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ABSTRACT

This document is an internal review of Nassau Community College (NCC) (New York). Using research material developed through institutional effectiveness studies, it incorporates comparisons with three peer groups for the 1996-97 academic year. Highlights include: (1) Nassau is more successful in the task of attracting first-time, full-time students than the comparison groups; (2) the number of students enrolled at Nassau Community College has remained stable over the last decade, decreasing by 3% since 1989; (3) from fall 1989 to fall 1999, the enrollment in the evening division dropped by 26%; (4) while the decline between fall 1997 and fall 1999 was less significant than in prior years, NCC must continue its work to address the core issues of declining enrollment for both part-time and evening students; (5) in national studies, 56% of students who began their postsecondary education at a community college in fall 1989 stayed (persisted) to their second year. For the same time period, 71% of Nassau Community College students stayed (persisted) for a second year; and (6) for the fall 1991 and fall 1992 cohort years, Nassau's graduation rate was slightly below that of all State University of New York community colleges but above for fall 1994 and 1995. (JA)

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Massau Community College Institutional Report Card 2000

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Dear Reader,

As one of the largest community colleges in the nation, Nassau Community College is a complex array of faculty, facilities, services and students. At times, we tend to lose sight of how large this enterprise really is, as we focus more on the day-to-day operations of the College.



We are pausing here to take stock of ourselves; this is an internal review, a comparison with our peers, and a report to our community and our stakeholders. Public tax dollars are a vital part of community sponsorship as is the trust that the public has placed in the College for the education of its families. This report allows

the College to present some of its most important accomplishments, describes a few areas that are in need of improvement, and is intended to invite your response.

Sincerely,

A handwritten signature in black ink that reads "Sean A. Fanelli". The signature is written in a cursive, flowing style.

Dr. Sean A. Fanelli, President

Nassau Community College is an equal employment/affirmative action institution and shall not discriminate against any person because of race, color, religion, sex, age, marital status, sexual preference, national origin, or disability.

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<i>Principal Photographer.....</i>	<i>William Baker</i>

MISSION OF THE COLLEGE

Nassau Community College, a constituent member of the State University of New York system, is a comprehensive, full-opportunity institution of higher education. All who can benefit from its resources have the opportunity to expand their knowledge and skills and to pursue the goal of lifelong learning. The College is dedicated to high quality, low-cost education and career preparation to meet the needs and interests of the community it serves. It is committed to academic excellence and the dignity and worth of the individual. To this end, Nassau Community College offers Associate in Arts, Associate in Science, and Associate in Applied Science degrees, certificates and continuing education programs. Its curricula span the liberal arts and sciences, pre-professional and professional areas for the benefit of a diverse population. The College places a high priority on small classes, taught by qualified, experienced faculty, to provide an optimal educational environment.

In fulfillment of this Mission, Nassau Community College affirms these goals:

-  *To maintain an open admissions policy that ensures the availability of educational programs for traditional and non-traditional students*
-  *To create educational programs that respond to and satisfy diverse community needs*
-  *To provide general education that teaches students to think critically and analytically about a body of knowledge conducive to lifelong learning*
-  *To maintain developmental programs which upgrade student skills for success in college level courses, and to provide special courses of study which enhance general education*
-  *To provide the support services necessary for students to realize their maximum potential*
-  *To create a wide variety of activities and cultural programs to enrich student and community life*
-  *To create a multicultural environment which fosters the synthesis of knowledge, aesthetic appreciation, and commitment to ethical and social values*
-  *To encourage faculty development with programs that promote scholarship and creativity, and to encourage the adoption of innovative teaching methods and technology to enhance student learning*
-  *To support and strengthen academic programs which best prepare students for transfer to senior institutions, and to provide career programs to prepare students for regional and global employment opportunities*
-  *To provide administrative leadership which assures educational quality, furnishes adequate student support services, maintains effective budgeting and facilities management, and stimulates thoughtful planning for the future of the College*
-  *To enhance the economic and cultural vitality of the County by promoting an educational environment which responds to the changing needs of the communities we serve*

OVERVIEW OF NASSAU COMMUNITY COLLEGE

As of fall 1999, the College offered 53 academic programs and 15 certificate programs. The largest enrollments are in the Liberal Arts and Sciences. The broad scope of academic study encompasses both those areas necessary for transfer students and studies in career-oriented degree programs. Specialized certificate programs, usually of one-year duration, are designed for intensive study in particular skill areas.

