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ABSTRACT

The Institutional Report Card of Corning Community College (CCC) (New York) presents data on traditional indicators of effectiveness common to many institutions, such as graduation, success, and employment rates, as well as student satisfaction. It also includes results of the State University of New York's (SUNY) Student Opinion Survey and strategic planning priorities and achievements. Corning Community College has begun to survey students with regard to their educational objectives. Each semester, entering students are also surveyed to determine the type of technology that they have available to them. This information will be tracked to measure success by matching a student's intent upon admission with outcome (graduation, transfer, and classes only). Report highlights include: (1) in fall 2000, about 42% of entering students' educational goals were to obtain a certificate/degree and transfer; (2) more than 80% of entering students own a computer and 71% have Internet access; (3) 74% of CCC alumni find jobs in their chosen field and are employed in the service area; and (4) during the most recent Student Opinion Survey, CCC was rated the highest of all SUNY community colleges by currently enrolled students for its learning centers, where tutors, professional staff, and faculty are available to provide math and writing support for all students who desire help. (JA)

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Institutional Report Card

November 2000

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corning community college

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Students are the focus of all we do.

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From the President

To our students, our community college family, our friends and supporters:

Corning Community College believes in a continuous improvement process and the need for a comprehensive system for assessing desired outcomes. This provides us not only with the necessary tools for refining our curricula and services, but provides our elected representatives with assurance that the administration, faculty and staff are concerned with the quality, effectiveness, and efficiency of Corning Community College.

To that end, we have published our annual Institutional Report Card.

First, we present data on traditional indicators of effectiveness common to many institutions (i.e., graduation, success and employment rates, as well as student satisfaction).

Second, we measure ourselves against the goals we've set with our annual strategic planning priorities.

Together, these measurements show our areas of strength and where we need to improve. Above all, they demonstrate our commitment to the judicious use of your public trust.

I am extremely thankful for the cooperation of members of our College community in gathering the data for this Institutional Report Card.

Your comments are welcome. Please feel free to contact me at 607-962-9232 to discuss this further.

Sincerely,

Jonathan Gibralter
Interim President

This document was prepared by the Department of Institutional Effectiveness at Corning Community College. Any correspondence should be addressed to that office at Corning Community College, One Academic Drive, Corning, NY 14830. Corning Community College is part of the State University of New York and accredited by the Middle States Association of Colleges.

Equal Opportunity

Corning Community College is an equal opportunity institution, adheres to the guidelines of Title IX, Section 504, and the Americans with Disabilities Act (ADA) and does not discriminate on the basis of race, color, creed or religion, sex, national origin, age or physical or mental disabilities. The facilities are accessible to individuals with disabilities.

We affirm the College community's respect for different beliefs and lifestyles even though such beliefs and lifestyles may not at this time be codified into state or federal law. The College's Affirmative Action Committee endorses the following statement approved by the College Association and supported by other employees and students:

"Corning Community College is committed to creating a community in which a diverse student population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, regardless of economic status, ethnic background, political views, sexual orientation, or other personal characteristics and beliefs."

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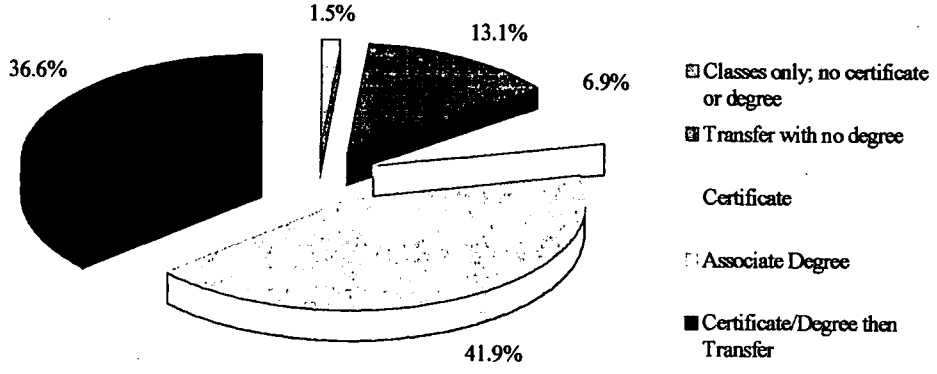
Traditional Performance Indicators

