these focal areas and performance improvements are provided within section two following.
Section 2: Priority Areas and Metrics

2.1 ACCESS

Full Enrollment Picture
Clinton Community College’s enrollment reached a historic peak during the 2010-2011 academic year. Since then, enrollment has steadily declined, with the greatest drop seen between Fall 2013 to Fall 2014 (at 8%). Part-time enrollments have declined but the biggest drops have occurred in full-time students. The college is proportionately enrolling more part-time students compared to full-time students, a trend which has continued over the past five years. The area of greatest student declining enrollment is among new students, and particularly new, full-time students. A secondary area of sustained enrollment decline is among transfer students.

Several factors are determined to be primarily causing the declined enrollments, 1) flat and declined high school graduating class sizes within the service area, 2) an improved job market and lower unemployment rates, and 3) greater draw to other New York State community colleges due to new residence halls and new academic programs.

The college recognizes the need to improve marketing of degree programs and certificates and improved access through distance learning programs. Developing a finer grained picture of transfer student needs will support the creation of a recruitment plan for reverse transfer students and completion goals once the student arrives at Clinton.

The college has had several successes related to enrollment during this period of general
decline. This includes greatly improved retention rates, development of new programs and
certificates effective Fall 2015 and planned for Fall 2016, and college support and growth in
expansion of the distance learning program. The college is working more aggressively within
these focal areas to outpace the accompanying growth of other community colleges.

CCC anticipates that enrollment declines will begin to level off in the 2015/16 year and slowly
improve in 2016/17 at approximately 3-4% annually through 2018/19 and to 5% in 2019/20 and
2020/21. This is due to expanded, targeted marketing efforts, the growth of programming
through the college’s Advanced Manufacturing Institute and growth in distance and hybrid
learning.

NYS Residents Served by SUNY
CCC has a strong record of serving New York State students, with an average of 96% of students
during the past five years coming from within the state. The college’s admissions plans and
marketing initiatives will continue to focus on serving New York State students. A slight growth
in enrollment is projected for international students within the coming five years; however, a
slight decrease in enrollment is projected for outside of New York State (U.S.) students during
this time.

Diversity
CCC has not had any significant shifts in student demographics associated with race and
ethnicity over recent years and substantial change is not expected to fluctuate significantly in
the future. College demographics reflect the (largely Caucasian) community in which the college
resides. However, the College is committed to serving the diverse population of the state and
providing culturally diverse experiences for all students.

In 2013-2014, the college International Task Force identified several goals to further strengthen
students’ awareness of diversity and cross-cultural understanding with a focus on institutional
strengths. CCC enrolls international students from areas as broad as Africa, Asia, Europe, and
the Americas. The College created a study abroad course/program, International Experience,
which gave students the opportunity to study with CCC faculty in China. In addition, CCC offers
courses focusing on or including diversity such as World Music.

For the near future, CCC’s diversity and cultural awareness goals will focus on its geographic
proximity to the rich French culture of Quebec, which is only an hour to the north. The college
will recruit students and offer short term study abroad courses/programs for Quebec. In
addition, CCC will continue to develop cultural-diversity courses to enrich both students and the
community. These courses will also be offered in the Honors Program. CCC will continue to be a
partner in several “STEM” initiatives which promote opportunities for under-represented students to study and ultimately to gain employment in these fields.

The College has taken steps to accommodate the growing number of students who identify as transgender and/or who are transitioning. CCC offers gender-neutral housing that allows the student to choose a roommate regardless of their gender, gender identity, or gender expression. Allowing for gender neutral housing, as opposed to co-ed, shows more inclusiveness and room for diverse identities. CCC resident students also have the option to have an international roommate.

**Capacity**

The college is planning for expanded online programming as a way to provide improved pathways for students to complete their educational goals of degree, certificate, or credentials. The college began its participation in the SUNY Institutional Readiness review process conducted by SUNY System Administration staff in 2014 and will be participating in the roundtable phase in November of 2015.

