Corning Community College SUNY Excels 2015 Performance Improvement Plan

<table>
<thead>
<tr>
<th>Campus:</th>
<th>Corning Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>President:</td>
<td>Dr. Katherine Douglas</td>
</tr>
<tr>
<td>Chief Academic Officer:</td>
<td>Dr. Marian Eberly</td>
</tr>
<tr>
<td>Chief Financial Officer:</td>
<td>Mr. Thomas Carr</td>
</tr>
</tbody>
</table>

Section 1: Campus Alignment with SUNY Excels (the framework for the Power of SUNY 2020) and SUNY’s overall focus on completion

Corning Community College is a small, rural college with a 58-year history of high-quality transfer and workforce education. Corning, located in upstate New York’s central Southern Tier bordering on Pennsylvania, is recognized as world headquarters of Fortune 500’s Corning, Incorporated; home of the world renowned Corning Museum of Glass; and, gateway to the majestic Finger Lakes region.

CCC is one of only two regional community colleges in the SUNY system. Chemung, Steuben, and Schuyler County Legislatures, along with the Governor, appoint members to CCC’s local sponsor: it’s Regional Board of Trustees (RBOT). In addition, CCC’s student body annually elects a Student Trustee to serve as a full voting member of RBOT. RBOT has 14 members who collectively have legislative authority for fiduciary management, strategic planning oversight, establishment of policies and appointment authority of its President, subject to State University Trustees approval.

During FY 2015, with approximately 272 full-time faculty and staff, CCC served 2,807 degree/certificate seeking students in 36 academic programs at the associate and certificate levels. CCC students have traditionally come from our three-county service region, but with the addition of a 270 bed residence hall in the Fall of 2013, an increasing number of residential students have come from other regions of NYS along with a growing number from out of state and a few – most welcome – international students.

CCC’s main campus sits atop Spencer Hill in Corning. The picturesque Spencer Hill campus is home to eight buildings including a planetarium, an observatory, and a 500+ acre nature center – making CCC the only community college in the nation with this combination of facilities. Through FY 2015, CCC operated a Business Development Center in downtown Corning; a Criminal Justice building in East Corning; a technology facility at Airport Corporate Park in Big Flats; and an Academic & Workforce Development Center in downtown Elmira.

Mission / Standing

CCC completed an inclusive and comprehensive review and revision of our Vision, Mission, and Values:

Vision: CCC will be a premier community college where learning transforms lives.

Mission: Corning Community College serves life-long learners in our region by providing access to high-quality, affordable transfer, career, and workforce development educational opportunities. Our learning environment fosters diversity, empowerment, leadership, and teamwork for academic, professional, and personal success. We collaborate locally and promote global awareness for social, environmental, and economic sustainability.

Values: Student Focus, Excellence, Opportunity, Caring Community, Diversity and Sustainability
In 2010 *Washington Monthly* ranked CCC in the top forty community colleges in the nation based on graduation rates published by the U.S. Department of Education and Community College Survey of Student Engagement results. In 2015, the Brookings Institute recognized CCC in the top 20 community colleges in the nation for return on investment (ROI) as measured by mid-career earnings of its alumni.

In ongoing efforts to improve our competitive standing, CCC participates regularly in national benchmarking surveys including the Community College Survey of Student Engagement (CCSSE) and the National Community College Benchmarking Project (NCCBP). From CCSSE, we learned our strengths include the rigor of our academic standards, and the degree and quality of the support offered by our faculty to attain them, both higher than our cohort peers. From NCCBP 2014, CCC distinguished itself in the top 25% with our Fall ’12 to Fall ‘13 Persistence Rate; Success rate in English Comp I for Fall 2012; and, % Fall 2010 Part-Time, First-Time students Transfer in Three Years (w/o completing degree).

In April 2015 CCC hosted our decennial Middle States Commission of Higher Education (MSCHE) site team visit. The 12 member peer-review Evaluation Team found CCC complied with all 14 Standards of Excellence. In addition, they commended CCC for the following strengths:

- The institution is commended for its process to develop College’s Vision, Mission and Values.
- The team commends the re-envisioning the Library for comprehensive learning support and renovating the Commons to support a “front door” to improve student success.
- The monthly operations report provided by the Vice President of Administrative Services is a very informative and useful management decision-making tool for the RBOT.
- The Development Foundation exceeded its $3 million capital campaign goal.
- The RBOT’s participation with the state legislature led to the College securing funding through the United States Department of Agriculture for a loan for improving College facilities.
- The College is to be commended for nurturing & maintaining a positive & dynamic climate.
- The transparency and integrity of the program review process and the communication of institutional assessment results are commendable.
- The College is committed to its role as a student-centered institution supporting services and initiatives designed to support and retain the diverse student population in multiple locations.
- Faculty are actively engaged in professional, governance and community activities.
- The design and integration of the Learning Commons as well as Center for Teaching Innovation and Excellence into the new Library is impressive.
- Academic Affairs and Workforce Education have made progress in establishing links between non-credit and credit offerings.
- The College’s use of course level assessment in program review is commendable. Also, alignment of Workforce Development and Community Education standards is commendable.