Educational Goals at the Time of Entry
Fall 2000

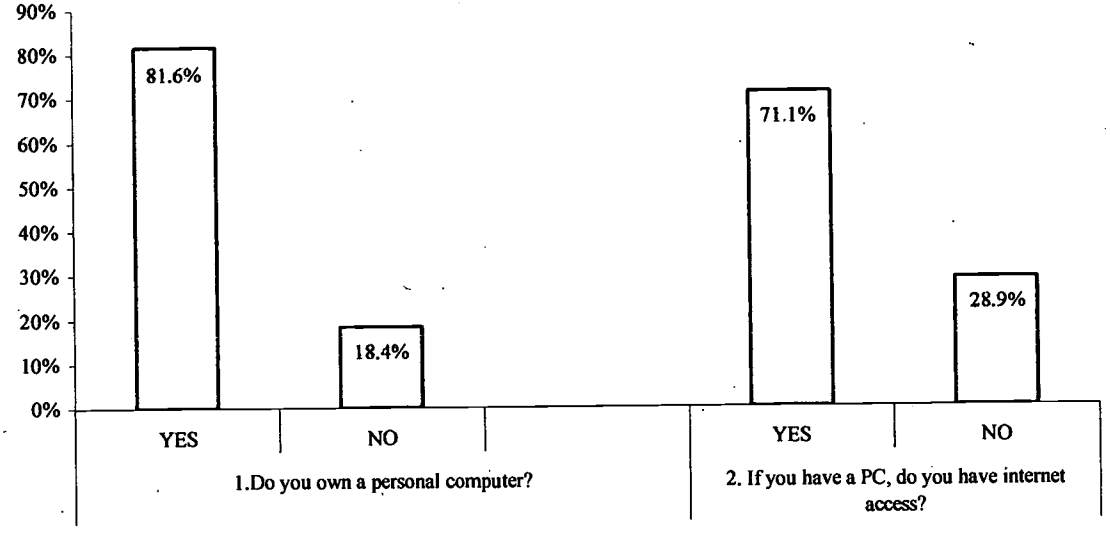


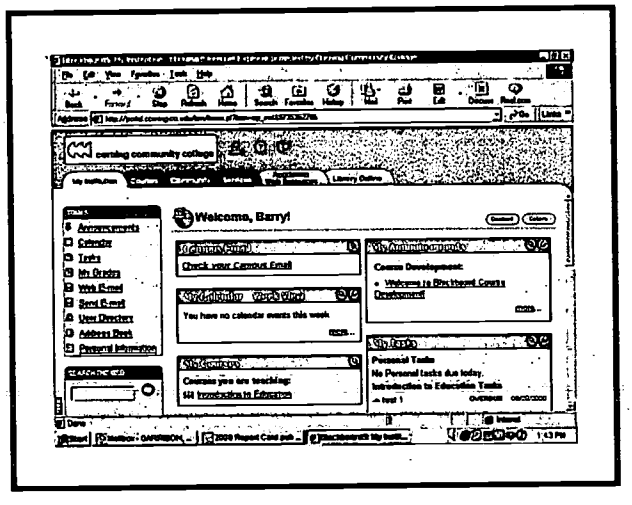
Corning Community College has begun to ask students why they attend college. This information will be tracked to measure success by matching a student's intent upon admission with outcome (graduation, transfer, classes only). This information is required in the Memorandum of Understanding between Corning Community College and SUNY.

Student Success Center

The Student Success Center was initiated during the summer of 2000 as a direct result of strategic planning. It facilitated the educational planning and registration of over 1000 students for the Fall 2000 semester. Central to the creation of the Center was the integration of services to students and academic advising. A unique liaison structure with the academic divisions of the College ensures the traditional decentralized advising structure unique to CCC.

Technology Survey, Fall 2000 Entering Students

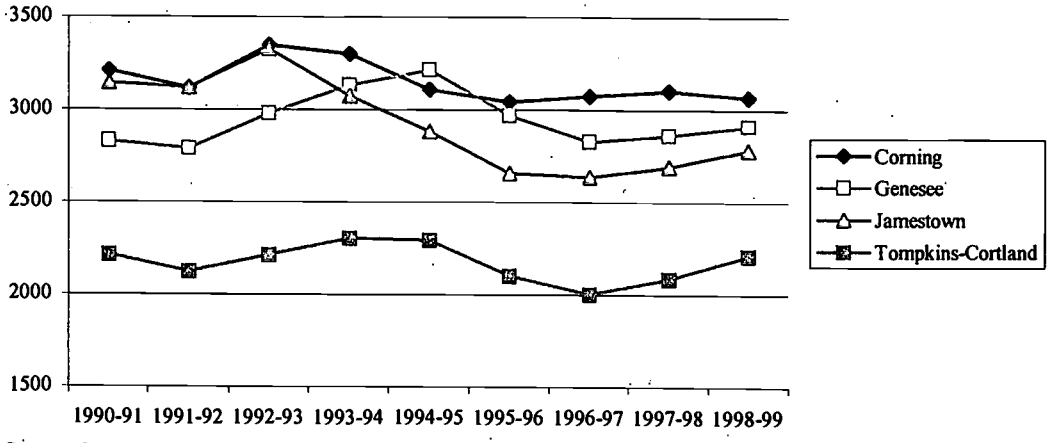




Internet Access

Each semester entering students are surveyed to determine the type of technology that they have available to them. To the surprise of many, over 80% of our entering students own a computer and 71% of them have Internet access. Starting in the Fall 2001 semester, every CCC student will have access to college information using their own computer from anyplace, on or off campus. The Blackboard portal is being piloted during the Spring 2001 semester by over 400 Internet students.