Nassau Community College is intrinsically tied to the 56 school districts of Nassau County and seeks to provide services and opportunities for students in secondary education. The College supports many programs in local high schools, including:

- ◆ Harvard Calculus Partnership
- ◆ Nassau County Tech Prep Consortium
- ◆ Future Teachers
- ◆ Early Wake-Up Bridge Program
- ◆ Honors Connection
- ◆ Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP)
- ◆ Liberty Partnership Program
- ◆ School to Careers – College Connections

The influence of the College in the county is widespread and extensive. Since opening for classes in 1960, Nassau Community College has awarded over 94,600 degrees and certificates, as of September 1999. In addition to the traditional 18-24 year-old students who choose Nassau to begin their higher education journey, the College is home to students of all ages. Some are beginning college for the first time, some are returning, some are retraining for career change, and some choose Nassau for the wealth of lifelong learning opportunities.

As commuters, Nassau students arrive for class, stay for the required class time, and then leave the college for work or home. We do not have a resident population, and yet we find that our students are in need of a wide range of services to help them academically and personally. Services for students offer a rich array of opportunities, from academic advisement and counseling to concern for personal health issues and social problems. The quality of our students' campus experience and their safety and development as educated citizens, are our primary focus points and are continual themes in the College's day-to-day operations and future planning.

Nassau Community College, celebrating its 40th anniversary, has a rich history of service to the residents of Nassau County and beyond. The first classes for a few hundred students were held in 1960 in a wing of the Old County Courthouse in Mineola. In fall 1999, 20,099 students enrolled in a wide variety of programs. During its relatively brief existence, Nassau Community College has served virtually every household and neighborhood in Nassau County. Sons, daughters, mothers, fathers, grandmothers, grandfathers – all have found a source of educational opportunity at the former Mitchel Field air base in Garden City, the home of Nassau Community College since 1962. Today, the College has achieved a reputation that marks it as one of the most outstanding institutions of its kind in the nation, and it expects to continue its service to the residents of Nassau County for generations to come. This report is part of our commitment to that future. The College welcomes the thoughts and comments of readers about the material presented here.

FORMAT OF THE STUDY

In fall 1995, Nassau Community College began an earnest introspective study prompted by successful review by the Middle States Association of Colleges and Schools that led to a new strategic planning process. As part of this planning model, the College gathered information concerning regional and local communities in order to align the needs of these communities with the resources and services provided by the College. A three-year cycle was established in which a set of three strategic themes, developed by faculty and administration, served as the guiding beacons for the College as it organized and directed budget and activities. These themes were:

- 1. Effort must be made to recruit and serve new student populations**
- 2. Comprehensive outcomes assessment of student learning and institutional effectiveness must be improved**
- 3. The institution must establish a technological infrastructure to meet challenging educational and institutional needs**

As the first cycle ended in spring 1999, the planning process once again examined the College and the demands of the service region. As part of this ongoing process, a report to our constituents – you, the residents and leaders of Nassau County is in order. We intend this report to show the strengths of Nassau Community College in local and national comparisons. The report will also show the weaknesses of the College so we might begin to address them. We intend this report to illustrate what we know and what we do not yet know about ourselves, and perhaps, with your help and support, to better understand the relationship between the College and the communities it serves.

This report uses research material developed through institutional effectiveness studies, and incorporates comparisons with three peer groups for the 1996-97 academic year:

- 1) National Single-Campus Community Colleges** that are either in large cities, or on the fringe of large cities with enrollments above 10,000 full-time equivalent students (FTEs)
- 2) Suburban Community Colleges** that are in the tri-state area within a 50 mile perimeter of New York City with enrollments above 5,000 FTEs and suburban in location (Connecticut community colleges did not meet the FTE requirement)
- 3) State University of New York (SUNY) Community Colleges** that are either in large cities, or on the fringe of large cities with headcounts above 4,000

These three peer groups, National Single-Campus Peers, Suburban Community College Peers, and SUNY Community College Peers are used to illustrate the remarkable stature of Nassau Community College from a variety of perspectives. The data was taken from the latest Federal Integrated Post-Secondary Data System study (IPEDS) and includes both state and local sources.