**Program Mix / Centers / Distinct Programs or Activities**

CCC offers one A.A., thirteen A.S., seventeen A.A.S., two A.O.S., and seven Certificate programs. The academic degrees and programs support the Mission by providing high-quality transfer and career educational opportunities. The Vision, Mission, Values, Strategic Plan, and Academic Master Plan, provide the framework within which the academic departments and divisions maintain and improve educational offerings and the curriculum.

Several new academic programs, concentrations, and certificates have been developed, approved, and offered in the past ten years. All link to our mission and transfer and employment considerations are
relevant. Strengthened offerings include computing, business, education, auto body collision and repair, fine arts and design, liberal arts and sciences, police basic training, criminal justice, recreational studies, health and physical education studies, environmental science, mechanical technology, and energy process technology. New programs under development include Cyber Security and Community Health.

Regularly conducted Program Reviews provide evidence that graduates meet the employment needs of the region’s workforce as appropriate to the program. Additionally, there are advisory boards for programs, which assist in determining program needs for transfer and/or workplace knowledge and skills, in areas such as business, criminal justice, education, human services and nursing.

In Workforce Development and Community Education CCC graduated its first cohort of students in the Workforce Education Welding Program in August 2015. This program was developed in collaboration with regional business and industry partners to meet their needs.

A co-curricular strength is the CCC Center for Diversity and Inclusion. The Center is an open and affirming space that hosts student affinity groups, cultural programming, classes that feature diverse curricula, and discussion groups related to issues of diversity and inclusion.

Post-Graduation Success

Currently, CCC obtains job information from a Graduate One-Year Out survey, with a response rate of approximately 40%. We look forward to the completion of SUNY’s contract with the Department of Labor for access to more comprehensive data.

In 2015, the Brookings Institute recognized CCC in the top 20 community colleges in the nation for return on investment (ROI) as measured by mid-career earnings of its alumni.

Alumni/Philanthropy

A 3 million dollar capital campaign in support of the CCC’s library was successfully completed by the close of the 2014-15 AY. CCC’s next strategic plan, 2017-2020, currently under development, will set the stage for the next comprehensive capital campaign strategy in support of CCC’s vision for 2020.

Strategic Plan/Excels Goals: CCC’s 2013-2016 Strategic Plan is centered on the following goals:

<table>
<thead>
<tr>
<th>Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Focus and Engagement</strong>: CCC will identify and meet enrollment targets and increase the engagement, retention, and overall success of students by enhancing the depth and breadth of the learning experience.</td>
</tr>
<tr>
<td><strong>Excellent, Innovative, In-Demand Education Programs</strong>: CCC will demonstrate innovation and creativity in programming and promote faculty development opportunities to achieve pedagogical excellence.</td>
</tr>
<tr>
<td><strong>Quality Resources</strong>: CCC will act on needs for people, financial, technological, spatial, and material resources to optimize program delivery, support services, and communication at all locations.</td>
</tr>
<tr>
<td><strong>Caring and Inclusive Community</strong>: CCC will create an inclusive environment for students and employees.</td>
</tr>
</tbody>
</table>

**CCC’s Strategic Plan links to Excels Goals as shown below:**

<table>
<thead>
<tr>
<th>ACCESS - Full Enrollment Picture, NYS Residents Served by SUNY, Diversity, Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1-Student Focus and Engagement</td>
</tr>
<tr>
<td>Objective 1: Increase enrollment with enhanced recruitment</td>
</tr>
<tr>
<td>Theme 2-Excellent, Innovative, In-demand Education Programs</td>
</tr>
<tr>
<td>Objective 1: Create new in-demand programming and assess present in-demand programs for currency</td>
</tr>
<tr>
<td>Objective 3: Increase community interaction with program and service development</td>
</tr>
<tr>
<td>Theme 4-Caring and Inclusive Community</td>
</tr>
<tr>
<td>Objective 1: Educate the college community on inclusivity in thought and practice</td>
</tr>
<tr>
<td>Objective 2: Affirm commitment to an inclusive learning environment for students and employees</td>
</tr>
</tbody>
</table>

**COMPLETION - Completions, Graduation Rates, Student Achievement/Success (SAM), Time to Degree**
Theme 1: Student Focus and Engagement
Objective 2: Increase retention with enhanced student engagement
Objective 3: Improve student success as measured by current tracking methods and surveys and investigate new measures
1.3.1 Improve student readiness for college-level work