The College is hiring an Instructional Designer in the fall 2015 semester with the primary goals of: 1) growing the capacity and quality of online coursework and programs, 2) training and supporting faculty who teach online, 3) assessing student and program outcomes for quality assurance, and 4) keeping abreast of the latest in educational technologies for faculty use in the online classroom. This will not only maximize opportunities for CCC students to access online coursework, but maximize their online educational experiences. This distance learning commitment is anticipated to have a significant impact on enrollment. The College expects to increase online enrollment by over 10% per year for the next three years. Additionally, the College will be bringing more student support services online to support retention in the online classes.

CCC received $12.7 million through a SUNY 2020 grant award for the construction of an Advanced Manufacturing Institute on campus. The North Country Regional Economic Development Council (NCREDC) has identified aerospace, transportation and manufacturing as a priority cluster for economic development in the region. The AMI programs at Clinton will tie together many of the initiatives and programs already in place and provide the opportunity to expand in credit and non-credit areas that align with the needs of the advanced manufacturing cluster.

The North Country region was awarded a $2.5M Pathways to Early College High (P-TECH)
School grant. In partnership with four area high schools, the North Country Workforce Development Board, Clarkson University, CCC and nine area manufacturers, the program began with the first cohort of students in September 2014. Students have support throughout, with dual enrolment status at the high school and post secondary level, earning a high school and associate’s degree at the same time. CCC will see full-time enrollment increase in all of its technology A.A.S degrees beginning in Fall 2018.

The college has established pre-employment training programs in conjunction with several partners and input from Clinton County manufacturers. The Assembling Industry, Manufacturing & Education (AIME) program combines soft skills training and with hands on technical training to retrain individuals with barriers to employment and get them back to work in entry level jobs at local companies. Currently, the program has trained approximately 120 students and has an employment rate of 75% of those that complete. The Innovative Manufacturing Partnerships: Advancing Careers through Technical Training (IMPACTT) program works with Clinton County high schools to introduce students to high technology jobs in advanced manufacturing. Upon completion of the IMPACTT program students will have earned the National Work Readiness Credential along with two sections of the Manufacturing Skills Standard Council Certified Production Technician. These programs in some cases directly, or in all cases, indirectly impact enrollment in non-credit and degree programs.

Several industry credentials, including the Manufacturing Skills Council (MSSC) and Certified Production Technician (CPT), have been incorporated into the technology degrees, creating a pathway for non-credit students to access credit programs. The college will continue to expand on these opportunities as a key to both access and completion. CCC will be expanding tracks in the Liberal Arts degrees that align with student transfer demand. Improved transfer pathway alignment will better serve the seamless transfer initiative into bachelor degree and job attainment.

### 2.2 COMPLETION

**Completions**

CCC has emphasized completion and achieved a growing number of degrees and certificates earned between 2010 and 2013. The college has expanded its offerings and continues to develop certificate and degree programs in areas of identified need, working with county and regional partners. An example is the manufacturing programs that will be offered as part of the developing Advanced Manufacturing Institute, preliminarily as identified above in the “capacity” narrative. CCC developed one new track within its Liberal Arts- Humanities and Social Sciences in 2014/15 and is further expanding options that integrate with seamless transfer initiatives.
CCC is participating in the Open SUNY process in order to fully develop its online programs. This had resulted in four fully online programs available online as of fall 2014 and the college is expanding these offerings annually. CCC is a partner in Adirondack PTECH, the college in local high schools program. Enrolled students are able to achieve a CCC college degree upon their high school graduation.

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<th>Table 1. Number of Graduates</th>
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Table 1 outlines the number of graduates during the past six academic years. CCC reached its peak number of graduates in 2012/13. Since then the numbers of completions have declined; however, the college continued to make progress in its rate of completions. Graduation rates (discussed subsequently) have risen. The college expects its completion figures to begin increasing annually in 2017/18 through 2021/22.

**Student Achievement/Success (SAM)**

CCC submitted data to SAM for the second year in 2015, recognizing the encouragement by SUNY System and the U.S. Department of Education for utilization of SAM to measure accountability of student success. The cohorts used in this measure, however, do provide limitations for smaller institutions such as CCC. This is particularly true for the part-time (first-time) student cohorts, which in the most recent year incorporated less than 20 students. Meaningful conclusions longitudinally cannot be drawn from a sample size this small.