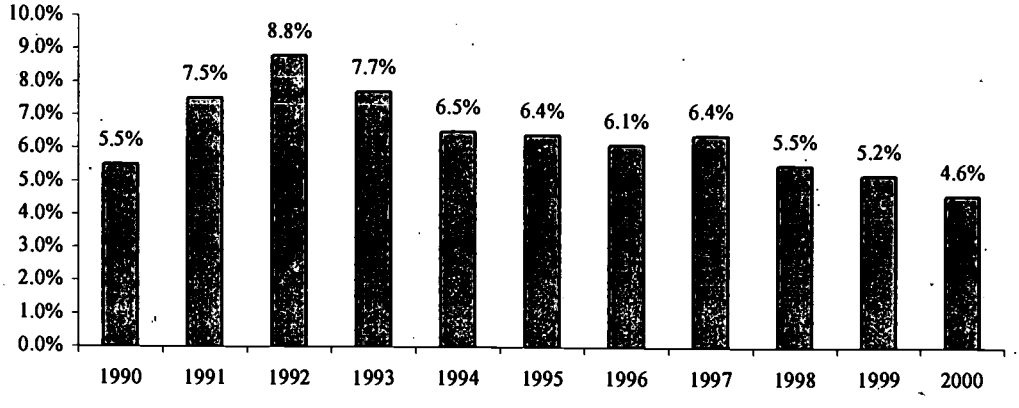
Official Full-Time Equivalent Enrollment: Annual Average



Source: SUNY Academic Planning, Policy and Evaluation

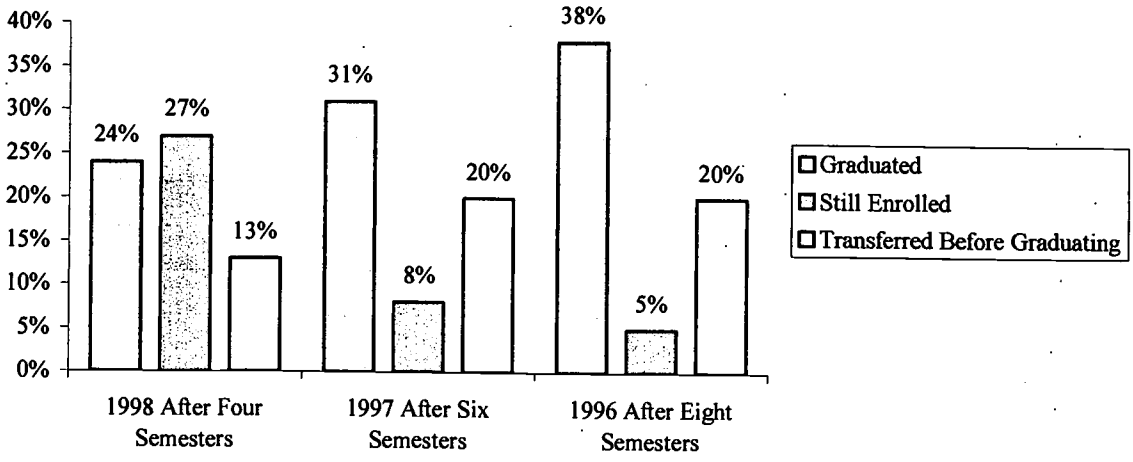
The data above illustrates the FTE annual average for Corning Community College compared with three other SUNY community colleges of similar demographics. Below is the unemployment rate for New York State for a similar period of time. What is interesting to note is the similarity in enrollment at CCC to that of the unemployment rate. As our potential students find work our full-time equivalent enrollment declines.