SUCCESS - SUNY Advantage, Financial Literacy
Theme 1: Student Focus and Engagement
Objective 2: Increase collaboration across campus departments, in particular in Academic Affairs and Student Development, in educating the whole student
1.2.1 Increase collaboration across campus departments, in particular in Academic Affairs and Student Development, in educating the whole student
1.2.2 Share research and implement best-practices for engagement and student success
1.2.5 Develop programs addressing non-cognitive factors impacting student success
1.2.6 Increase opportunities for engagement beyond campus (e.g. practicums, co-ops, experiential learning, and international opportunities)

INQUIRY - Total Sponsored Activity, Scholarship, Discovery and Innovation
Theme 2: Excellent, Innovative, In-demand Education Programs
Objective 2: Increase support for professional development for programming
2.2.1 Increase relevant, high quality professional development for full and part-time college student educators
2.2.2 Research, share, and incorporate evidence-based best practices
2.2.3 Increase pedagogical training for distance education and uses of technology in the classroom
2.2.4 Increase professional development on assessment of student learning

Theme 3: Quality Resources
Objective 2: Maximize fiscal resources to address external financial realities
3.2.5 Increase revenue from donations and grants

ENGAGEMENT - START-UP New York and beyond, Alumni/Philanthropic Support, Civic Engagement, Economic Impact
Theme 1: Student Focus and Engagement
Objective 2: Increase collaboration across campus departments, in particular in Academic Affairs and Student Development, in educating the whole student
1.2.6 Increase opportunities for engagement beyond campus (e.g. practicums, co-ops, experiential learning, and international opportunities)

Theme 2: Excellent, Innovative, In-demand Education Programs
Objective 3: Increase community interaction with program and service development
2.3.2 Partner with community, business, and industry leaders to develop credit and non-credit courses/certificates/programs to meet demands from business and industry for a qualified workforce and address underserved populations
2.3.6 Research effective roles of alumni in providing input on program and service development

Theme 3: Quality Resources
Objective 2: Maximize fiscal resources to address external financial realities
3.2.6 Collaborate with the Corning Community College Development Foundation to develop policies and procedures that link an annual case statement with the CCC Strategic Plan

Priority areas of focus currently are recruitment, persistence, retention, active learning, diversity, and community connections. Our Strategic Plan 2017-2020 will incorporate these and align with the SUNY Excels framework.

Section 2: Specific SUNY Excels Priority Areas and Metrics

ACCESS 2.1.1 Full Enrollment Picture
New York State Education Department data forecasts the number of high school graduates in Chemung, Steuben, and Schuyler County – all three counties in CCC’s service area – will decline through 2019. In 2013, CCC engaged CLARUS Corporation to conduct a market analysis, including market segmentation data and employer scan. CLARUS concluded that CCC must find additional markets of high school students to replace its service area declines, and/or increase its market share within its service area, just to maintain current enrollments. Their findings support pursuit of target audiences beyond the local service area, along with an improved enrollment services model as documented in CCC’s Strategic Plan.
Enrollment Management Plan 2014-2017(SEMP). Strategies and measurable objectives are included in annual unit plans such especially for Recruitment, Admissions, and Marketing. An Integrated Enrollment Services model was implemented in 2014-2015 to improve recruitment and increase applicant-to-enrollment yield rates by 10% by 2016-2017. Although CCC has experienced an enrollment decline, it is working to stabilize enrollment with the following:

Recruiting Students beyond three-county service area:
The addition of a residence hall, which opened in Fall 2013, adds to CCC’s capacity to attract students beyond the three-county service area. In addition to recruiting within a 100-mile radius from CCC, the College is actively recruiting and retaining students from the greater NYC area. The residence hall is currently at full occupancy for Fall 2015.

Recruiting Online Students:
2015 legislation authorizing the NYS Education Department to enter into the State Authorization Reciprocity Agreement (SARA) for post-secondary distance education signed into law by Governor Cuomo as Chapter 220 of the Laws of 2015 will greatly enhance CCC’s ability to expand online offerings.

Enhanced Marketing and Advertising:
CCC has implemented CLARUS recommendations with broader messaging, improved website, expanded use of direct mail, and online targeted digital messaging. In particular, these have been key marketing tools for Science, Technology, Engineering, and Math (STEM) and Social Sciences, areas which have subsequently experienced increase in enrollment.

Further in-progress improvements – based on findings of a 2015 website audit conducted by Antithesis Advertising – include adding new website content, e.g. graduation success and outcomes; expanding existing content, e.g. more information on faculty; and relocating existing content to elevate the most relevant content of interest to prospective students and their parents. A CCC brand audit, initiated in 2015 and expected to continue into 2016, revealed that 92.5% of guidance counselors, community members/parents, high school students, high school teachers/administrators/school board, and CCC graduates believe it is important to be part of the SUNY system. CCC will continue to develop links between itself and SUNY in all communications and marketing materials and campaigns.