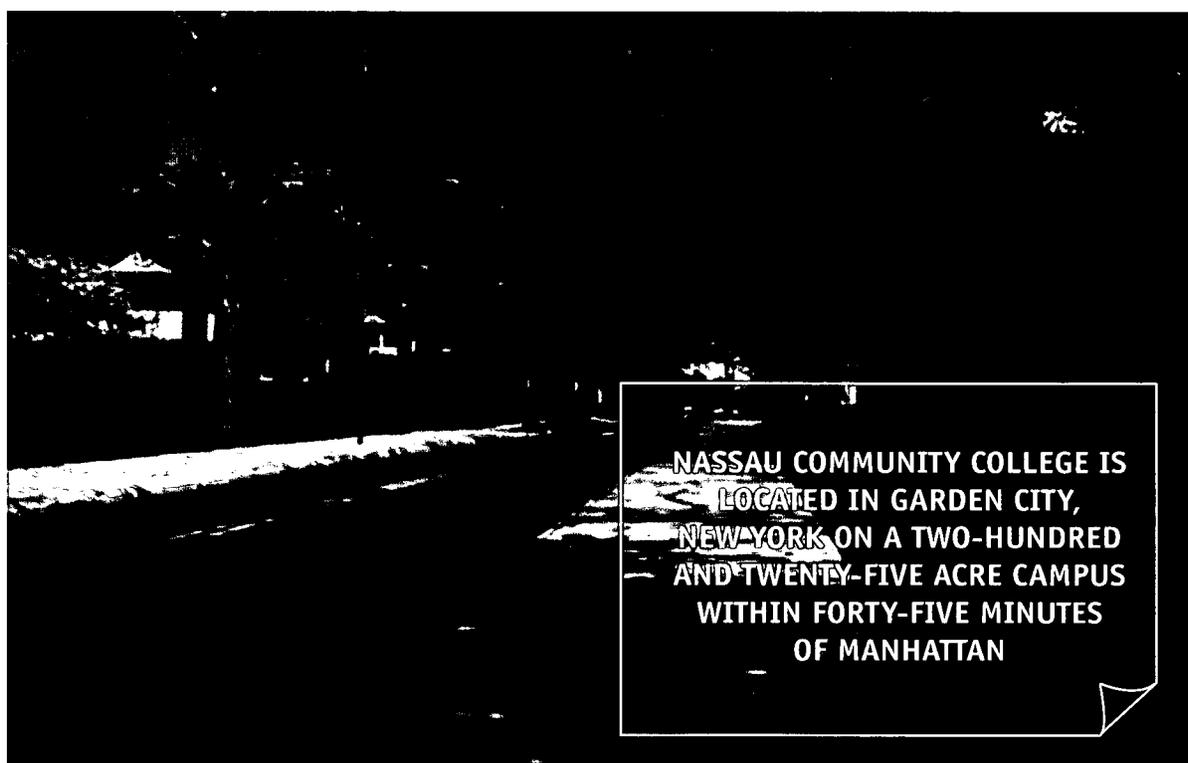


PEER COMMUNITY COLLEGES

◆ National Single-Campus Community Colleges	Location
Borough of Manhattan Community College	New York, New York
De Anza College	Cupertino, California
El Camino Community College	Torrance, California
Mt. San Antonio College	Walnut, California
Orange Coast College	Costa Mesa, California
San Antonio College	San Antonio, Texas
Santa Monica College	Santa Monica, California

◆ Suburban Community Colleges	Location
Bergen Community College	Paramus, New Jersey
Brookdale Community College	Lincroft, New Jersey
Middlesex Community College	Edison, New Jersey
Suffolk County Community College	Selden, New York
Union County College	Cranford, New Jersey
Westchester Community College	Valhalla, New York

◆ SUNY Community Colleges	Location
Erie Community College	Buffalo, New York
Fashion Institute of Technology	New York, New York
Monroe Community College	Rochester, New York
Suffolk County Community College	Selden, New York
Westchester Community College	Valhalla, New York



GENERAL CHARACTERISTICS

Nassau Community College is unique among its peers and a critical resource for the residents of Nassau and surrounding counties. Its academic reputation, extensive resources and commitment to full opportunity mark the College as a vital gateway to higher education and the benefits thereof. The activities of the College ensure quality and stability, and provide an educational center that boasts outstanding accomplishments.

First-Time, Full-Time Students

One of the indicators that addresses the nature of a community college is the number of its first-time, full-time students. Four-year schools commonly refer to their first-time, full-time entering cohort as their *"freshmen class."* Most community colleges see incoming freshmen in moderate numbers, with less emphasis on full-time study than the four-year schools. However, Nassau Community College emphasizes first-time, full-time study and the College attracts a large number of students who transfer from other institutions.

-  **3,500 full-time freshmen choose Nassau each fall semester as their college of choice**
-  **Nassau Community College attracts first-time, full-time students without equal among its peers**