New York State Unemployment Rate September of Each Year



Source: Bureau of Labor Statistics

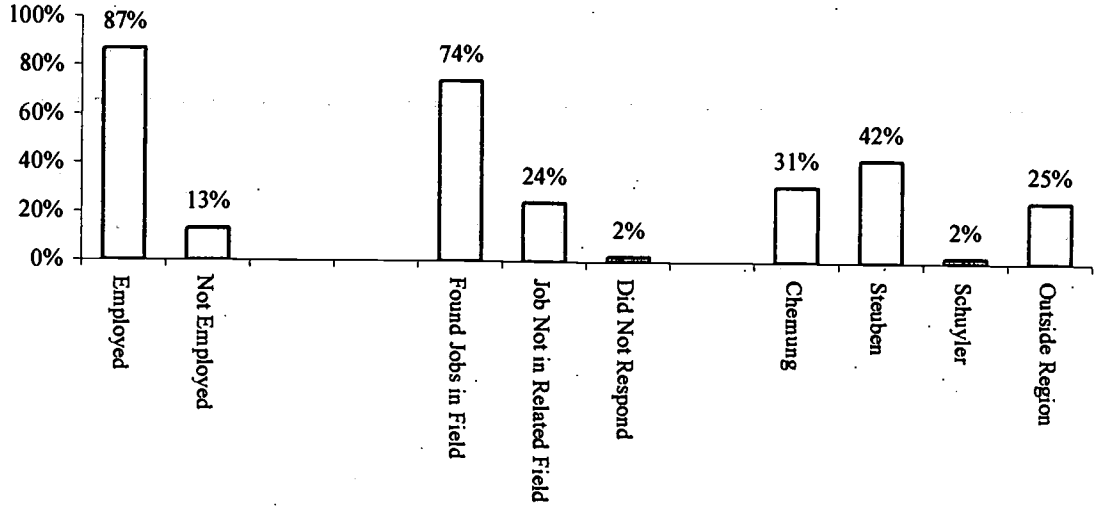
Student Success Rates



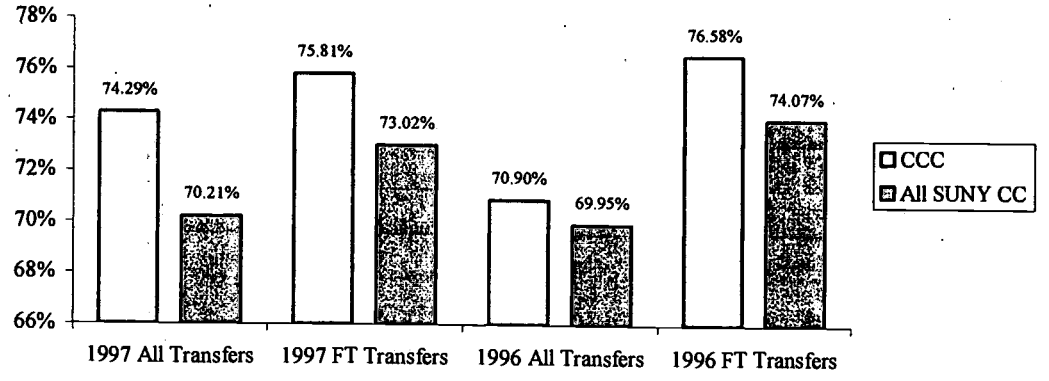
Full-time, First-time Students After 4, 6 and 8 Semesters
Students Entering 1996, 1997, 1998

These numbers are consistent with prior years, reflecting that students are taking more than four semesters to graduate and that many transfer before graduating. It is also significant that 74% of CCC alumni find jobs in their chosen field and are employed in our service area (see below).

Employment of 1999 Graduates Not Entering 4-Year Colleges or Universities

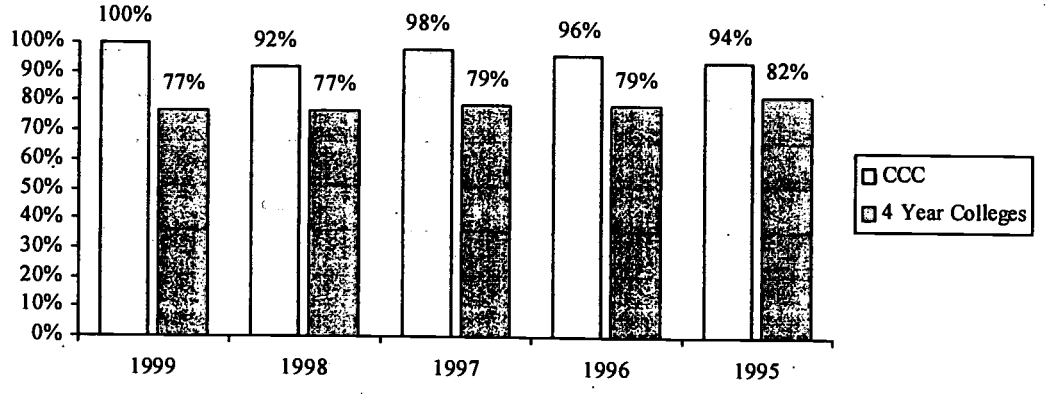


Persistence at SUNY Senior Institutions (after one year)



Corning Community College consistently ranks among the highest of the SUNY community colleges in persistence of their transfers at SUNY senior institutions. Persistence is continuing for more than one semester at the senior institution. This is reflected above for all transfers as well as full-time students compared to the SUNY community college mean.

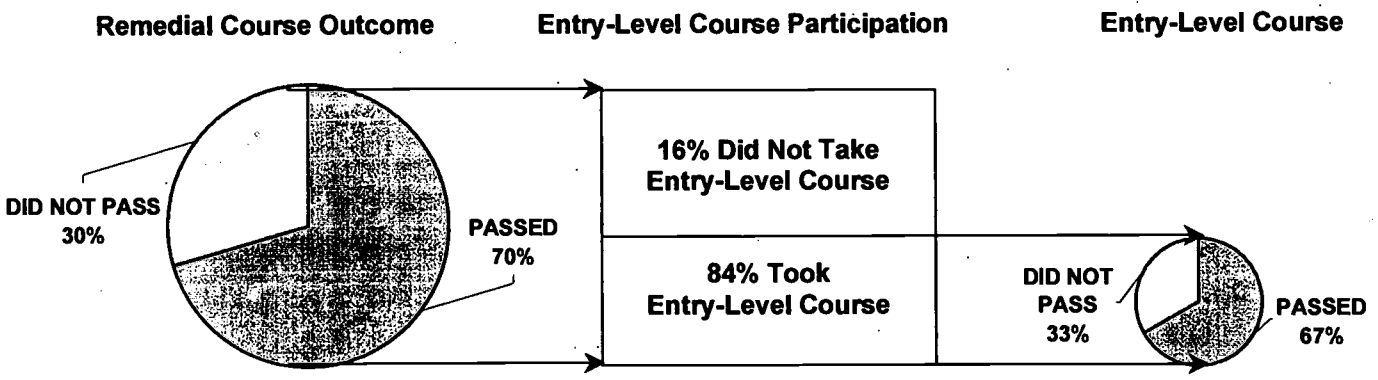
CCC Pass Rate Compared with 4 Year Colleges for First-time Candidates Taking RN Licensure Exam