Signature Pedagogy to Enhance Recruitment:
In the increasingly competitive market for higher education, all forms of active learning contribute to the unique educational experience students will get at CCC and will increase students’ success. Active,
experiential learning enhances students learning by appealing to the way they most naturally learn—through hands-on experience. Many of the students we work with at the community college level have had negative learning experiences earlier in their academic careers. These negative experiences lead to negative associations with school, especially in required subjects such as math, science, and English. By integrating active pedagogies we strive to heal negative associations and help students develop the spark that make successful life-long learners.

New Credit Academic Programming in Preparation for Future Enrollment:
CCC is working on developing new in-demand academic programs such as Cyber Security, Community Health, Sports Management, and Environmental Studies to build enrollment.

Non-credit Online Offerings:
Workforce Development and Community Education has contracted with UGotClass to offer programs in Business Management, Business Communication, Non-profit Human Resources, Hospitality, Web and Social Media, Training and Education, Engineering, and Education Training for K-12 Teachers.

<table>
<thead>
<tr>
<th>ACCESS - NYS Residents Served by SUNY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College Mission Serving NYS Residents</td>
</tr>
<tr>
<td>In addition to efforts to increase enrollment of students in the CCC three-county service area, and within a 100-mile radius (includes Pennsylvania), CCC is expanding recruitment efforts in downstate NY.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Residency Trends: Fall 2012-Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
</tr>
<tr>
<td>Hct</td>
</tr>
<tr>
<td>NYS</td>
</tr>
<tr>
<td>Other US</td>
</tr>
<tr>
<td>International</td>
</tr>
</tbody>
</table>
Stackable Credentials
Stackable Credentials are one way CCC seeks to meet both student and community needs. A Non-Profit Advisory Committee provides input for the revised non-credit Non-Profit program. This program will provide executives and individuals, wishing to advance, with training in supervision, budgeting, and strategic planning. Currently, CCC is looking for a possible pathway to a Human Services degree.

Non-credit Programming
In addition, non-credit service to NYS residents includes the addition of the Workforce Development Welding Program, which graduated its first cohort in August 2015 with a retention rate of 90%. Improvements to the program will include adding an internship component. The second class begins in October 2015. Additionally, in partnership with CCC’s Nursing program, Workforce Education is exploring a potential partnership with NYS Health Facilities Association regarding their RN Nurse Educator program. This program meets the requirements for NYS CNA Train-the-Trainer. Discussions with Bethany Village, an Assisted Living Facility serving our three-county area, continue regarding an on-site clinical lab space to offer CCC’s CNA course. Also, the non-credit Medical Billing and Coding course continues to undergo revisions. In order to meet regional employer needs for qualified workers, the program will incorporate a practicum. New Federal Guidelines for ICD-10 PC & CM is being offered this fall by certified AHIMA instructor. A two-year Health Information Technology program continues to be a request of regional employers.

ACCESS - Diversity
Center for Diversity and Inclusion
As previously stated, in 2013 the College opened the CCC Center for Diversity and Inclusion.

Diversity Council, Student Clubs, and Library Displays
The CCC Diversity Council in collaboration with the Office of Human Resources facilitates ongoing series of study circles on racism. This initiative, sponsored by the non-profit organization Everyday Democracy, is designed to help participants engage in meaningful dialogue and to create institutional and policy changes.

One Book, One College
A 2013-2014 diversity project was CCC’s first “One Book, One College,” using Sherman Alexie’s The Absolutely True Diary of a Part Time Indian. For 2015-2016 Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do.

Coursework Supporting Diversity
CCC’s 2014-2017 Diversity, Equity, and Inclusion Plan sets out Academic Affairs curricular initiatives to improve students’ exposure to concepts of diversity and inclusion in coursework.

SUNY Resources
Faculty and staff members attended the "SUNY Making Diversity Count" conference in November 2014, bringing information on several programs in place at other SUNY campuses to CCC.

Employee Diversity
At the beginning of the fall 2015 semester, the percentage of full-time employees who are members of under-represented groups has increased to 5.9%, up from 4.12% as of January 2013.

ACCESS - Capacity
Academic Program Review

CCC’s Program Review data includes a five-year chart of matriculated students showing FT to PT and breaking FT to PT into first-year, second-year, third-year plus. Academic Affairs plans to incorporate an analysis of program capacity with recommendations for improvement. Factors impacting capacity include lab facilities and clinical placement availability.

Completion - Completions

Spring 2015 Completions
In May 2015, 665 students earned 688 associate degrees or certificates.