For the first time cohort of all students beginning in 2008, as of 2014, 63% had graduated, 20% had transferred to another institution, 2% were still enrolled and 15% were unknown. The college anticipates a continued improvement in these metrics, including a shift to at least 65% graduated by 2020 reporting. CCC will continue to examine the full-time and overall cohort data resulting from SAM.

**Graduation Rates**

CCC has made sustained investments toward improving its retention and graduation rates. This is an area of key strategic focus. Between Fall 2010 and Fall 2014, one to two percentage points annually were gained in retention rates of first time, full time students. The most recent measurements of graduation rates also showed improvements. (Table 2).
The college has planned and implemented a number of intentional supports in the last several years to achieve these results, including the following examples:

- Hiring a full-time Math Success and Retention Coordinator who expanded tutoring availability and review sessions to meet student needs
- Mandatory placement testing and
- Purchase of SmartThinking online tutorial program
- Accelerated English writing courses
- Accelerated developmental math course
- Development of SCI 110-Science Skills course to meet basic mathematics and measurement skills for science majors to improve success
- Foundations of College Success course
- Development of an early alert system for faculty to notify Counseling & Advising of students in academic difficulty and/or with poor attendance

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<th>Table 2. Retention and Graduation Rates at CCC-2010-2014</th>
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<td><strong>One Year Retention Rates-First Time, Full-Time Students</strong></td>
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<td>Fall 2009-2010 53%</td>
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**Time to Degree**

The college has worked diligently to define its clear pathways to degree completion, particularly in its career and technical programs through its Center for Community and Workforce Development. This includes levels of certifications, certificates and degree programs that provide seamless entry and exit at whatever level is appropriate. All certifications and certificates are embedded within degree programs.

CCC adopted Degree Works software in 2012/13 in order to allow students to complete their own degree audits; full implementation of this tool will be carried out by 2016/17. CCC also instituted SUNY’s seamless transfer policies which caps all of its two year degree programs at 64 credits. Each of these activities is impacting the decreasing time to degree. The college expects these decreases to continue through the next five years.
2.3 SUCCESS

SUNY Advantage
The college offers internships, work study, clinical placements, and internships (credit bearing) to its students. Students in the Nursing program have a variety of clinical experiences in the community and supplemented by the high-tech simulation laboratory. The following career degree programs require an internship experience: Business Administration, Computer Information Systems, Environmental Technology, Human Services, and Nursing. The College incorporates practical application of student learning experiences that enable students to capitalize on their strengths or just explore how they can apply their learning experiences. For example, there are formal credit-bearing courses that require students to apply skills in newspaper writing or music.

There are many formal and informal ways in which students at CCC can participate in service-based experiences. The College has over 20 clubs that serve both the college community and community at large. Phi Theta Kappa Honor Society consistently and actively serves the community. The Honors program began in fall 2014 with 46 students and supports a community where bright, intellectually curious and creative learners can thrive and develop their talents. The Honors Program challenges and motivates students through special opportunities and enrichment experiences. Honors Scholars are expected to complete a minimum of four enrichment experiences to satisfy program requirements. The program is anticipated to continue to grow.

Financial Literacy
CCC is committed to controlling and reducing Default Rates on Federal Student Loans. A number of practices are in place to educate CCC students on responsible borrowing and initiatives they can undertake to remain out of default. Clinton participates in the SUNY Smart Track Award Letter and the collective results have shown significant impacts.

Campus-driven initiatives for financial literacy include a returning borrower debt education form which requires return borrowers log into NSLDS to retrieve their current debt volume and calculate their estimated repayment. This begins the conversation with students on whether they will be able to afford the current debt they have incurred, before adding to that debt. CCC also conducts in person Exit Counseling at the time a student initiates a complete withdrawal from school. These students are at the greatest risk of default so staff ensures that they understand their right to defer or for forbearances and how to acquire them. Mid-term grades are reviewed each semester and warning letters are sent to students who may be in jeopardy of losing financial aid eligibility. Students are encouraged to make an
appointment with an advisor to discuss options to improve their academic performance and warn them of the consequences. The Financial Aid staff also conducts two information nights each semester, both on campus and at the residence halls. Each quarter the FA staff downloads the CCC Delinquency Borrower Report from NSLDS and contacts delinquent borrowers directly to encourage they contact their lender to discuss options.