Corning Community College nursing students consistently perform higher than four-year graduates on the RN Licensure exam. In 1999, 100% of those graduates who took the exam passed.

ENGLISH REMEDIAL EFFORTS

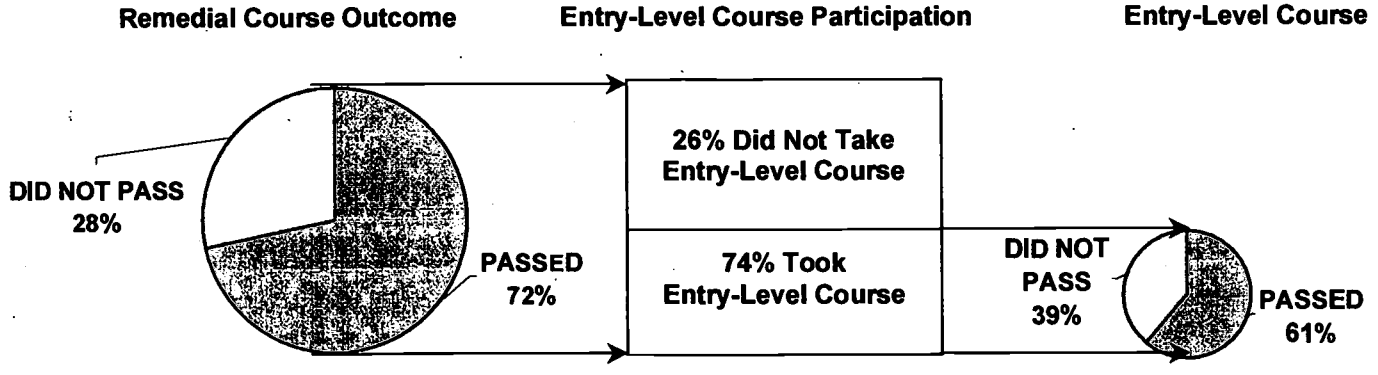
Entering Fall 1999 Remedial Enrollment and Subsequent Entry-Level Enrollment
During the Spring 2000 Semester



These data reflect two important issues to our faculty and staff. First, 70% of students who take remedial English pass the course. Second, 84% of those who passed take the entry-level course (English Composition) the next semester, of which 67% passed. These issues are continually studied and monitored by the Communications Division to determine what improvements are necessary to increase student success.

MATH REMEDIAL EFFORTS

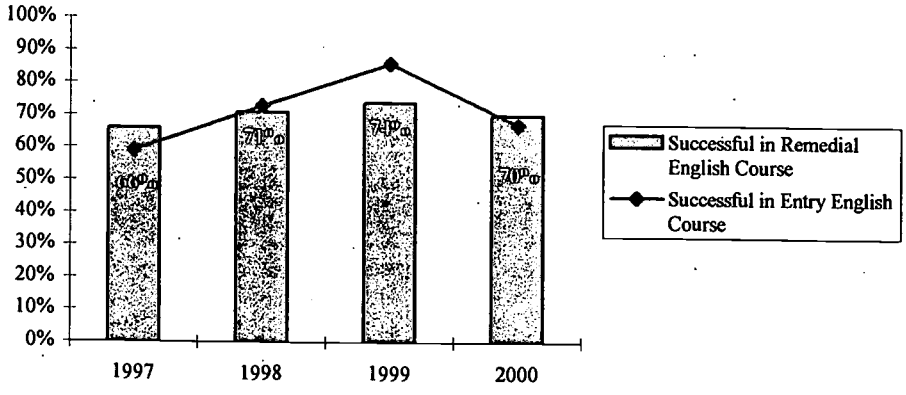
Entering Fall 1999 Remedial Enrollment and Subsequent Entry-Level Enrollment
During the Spring 2000 Semester



These data reflect two important issues to our faculty and staff. First, 72% of students who take remedial math pass the course. Second, 74% of those who passed take the entry-level course (Introductory Algebra) the next semester, of which 61% passed. These issues are continually studied and monitored by the Math Department to determine what improvements are necessary to increase student success.