Academic Support for Completion
As stated earlier, CCC centralized tutoring services in the renovated and expanded Library, which was highlighted at a presentation to the SUNY Librarian Association’s June 2015 conference entitled Renovating a Community College Library for the 21st Century Learner.

Advising for Completion
Academic Program Advising revised standards and guidelines are planned for implementation in 2016.

Completion of High-performing Students
CCC is working on enhancing and further promoting offerings for high-performing students, Presidential Scholars and Honors Program eligible students, to increase retention.

Academic Program Review
Academic Affairs plans to include an analysis of attrition patterns in the program and a recommendation for improvement if applicable. This would clarify at which key points in the program students are more likely to stop out on the path to completing degree/certificate requirement, so those can be addressed.

Stackable Credentials
CCC is developing more stackable credentials and non-credit to credit pathways where appropriate.

Completion - Student Achievement / Success (SAM)

Learning Commons Academic Support
The desired outcome of the newly centralized Learning Commons is to improve successful course completion through seamlessly available tutoring. The Learning Commons staff is working with Institutional Research to establish an assessment method.

Active Learning Promoting Student Success
Faculty at the Fall 2015 Great Teacher Retreat discussed various ways to incorporate experiential learning. CCC’s Center for Teaching Innovation and Excellence (CTIE) is sponsoring projects to cultivate community.

Engaging Students with Technology
CCC is developing a Title III grant to improve and strengthen student success by refreshing CCC's teaching and learning environment with upgraded classroom technology. Faculty development will support high impact pedagogical culture change for active learning techniques.

First Year Experience
A new curriculum for the First Year Experience course is being implemented in 2015-2016

Developmental Education
The Developmental Education Plan efforts to increase successful completion rate of students in sequential first credit bearing course by tracking improvements implemented.
Expanding and Strengthening Transfer Agreements:
CCC is strengthening our STEM transfer programs through expanded articulation agreements, along with exploring a joint admissions initiative with Binghamton University in Engineering.

2014 Graduate Information

Please indicate your CURRENT employment status:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed, program related, not an apprenticeship</td>
<td>36.0%</td>
<td>64</td>
</tr>
<tr>
<td>Employed, not program related</td>
<td>33.7%</td>
<td>60</td>
</tr>
<tr>
<td>Employed, military</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Employed, apprenticeship</td>
<td>0.6%</td>
<td>1</td>
</tr>
<tr>
<td>Not employed, not seeking work</td>
<td>19.7%</td>
<td>35</td>
</tr>
<tr>
<td>Not employed, seeking work</td>
<td>10.1%</td>
<td>18</td>
</tr>
</tbody>
</table>

answered question 178  
skipped question 0

Within 6 MONTHS of graduation, were you accepted/enrolled in another educational program?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>53.8%</td>
<td>92</td>
</tr>
<tr>
<td>No, applied but was not accepted</td>
<td>2.3%</td>
<td>4</td>
</tr>
<tr>
<td>No, I'm not continuing my education at this time</td>
<td>43.9%</td>
<td>75</td>
</tr>
</tbody>
</table>

answered question 171  
skipped question 7

Top 10 SUNY Institutions with Transfers from CCC: Fall 2014

<table>
<thead>
<tr>
<th>Campus Name</th>
<th>Transfer Headcount</th>
<th>Transfer Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td>154</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### Completion - Graduation Rates

#### SUNY Seamless Transfer
All academic programs have undergone, or are in the process of being reviewed and revised, to align with SUNY guidelines for seamless transfer.

#### Improving Graduation Rates
CCC is implementing a “reverse transfer” program which will award a student their associate degree when CCC’s requirements are met during their course of their post-CCC bachelor degree-seeking studies. In addition, implementation of Degree Works at CCC will make “automatic graduation” possible – Degree Works will track when all program requirements for graduation and not rely on the student to “apply” to graduate.

#### Online Learning Promoting Graduation
Legislation authorizing the NYS Education Department to enter into the State Authorization Reciprocity Agreement (SARA) for post-secondary distance education signed into law by Governor Cuomo on August 13, 2015, as Chapter 220 of the Laws of 2015 will enhance CCC’s ability to expand online offerings.

#### Engaging Students through Graduation
Both instructors and students are evolving to increase active teaching and learning techniques, as previously stated.

### Completion - Time to Degree

#### Master Schedule
Academic Divisions are responsible for offering the appropriate number of courses and sections for program requirements, and Associate Deans of Instruction and Department Chairs review offerings each semester and revise the Master Class Schedule as needed. For the online Liberal Arts and Sciences: Humanities and Social Sciences A.A. and A.S. programs, all required courses for program completion are offered within a two-year period. Also, courses for the Business Administration A.A.S. and A.S. online programs are scheduled in a two year cycle so students can complete in two years.