CCC participated with SUNY this past year as a pilot school working with Inceptia Default Management. The college received free default management services from Inceptia and saw a marked reduction in default rate. The Financial Aid office expects the rate to continue in a downward trend for at least another year as the residual effects of Inceptia’s efforts continue. A goal of the Financial Aid office is to investigate use of Inceptia into the future.

Over the period of FY2009-FY2012 the college’s three year default rate has fallen steadily over the last several years and is lower than the sector and national averages. CCC’s Financial Aid Office anticipates the bottoming out of the three year default rate as of Fall 2015 at 11.3% and leveling off in years 2018 and beyond to approximately 12%.

2.4 INQUIRY

Total Sponsored Activity
The college does not operate with traditional sponsored activity through the SUNY Research Foundation. However, CCC has a long history of seeking, securing and implementing grant funds. In fiscal year ending 2015, $13.3 million was awarded through grants. This was largely inclusive of the $12.7 million grant provided through SUNY 2020 funds for the development of an Advanced Manufacturing Institute. A more average grant award year would be approximately $600,000. Awards range between one and three years of disbursement. In fiscal year ending 2015, the following grants were awarded to the college: SUNY Workforce Development, SUNY 2020, OFCS training, Perkins formula funding, Trade Adjustment Assistance Community College and Career Training, and SUNY High Needs.

CCC has had growing success in securing grant awards, but has struggled with adequate human resources to implement projects. A more recent goal defined by college leadership is to carefully consider grant submissions and the ability to adequately administer their operations in advance of application. This is particularly relevant as the college works to implement the major activity of development of an Advanced Manufacturing Institute through the SUNY 2020 grant.

Student Hands-on Research, Entrepreneurship, etc.
Much of these activities are outlined as part of CCC’s Applied Learning initiative and included within the “SUNY Advantage” narrative above. The college’s BUS101 course, a required course for all Business Administration majors, involves students in entrepreneurship activities.
Scholarship, Discovery and Innovation
The college developed a culture of scholarship working committee in 2012 to develop a plan, in accordance with this Strategic Plan, to improve the culture of scholarship and learning on campus. The Strategic Planning Committee released its plan in spring 2013. On campus professional development and enrichment, including brown bag learning lunches and visiting scholars have taken place. The Honors Program was extremely successful in its first year, enrolling more than 40 students. This important program will continue to enrich the student and faculty experience at CCC.

It has been a challenge to implement other areas of the plan since student enrollment began to decline in 2012/13. The college is committed to sustaining the important programs that it has in place related to scholarship and discovery and to maximize development opportunities.

2.5 ENGAGEMENT

START-UP New York and beyond
The college has an approved Start Up NY Campus Plan (2013) and a designated campus coordinator in its Dean of Research, Planning and Development. While the college’s space for Start Up operations is extremely limited, it is anticipated that opportunities for expanded areas are within the near future. CCC will actively pursue amending its Start Up NY Campus Plan.

CCC is well-entrenched within the workforce and economic development activities of the region, particularly through the work of its Center for Community and Workforce Development. These activities will grow as the development of the Advanced Manufacturing Institute is developed and fully opened by Fall 2017. The college has partnered with SUNY Plattsburgh and Clarkson University and fifteen private (non-profit and corporate) partners to develop this institute which will expand business capacities and sustain greater economic development by connecting existing resources and expanding the regional educational pipeline in high-need technology areas.

Alumni / Philanthropic Support
Plans are underway to increase alumni engagement and philanthropy through the Office of Institutional Advancement. The college recently upgraded its Raiser’s Edge software with on-line giving, events, and communications outreach modules. This improved the ability to communicate with alumni and promoted a record breaking reunion attendance recently held on campus. Most of the attendees learned of the event and registered on-line. Future communications will include newsletters and invitations to campus events.
The office anticipates that these activities will increase the financial support from alumni from an average of approximately $500,000 over the last five years to $750,000 in 2018/19 and $1,000,000 in 2020/21. The increase is also expected due to the large community interest in the Advanced Manufacturing Institute that will be built in 2016/17. The Alumni Association projects improved communications and growth of alumni giving over the next five years as well (from 1.8% to 3%). These levels all exceed sector alumni giving rates.