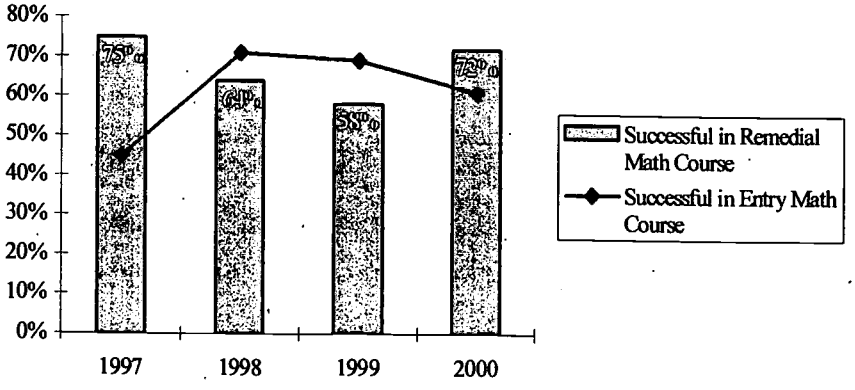
Note: "Did Not Pass" includes students who withdrew from or received an incomplete in the course. Students who withdrew from the College were eliminated from the analysis.

Remedial English Four Year Trend



During the most recent Student Opinion Survey, CCC was rated the highest of all SUNY community colleges by currently enrolled students for its learning centers. Tutors, professional staff and faculty are available to provide math and writing support for all students who desire help. These services are free and offered during extended hours at several regional locations.

Remedial Math Four Year Trend

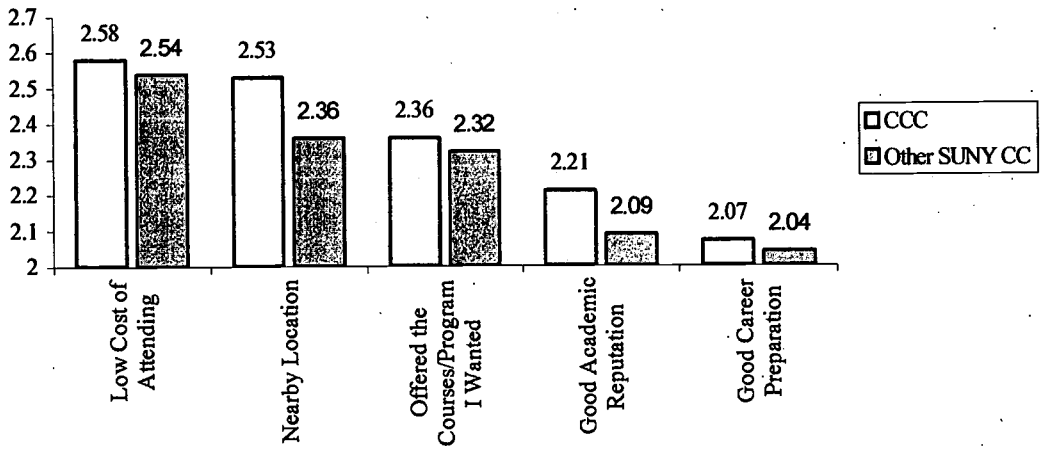


We need to continually investigate why these data may fluctuate from year to year. Our goal is to observe positive improvement of student performance in entry-level courses.

Results of the SUNY Student Opinion Survey

Conducted Spring 2000: 376 Currently Enrolled Students Responded.

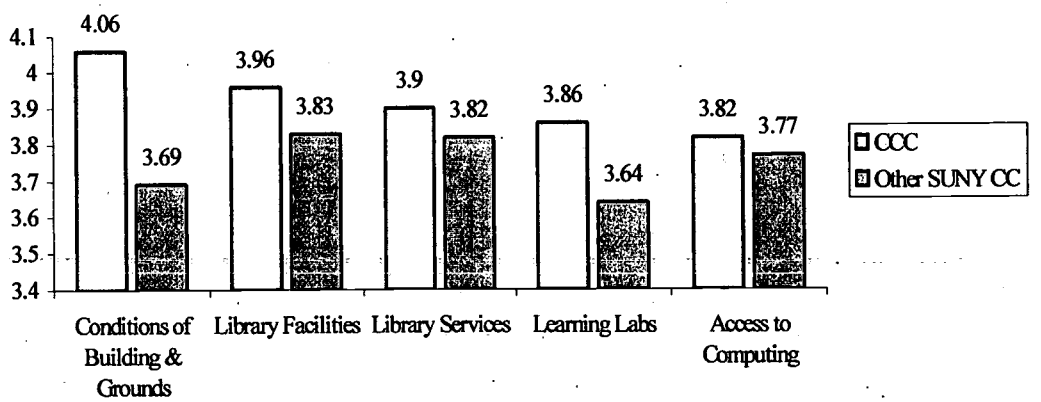
Reason for Selecting this College



Reason Scale: 3=major reason, 2=minor reason, 1=not a reason

Corning Community College is clearly rated higher by its students in these five categories than the SUNY community college average. It is important to point out that the CCC average is significantly higher than the average in "nearby location" (selected CCC because close to home) and "good academic reputation."