#### Developmental Reading and Writing
The developmental reading and writing sequence, which formerly included two levels of reading and two levels of writing, has been condensed to one five-credit course.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Credits</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Binghamton</td>
<td>31</td>
<td>20.1%</td>
</tr>
<tr>
<td>Alfred State</td>
<td>18</td>
<td>11.7%</td>
</tr>
<tr>
<td>Broome</td>
<td>17</td>
<td>11.0%</td>
</tr>
<tr>
<td>Brockport</td>
<td>15</td>
<td>9.7%</td>
</tr>
<tr>
<td>Empire State</td>
<td>14</td>
<td>9.1%</td>
</tr>
<tr>
<td>Buffalo Unit</td>
<td>13</td>
<td>8.4%</td>
</tr>
<tr>
<td>Finger Lakes</td>
<td>12</td>
<td>7.8%</td>
</tr>
<tr>
<td>Cortland</td>
<td>9</td>
<td>5.8%</td>
</tr>
<tr>
<td>Tompkins Cortland</td>
<td>9</td>
<td>5.8%</td>
</tr>
<tr>
<td>Geneseo</td>
<td>8</td>
<td>5.2%</td>
</tr>
<tr>
<td>Monroe</td>
<td>8</td>
<td>5.2%</td>
</tr>
</tbody>
</table>
Academic Program Review
Academic Affairs plans to change a data set in the program review template in 2015-2016 from average time to completion by term to average time to completion by year and include an analysis and recommendations.

Success - SUNY Advantage

Active Learning Signature Pedagogy
One active learning technique being highlighted by CCC is the inclusion of both on and off-campus internships in many of our programs. On campus internships happen at the planetarium, nature center, and observatory. Off campus internships are developed through community connections. Preparation and mentorship are the key components of our program. Students take a preparation course the semester before their internships and are also paired with a faculty mentor to help them navigate through the job application or transfer application process before during and after their internship. One new initiative is with NASA's Space Grant Consortium. CCC was the only upstate community college to join the consortium and will implement the program with our first group of interns at NASA in summer 2016.

Active Learning in the School of Professional Studies
Academic programs in CCC's School of Professional Studies share a strong emphasis on experiential learning opportunities via internships, practicums, field experience and service learning opportunities. These include but are not limited: Nursing A.A.S; Human Services A.A.S; Chemical Dependency Counseling A.A.S; Childhood Education A.A.S; Early Childhood Education A.A.S; Business A.A.S; Criminal Justice A.A.S; Health and Physical Education Studies A.S; Recreational Studies A.S.

Additionally, under the leadership of the Earth and Sky Institute Director, students in a variety of programs have the opportunity to participate in on-campus internship or service-learning experiences at one of our three Earth and Sky facilities: the Planetarium, Observatory and Spencer Crest Nature Center. Programs that do not have specific internship/field experience requirements utilize elective courses Internship 1960 – 1963, with 3 to 6 credit hours broadening opportunity for student involvement.

Improving Coordination
Academic Affairs supports an experiential learning coordinator creating a centralized experiential learning and service resource for internal and external placements.

Co-curricular Active Learning
The Student Life Office supports student engagement by requiring all student clubs to complete a community service project. These projects include campus initiatives and fundraising or volunteering for local non-profit organizations.

Success - Financial Literacy

Managing Delinquent Borrowers
In Spring 2011, with the release of our 2010 draft Cohort Default Rate which was over 29%, CCC knew it must take action. In Spring 2012, CCC contracted with Inceptia to manage our delinquent borrower population. Since then over 1,150 delinquent borrower accounts have been resolved, and the impact on our CDR has been measurable with our 2011 CDR dropping to 26.3%, a projected 2012 CDR of 21.8% and if trends hold, it appears that it may drop to 18 to 19% for the 2013 CDR.

Financial Aid Education
New initiatives provide education to students to promote a better understanding of the significance and responsibilities of student debt. All new borrowers are now required to undergo “enhanced entrance
counseling.” CCC is in its second year of participation in SUNY’s Smart Track Student Engagement Project and is currently utilizing the SUNY Smart Track Financial Literacy website. Over the last several years, the Financial Aid Office has partnered with instructors of the College’s First Year Experience course to present information on financial aid and financial literacy during class.

**Demographic Influence**

The combined efforts stated above will continue to have a significant impact on lowering the CRD, but CCC recognizes demographics of our region include significant rural poverty and this impacts the College’s ability to lower the student default rate.

**Inquiry - Total Sponsored Activity**

**Grants Awarded**

The SUNY Trade Adjustment Assistance Community College and Career Training (TAACCCT) program, a state-wide initiative for Advanced Manufacturing, provided CCC $1 million to develop a non-credit welding program meeting needs of regional manufacturers. Other grants related to business and industry include the Small Business Development Center receiving a Portable Assistance Grant Award of $93,000, which supports manufacturers with website development/enhancements to increase sales.