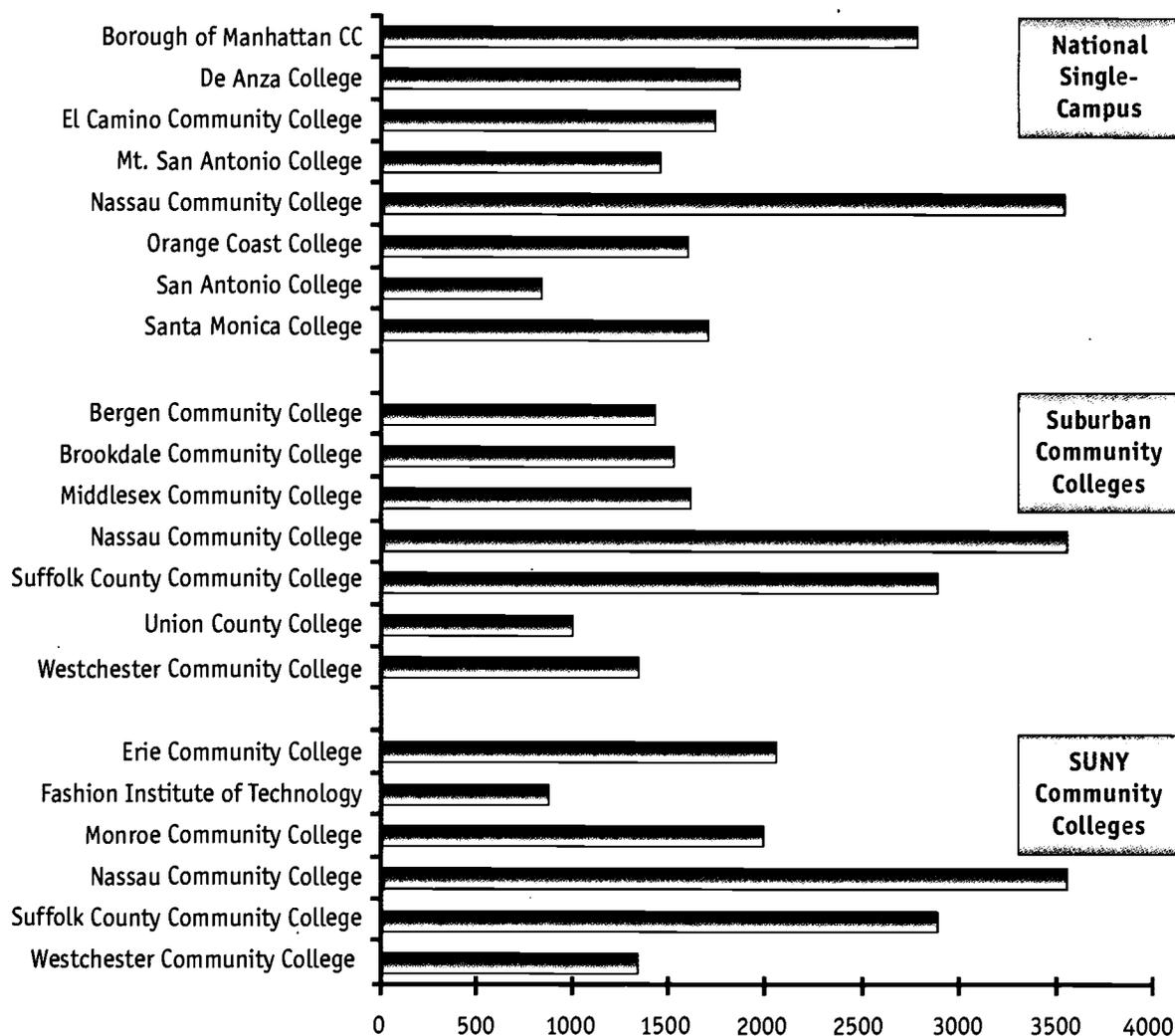
**NASSAU RANKED FIRST IN FIRST-TIME,
FULL-TIME ENROLLMENT AMONG THE
THREE PEER GROUPS STUDIED**



First-Time, Full-Time Students

In peer studies of first-time, full-time students that included National Single-Campus Community Colleges, Suburban Community Colleges and SUNY Community Colleges, **Nassau ranked first.** The importance of this characteristic is that incoming students view Nassau as an educational entry point, a place where faculty, services, curriculum, and cost serve them well in their initial higher education experience. Most students regard the community college as the first two years of their baccalaureate program. **Nassau is more successful in the task of attracting first-time, full-time students than any of its peers.**