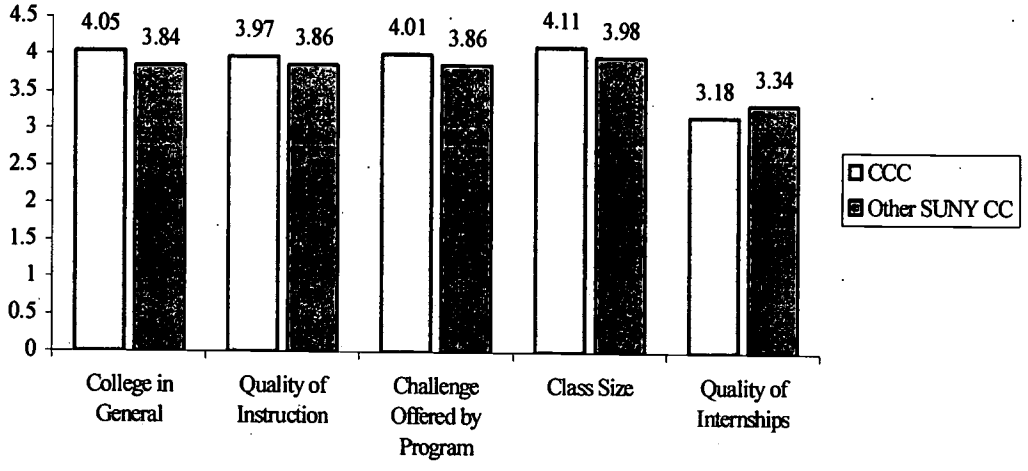
Satisfaction with Services and Facilities



Satisfaction Scale: 5=Very Satisfied, 4=Satisfied, 3=Neutral, 2=Dissatisfied, 1=Very Dissatisfied

Traditionally our currently enrolled students rate the College very positive in these areas. CCC ranked third among all SUNY community colleges in "conditions of buildings and grounds" and first in satisfaction with "learning labs."

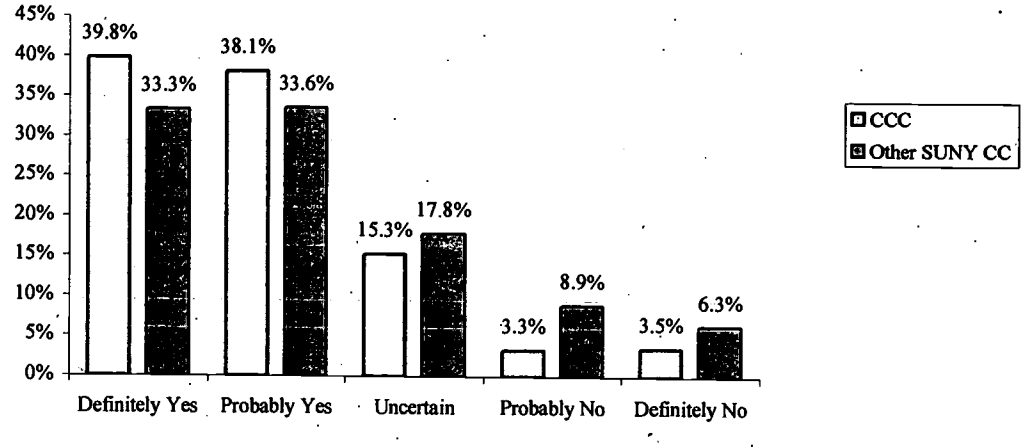
College Environment



Satisfaction Scale: 5=Very Satisfied, 4=Satisfied, 3=Neutral, 2=Dissatisfied, 1=Very Dissatisfied

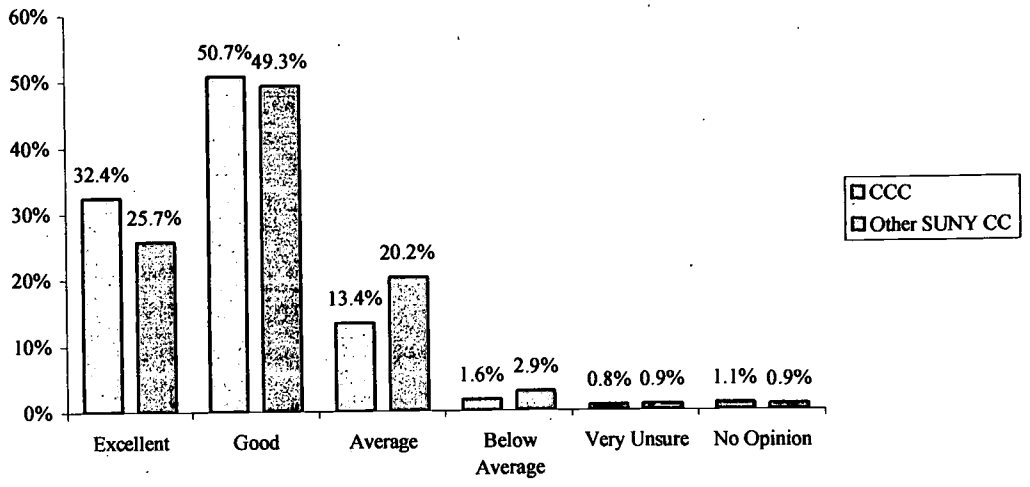
Corning Community College ranked in the top three among medium sized SUNY community colleges in all of the above categories except for "quality of internships," which was the lowest CCC ranking in the environment/climate category.