Corning Community College has received the following sub-awards through Rochester Institute of Technology from the National Science Foundation (NSF) in the past three years:

<table>
<thead>
<tr>
<th>NSF Grant Initiative</th>
<th>Grant Name/#</th>
<th>Amount</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Technological Education</td>
<td>Gamified digital forensics course for undergraduates (DUE – 1400567)</td>
<td>$40,756</td>
<td>Sept. 1, 2014</td>
<td>Aug. 31, 2017</td>
</tr>
</tbody>
</table>

**Grant Applications in Process:**

- CCC’s $6 million CFA grant proposal has been prioritized by the Southern Tier Regional Economic Development Council. CCC is partnering with public and private parties to establish a state-of-the-art Health Education Center to address an employment growth opportunity in healthcare.
- CCC is the higher education partner in a consortium for a 2015-22 NYS Pathways in Technology Early College High Schools (P-Tech) (New York) grant focusing on STEM areas.
- A SUNY Workforce Development Training Grant for 2015-2016 was submitted with consortium partners including CAF, Dresser Rand, Kennedy Valve, Cameron, and Silicon Carbide.
- As previously stated, CCC is developing an application for a Title III grant to advance use of active pedagogies.

**Inquiry - Student hands-on research, entrepreneurship, etc.**

N/A

**Inquiry - Scholarship, Discovery and Innovation**

**Faculty Focus**

The CCC faculty union contract defines a regular teaching load as 30 hours for the academic year and requires ongoing professional development for promotion. Since 2012, the faculty contract includes an increase to base pay for faculty earning additional graduate degrees.
Faculty Excellence

CCC conducted a Faculty Excellence Survey in 2014 with a response rate of 62% - a higher response rate would provide a more comprehensive picture of faculty professional development. Additionally, CCC’s Program Review template includes information on scholarship, discovery, and innovation including faculty credentials and scholarly and creative contributions and/or awards.

Engagement-START-UP New York and beyond (businesses started / jobs created)

START-UP New York

CCC has an approved Start Up NY plan but no viable proposals have been submitted. However, our relationship with the InnovationWorks incubator and its proximity to our StartUp NY zone has promise.

Small Business Development Center

The College’s Small Business Development Center (SBDC) has served 405 businesses creating 66 jobs and saving 16, with a direct community investment of $4,105,345. On example of the services CCC’s SBDC provides can be found in Linda Thomas of Wellsburg Diner, who struggled to recover from flood damage. The SBDC assisted her in receiving funds from the NY Storm Recovery Initiative. Linda is now the recipient of the SBA 2015 Small Business Excellence Award and the 2015 Woman of Distinction Award presented by Governor Cuomo.

Workforce and Economic Development Initiatives:

- **Lake Erie Community College (LECOM)** – Partnership established between Elmira College, LECOM, City of Elmira, and Arnot Ogden Medical Center plans to bring a new medical residency (350 individuals) program to the region. CCC’s satellite site in Elmira will develop programs that align with LECOM.
- **Upstate Revitalization Initiative** – Spring 2015, the Regional Council voted to approve four URI initiatives to focus and guide the region’s strategic direction and priorities for the $500M award competition. CCC proposed a Farm-to-Cupboard program to support our region’s advanced manufacturing partners.
- **I-86 Innovation Corridor** – The I-86 Corridor is recognized as a destination business development location. CCC’s proposed Health Education Center supports this initiative.

Engagement - Alumni / Philanthropic Support

Capital Campaign and Annual Fund

The Regional Board of Trustees for Corning Community College has contracted with the Corning Community College Development Foundation – a separate 501c(3) – to manage all college fund-raising programs. Recent accomplishments include a $3 million capital campaign renovating the library, and the annual Fund fund-raising campaign’s support of three cohorts of Presidential Scholars program. During 2015 the Foundation will (1) properly steward and wrap-up the library capital campaign; (2) strengthen and refine annual giving and communications initiatives; and, (3) further develop our alumni, volunteer and donor base to prepare for subsequent capital campaign initiatives.

Engagement - Civic Engagement

Faculty and Staff Community Service

College and community service are part of the promotion and tenure criteria for faculty and for staff Performance Growth Awards. The faculty contract includes service options in the community. Annual staff evaluations for Performance Growth Awards include service relevant to professional status as a staff member of the college, service to develop educational, social, cultural, recreational, economic, or religious growth of a community, and/or membership in area clubs and organizations; e.g. staff
provided service to Elmira’s Strong Kids, Safe Kids event in Chemung County.

**Students**

Student clubs are required to complete a community service project involving 10 hours of time and may include on-campus initiatives or fundraising/volunteering for local non-profit organizations.