The Clearly Clinton Capital is winding down with $125,000 left to raise by 12/31/15 to reach its $1.5 million dollar goal. The funds raised will be used to renovate existing space into a modern learning commons for student academic success.

**Civic Engagement**

The college is tied to its region through its sponsorship by the County of Clinton and embraces this mutual relationship. CCC faculty, staff and students provide many volunteer hours to the community across many causes and non-profits. The college’s Director of Residence Life manages volunteer projects for residence and commuter students. CCC has over twenty student clubs with collectively hundreds of civic engagements annually. CCC is actively engaged in the economic development of the region in many ways, including workforce development, participation in the Start Up NY program, and service within numerous economic and community development agencies. President’s Cabinet members and the Dean of Research, Planning and Development lead these efforts.

Quantifying civic engagement efforts is a challenging task. The college is investigating collecting these data by providing hours of service efforts by President’s Cabinet and the Dean of Research, Planning and Development and related staff time.

**Economic Impact**

CCC consulted with a private firm to complete an economic impact study in 2008. The results estimated that the overall impact of the College and its parallel operations (the Faculty Student Association and the Foundation) was $48.335 million annually. This included $17.47 million of direct spending impacts, $26.21 million of indirect impacts and $4.65 million of student spending impacts. The college, FSA and Foundation budgets are slightly lower than the figures used in the 2008 budget, while the value of dollar has increased during this time. The $48.34 of annual impact therefore remains a reasonable estimate.
Section 3: Conclusions and Expected Impacts

3.1 SUMMARY OF GOALS

- Investigate strategies to address the drop in the application-to-enrollment conversion rate so that more students who initially express interest in Clinton enroll
- Conduct research into reverse transfer trends and opportunities
- Research the recent, dramatic drops in enrollment of non-North Country and Metro NY students
- Support academic program development to attract additional students
- Market study options to Quebec students
- Support PTECH college in the high school program and continue its implementation beyond the grant period
- Continue to explore best practices for degree and certificate program completion
- Continue to support retention and completion rate improvement efforts
- Continue international experience courses through Humanities Program
- Continue Financial Aid office advances including institution of SUNY Smart Track Early Alert system and investigate continuation of Inceptia student loan default software
- Fully implement DegreeWorks degree auditing program
- College work group established to determine programming and implementation of Advanced Manufacturing Institute
- Develop marketing of expanded credit and non-credit programming offerings through the Advanced Manufacturing Institute
- Maintain external partners meetings and communications to plan for partner connections in the development of the Advanced Manufacturing Institute
- Explore how to expand the college's culture of scholarship and learning in a time of fiscal constraint
- Continue implementation of Raiser’s Edge software to maximize communication with alumni and friends of the college
- Continue Honors Program
- Discuss measurement of hours of civic engagement service
- Document current practices related to Applied Learning on campus
3.2 PROJECTED OUTCOMES

1. Target marketing to transfer students, based on research results, to be implemented 2016/17
2. Increase enrollment of Canadian students by 2016/17
3. Annual growth in technology program enrollment from 2016/17 to 2020/21 in support of the Advanced Manufacturing Institute development
4. Graduate 20 PTECH students annually from 2018/19 to 2020/21
5. Implement at least one new degree or certificate program annually from 2015/16 to 2020/21
6. Implement at least one new degree track within existing programs annually from 2015/16 to 2020/21
7. Improve one year retention rates for new, first time full time students to 61% by Fall 2020
8. Improve three year graduation rates for new, first time full time students by 0.5% by Fall 2020
9. Continue to decrease time to degree, reaching an average of --- for first time students by 2020/21
10. Maintain lower student loan default rates than national and state sector averages
11. Reaching $1 million in philanthropic giving (cash and in-kind) by 2020/2021
12. Improving alumni giving rates to 3% by 2020/2021
13. Reach and maintain Honors Program enrollment at 50 students by 2016/17.
14. Define a business plan for the Advanced Manufacturing Institute during 2015/16 including defined partnerships and programs and staffing and financial plans for development
15. Develop expanded non-credit programming to support the Advanced Manufacturing Institute in 2015/16; to be launched by summer 2016
16. Launch expanded degree or certificate programs to support the Advanced Manufacturing Institute in 2016/17
17. Develop an Applied Learning plan during 2015/16 and begin to implement in 2016/17