Would You Choose This College Again?



Relative to respondents from other SUNY community colleges, Corning Community College respondents had a **higher certainty average** and ranked first among 30 participating community colleges for " If you could start college over, would you choose to attend this college?"

Quality of Education



Note that 83.1% percent of the respondents rated their quality of education at Corning Community College as good to excellent as compared to 75% at other SUNY community colleges.

Summary of Student Opinion Survey

In the spring of 2000, as part of an ongoing effort to study the quality of student life on campus, the SUNY System Administration Office of University Life led the system's institutions in a cooperative research effort to assess students' impressions of their college education. The 2000 project was the sixth in the series of survey projects; earlier projects were conducted in 1985, 1988, 1991, 1994, and 1997. This is the second time that Corning Community College participated.

Overall, Corning Community College respondents' ratings were similar to the average ratings of the other 29 community colleges. However, CCC respondents' ratings were noticeably higher than those of other community college students for *general condition of buildings and grounds, entry and registration assistance (i.e., accuracy of information you received before enrolling at this college, assistance provided by the college staff when you entered this college, registration procedures in general), and this college in general.* Also, note that CCC respondents' rating of "What is your overall impression of the quality of education at this college?" was fourth among 30 community colleges.

It should be kept in mind that any of the observed differences could be due to, at least in part, to variations in response rates, demographic characteristics of the respondents, and availability of programs and services.

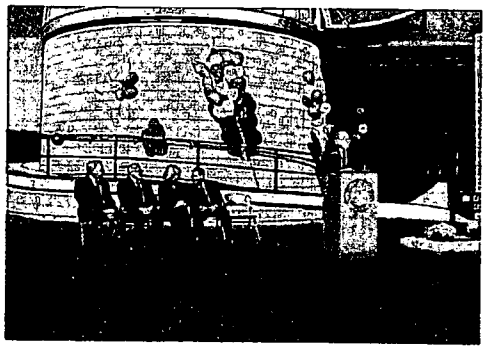
Address human resource issues.

- A pool of part-time instructor candidates was centralized in the Human Resource Office.
- Established a representative college group to develop a recruitment video for individual distribution and on the Internet.
- Conducted several studies for contribution to a personnel position paper.
- Provide five separate retirement counseling sessions for potential retirees.
- The transition from Faculty Development to the Corning Community College Center for Professional Development took place during Fall 2000.

- Partnered with Corning Enterprises and the Star-Gazette to hold the Second Day of Dialogue.

Support the educational and administrative technology needs with strong infrastructure, technology, and training.

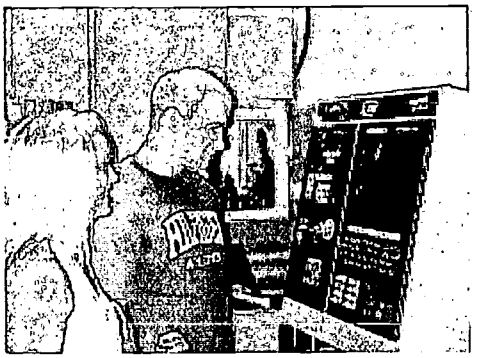
- The Interactive Video program was transitioned to Corporate and Community Education.
- It was decided not to join the SUNY Learning Network due to increased enrollment and SUNY's additional fees.



- On-line access to the Library was provided for all students .
- Established an additional smart classroom in the Nursing Building.
- Reorganized Computer Technology Services using a team structure.
- Completion of a Technology Plan to be implemented by the Technology Task Force.
- Extensive research was completed for the replacement of the current legacy system.

Continue and enhance partnerships that address the needs of the community.

- The Tech Prep Career Clusters, Project Lead the Way, and New Vision programs were developed to partner with high schools and BOCES.
- The Tuesday/Thursday class schedule was revised to provide 7:00 AM classes.
- Partnered with local high schools and BOCES to become a CISCO Regional Training Academy.
- Established a new curriculum in Office Technology called the "Company."
- An Interpreter Preparation program was established.
- The College ACE program was expanded into Pennsylvania.
- An addition to the Service Workers Certificate for winery/vineyards workers was developed.
- The President held four breakfast meetings with local business leaders to enhance communication.
- College leaders had in-service opportunities with county government officials.
- Established a new comprehensive case conferencing model with Welfare-to-Work partners in Schuyler, Steuben, and Chemung counties.
- Facilitated the development of a One-Stop Integration Plan with Corning CSS Workforce Development One-Stop partners.



Provide appropriate services to assure the success of all part-time and full-time students in their individual educational plans.

- Developed the Student Success Center to integrate student services and enhance the current advising system.
- Planned and developed a general education policy that addressed the requirements of SUNY.
- Continued to develop and enhance the academic program review process.

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Signature: Barry B. Garrison

Printed Name/Position/Title: BARRY GARRISON
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