**All College**

CCC holds “From the Community, For the Community” annual days of service when employees and students volunteer for local organizations such as The Food Bank of the Southern Tier.

**Engagement - Economic Impact**

**Economic Impact Study**

A July 2015 economic impact study “Demonstrating the Economic Value of Corning Community College,” conducted by Economic Modeling Specialists International (EMSI) concluded that every $1 investment in the College produces a benefit of $3.60.

**Regional Partners**

CCC works closely with its regional economic development partners. As previously stated in 2015, CCC partnered with the Steuben County IDA, and the City of Corning to submit a $6 million application to both the Consolidated Funding Application (CFA) and Upstate Revitalization Initiative (URI). In addition, our Start Up NY zone in proximity to InnovationWorks’ incubator site in Airport Corporate Park positions businesses that graduate from the incubator to easily move to a tax-free zone.

**Section 3: Conclusion and Expected Impact on your Campus**

Recently concluded initiatives at CCC – Middle States Accreditation Self-Study; strategic planning, facilities, academic and strategic planning; and marketing, economic, and branding studies – have all affirmed our partnership with SUNY. Consistent with these initiatives, CCC welcomes the framework and accountability introduced by SUNY Excels. And, using the SUNY Excels model, throughout this narrative we have highlighted our forward thinking initiatives to recruit and retain our students, and to empower those students to be successful in their studies and in their lives...all in support of SUNY’s goal of 150,000 credentialed learners by 2020. The following summarizes CCC’s goals within SUNY Excels frameworks:

**Access:**

- Recruit beyond our three central Southern Tier counties highlighting benefits of the SUNY system; combining an emphasis on residential hall option with expanded marketing and easily accessible information on website, “Seamless, Stackable SUNY – Corning Community College.”
- Develop academic and student services infrastructure in order to expand online capacity when NYSED completes the State Authorization Reciprocity Agreement (SARA).
- Increase full-time, first-time student enrollment to 800 by Fall 2018.
- Serve as the higher education partner in the 2015 – 2022 Southern Tier P-Tech STEM initiative.
- Implement recruitment and retention best practices as indicated through national benchmarking surveys; CCCSE, SENSE, and NCCBP.
- Increase total non-credit instructional activity/continuing education to 750 by 2018-2019.
- Continue efforts that raised employee diversity from 4.12% in 2013 to 5.9% in 2015 to achieve 7.5% by 2020.
• Continue to support the leadership of the Diversity Council and the student programming arm of the Center for Diversity & Inclusion.

Completion:
• Expand existing ENGR articulation agreement with Binghamton University, CCC’s #1 SUNY transfer institution, to encompass a joint admissions agreement by August 2016.
• Gain SUNY & NYSED approval for two new in-demand academic programs per year while retiring under-enrolled academic programs through existing program review process.
• Implement ‘reverse transfer’ and ‘Auto-grad’ programs through expanded use of SUNY’s DegreeWorks improving 3 year graduation rate to projected SUNY target average by 2020.
• Review analysis of time-to-degree data in Program Reviews to achieve SUNY average of 2.9 maximum by 2020.

Success
• Submit a Title III grant in the next federal funding round focusing on expanding applied learning opportunities for students and training for faculty.
• Appoint Applied Learning Coordinator in academic year 2015-2016.
• Expand the number and scope of applied learning opportunities available to CCC students by adding internship options to two additional programs per year, utilizing CCC’s Earth and Sky facilities and establishing new community partnerships.
• Develop a student tracking mechanism for use of centralized academic support in renovated Library. Target improved time to degree for native and transfer in students.
• Increase first-time, full-time retention rate to 60% by 2018.
• Increase first-time, part-time retention rate to 44% by 2018.
• Continue to improve CDR .5% annually through ongoing partnership with Inceptia.

Inquiry
• Continue to offer management initiated faculty incentive for earning additional graduate degrees with additions to base pay.
• Improve response rate of Faculty Excellence survey from 62% in 2014 to 75% by 2020.

Engagement
• Continue community and economic development partner collaboration that resulted in the $6 million 2016 CFA/URI grant prioritized by Southern Tier Regional Economic Development Council to develop a Health Education Center in downtown Corning based on the Department of Labor statistics indicating a 20% growth in demand for health related credentials and degrees.
• CCC President currently serving on the Board of InnovationWorks, Inc.; as incubator graduates businesses, collaborate to bring them to Start Up NY zone.
• Achieve SUNY target average of 2% alumni giving rate by 2018.

Corning Community College looks forward to working with SUNY to help realize its system-wide objectives, just as we look forward to working with SUNY to realize our own. From this collaboration, CCC and SUNY will emerge stronger. And our students our workforce partners and numerous and varied communities of interest throughout New York State will be better served because of it.