**First-Time, Full-Time Students
National Single-Campus, Suburban, SUNY Peers
Fall 1996**

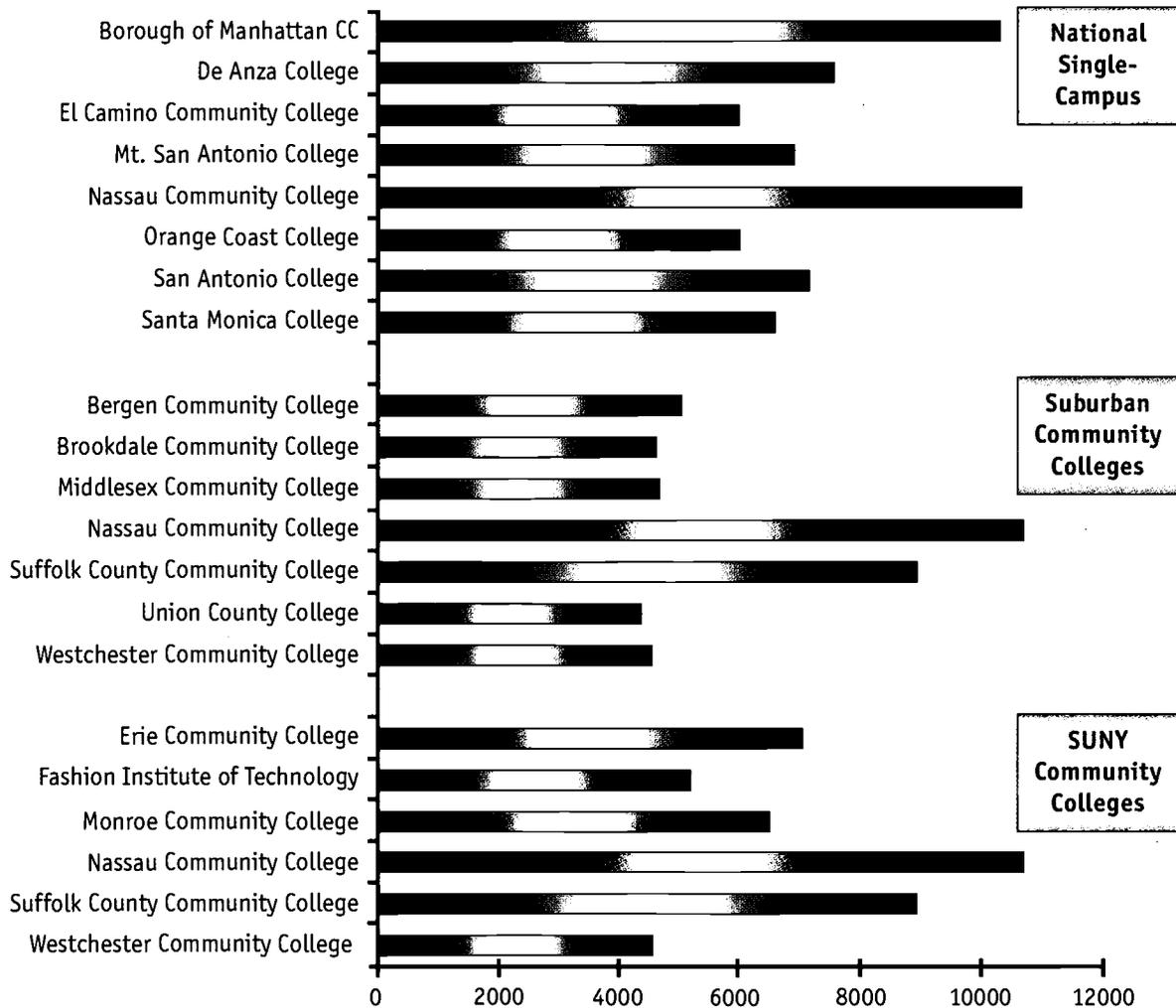


Source: IPEDS, 1996-97

Full-Time Student Enrollment

In the same manner, the total number of full-time students at Nassau Community College far exceeds this indicator in any peer group. Full-time students include first semester freshmen returning for a second semester; first-year students returning for a second year; third-year students, and transfer students at all levels. **Nassau Community College outperforms all peer groups in the number of full-time students.**

**Full-Time Students
National Single-Campus, Suburban, SUNY Peers
Fall 1996**



Source: IPEDS, 1996-97

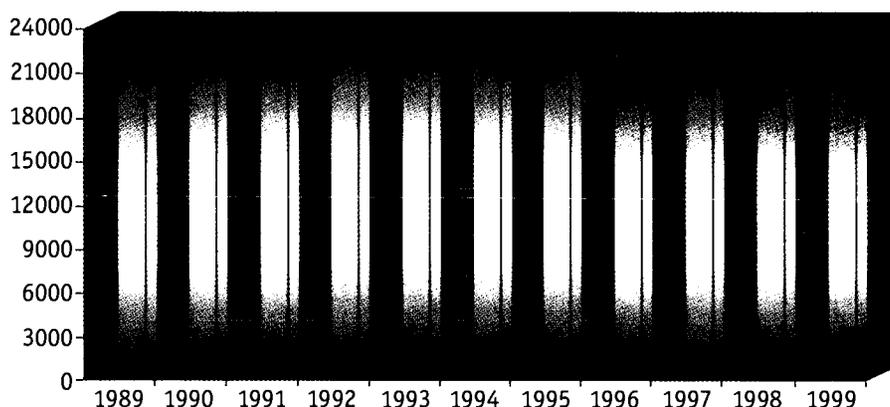


Nassau Community College Enrollment Patterns

Total Enrollment and Full-Time Students

The number of students enrolled at Nassau Community College has remained stable over the last decade, decreasing slightly by 2.8% since 1989. The constancy of enrollment is due to the increase in the number of full-time and day students (+8.3%, and +8.4% respectively) from 1989 to 1999, despite a decline in part-time and evening students (-13.3% and -25.9%, respectively). Graduates of local high schools view the College as their first step in postsecondary education, and the continuous stream of high school graduates to the College supports this viewpoint. Previously cited studies show that Nassau Community College attracts large numbers of first-time, full-time freshmen, and has the highest number of full-time students of any peer college.

**Nassau Community College
Total Student Enrollment
Fall Semesters 1989 - 1999**



Source: Nassau Community College Office of Institutional Research

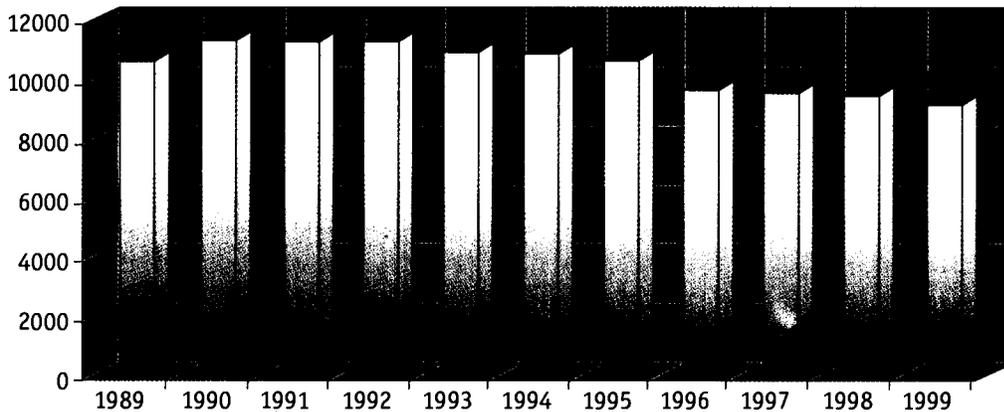
Part-Time Enrollment

While full-time enrollment continues to drive the institution, the Mission of the College states that Nassau will, "...maintain an open admission policy which ensures the availability of educational programs for traditional and non-traditional students." Part-time and evening students generally fall into the non-traditional student category. The enrollment patterns from fall 1989 to 1999 show a **13.3% decline in part-time enrollment**. Nassau Community College's percentage of part-time students (47.4%) is lower than the average of any of its peer groups.

Average Percentage of Part-Time Students – Peer Groups

- | | | |
|---|----|-------|
| • National Single-Campus Community Colleges | | 63.7% |
| • Suburban Community Colleges | | 54.5% |
| • SUNY Community Colleges | 12 | 50.5% |

Nassau Community College Part-Time Enrollment Fall Semesters 1989 - 1999

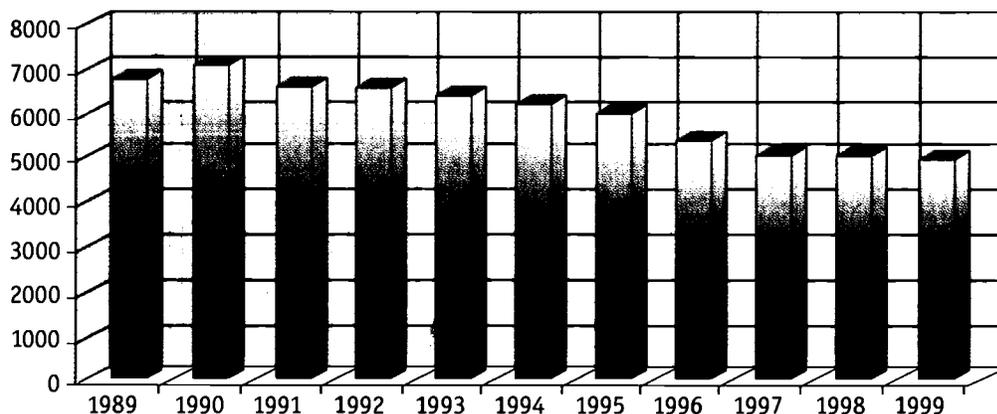


Source: Nassau Community College Office of Institutional Research

Evening Enrollment

Enrollment patterns in the Evening Division show an even steeper decline. From fall 1989 to fall 1999, the enrollment in the Evening Division **dropped by 25.9%**. In fall 1997, the College changed its scheduling grid in an attempt to better accommodate working students. While the decline between fall 1997 and fall 1999 was less significant than in prior years, the College must continue its work to address the core issues of declining enrollment for both part-time and evening students.

Nassau Community College Evening Enrollment Fall Semesters 1989 - 1999



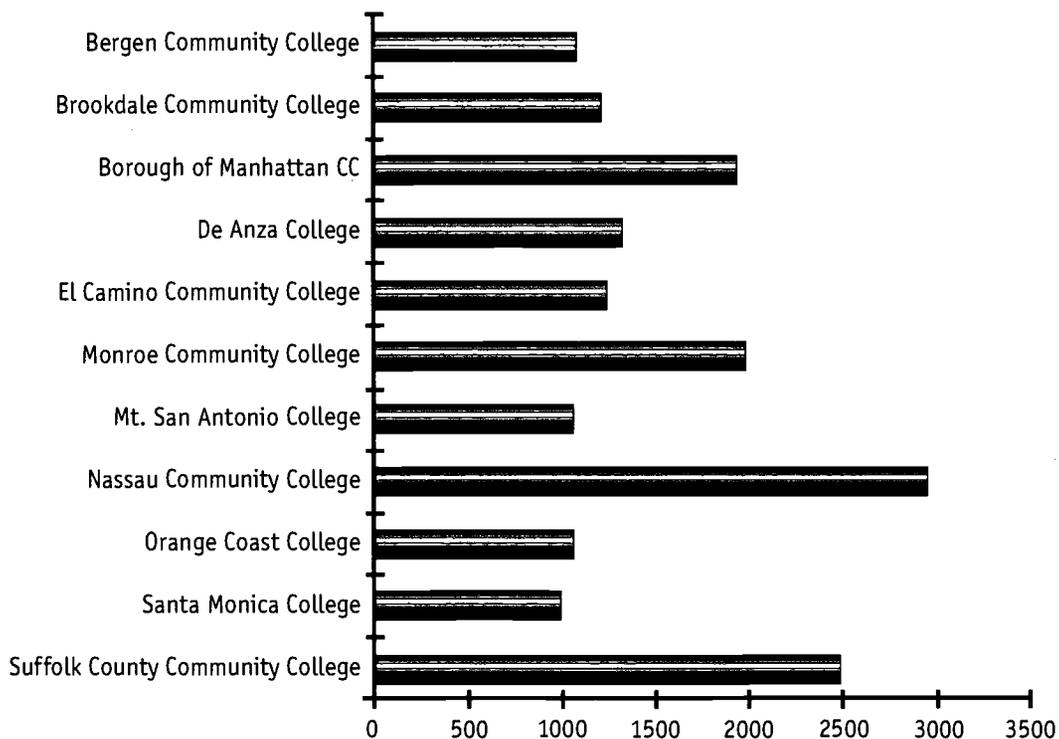
Source: Nassau Community College Office of Institutional Research

Associate Degrees Conferred – All Disciplines

Nassau also leads its peers in national and regional comparisons of degrees awarded. Since the College is viewed by a large number of its students as the beginning of their four-year programs, the awarding of their Associate Degree is an important completion point, as well as a passport to four-year baccalaureate study. When examining degree completion at the community college, one must also realize that many students come with goals other than graduation. Over 35% of Nassau students have goals other than obtaining a degree or certificate and meet their educational goals by attending only one or two semesters. Some Nassau students meet their goals by transferring to a four-year institution prior to graduation. Other Nassau student goals include completion of one or two courses.

Of the colleges in Nassau's three peer groups that also ranked in the national top 100 in the category of "Associate Degrees Conferred in All Disciplines," Nassau Community College ranked first without competition, with almost 3,000 degrees conferred annually (1996-97)

Associate Degrees Conferred in All Disciplines Peer Group Institutions (Ranking in Top 100 - National Study) 1996-97



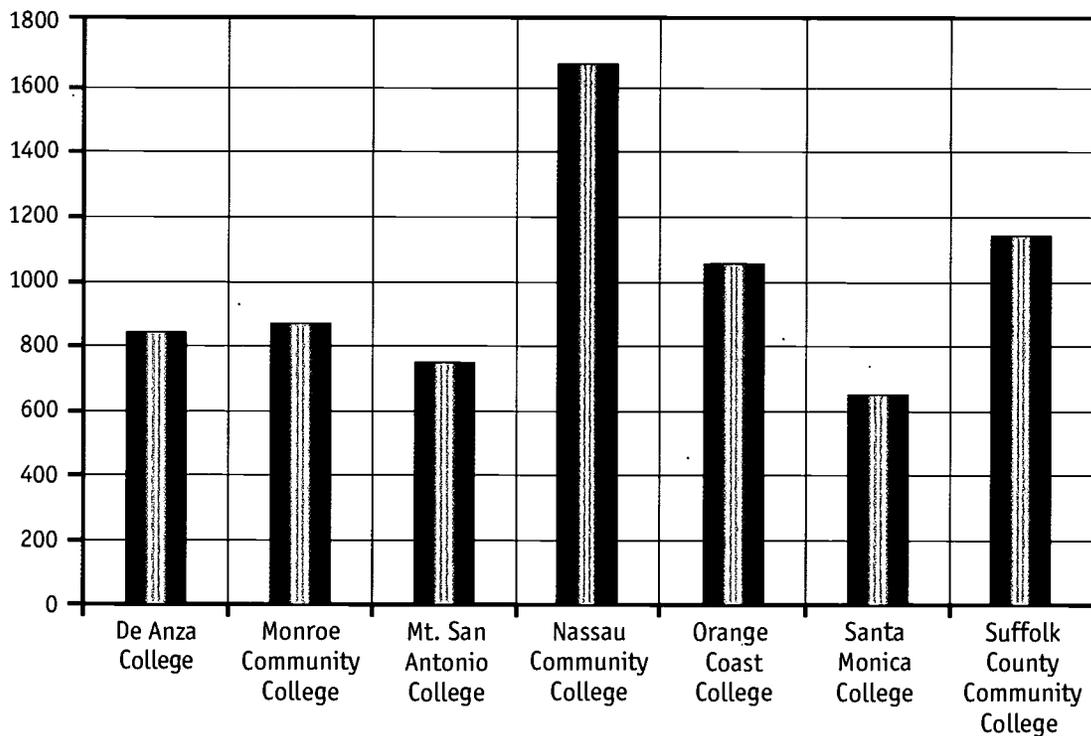
Source: Community College Week, July 1999; Suffolk County Community College www.sunysuffolk.edu
Nassau Community College Entering Student Survey, 1996

Associate Degrees Conferred - Liberal Arts & Sciences

The primary areas of study for most of Nassau's transfer students are the Liberal Arts and Sciences programs. The **Liberal Arts and Sciences** programs include a wide range of introductory and intermediate courses that best suit more specific study in four-year baccalaureate programs

 **Of the colleges in Nassau's three peer groups that ranked in the national top 50 in the category "Liberal Arts & Sciences Associates Degrees Conferred," the College ranked first among its peers**

**Liberal Arts and Science Degrees Conferred
Peer Group Institutions
(Ranking in Top 50 - National Study)
1996-97**



Source: Community College Week, July 1999; Suffolk County Community College www.sunysuffolk.edu

Nationally Ranked Sports Programs

The collegiate athletic programs at Nassau have held high national rankings and competed successfully for national titles. Many student athletes have been named to All-American teams. Prestigious four-year schools scout Nassau athletes and award highly competitive sports scholarships to our students.

Football

- 👉 Ranked in the Top 10 for nine consecutive years
- 👉 Ranked the #1 team in the National Junior College Athletic Association in the 1990's

Lacrosse

- 👉 Ranked one of the top four teams for twenty consecutive years
- 👉 Won National Junior College Championships for 17 of the last 31 years

Soccer

- 👉 Ranked in the Top Ten for eight consecutive years
- 👉 Placed second in the National Junior College Championships in 1994 & 1995
- 👉 National Junior College Champions in 1997 & 1998

Golf

- 👉 Region XV Champions for 17 consecutive years
- 👉 National Junior College Champions in 1997, 1994 & 1995

Wrestling

- 👉 National ranking for six consecutive years
- 👉 Second in National Junior College Team Championship in 1997.
- 👉 Thirteen All-Americans in the 1990's and three National Champions

Women's Tennis

- 👉 Region XV Champions for fifteen consecutive years
- 👉 National Junior College Champions - 1998
- 👉 National Junior College Runner-up - 1999

Women's Softball

- 👉 Region XV Champions three of the last six years
- 👉 Fourth place finish in National Junior College Championship

Nassau Community College has been named
National Junior College Champion in 1998

Agency and Accreditation Review

The College values the continual commentary that its accrediting agencies provide. The Middle States Association of Colleges and Schools (MSA) is the central accrediting agency for the College. Nassau falls under ten-year review by MSA, and comments concerning Nassau's quality are appropriate to mention. In the College's most recent full review, the 1994 Middle States Evaluation team in its **Report to the Faculty, Administration, Trustees, Students of Nassau Community College** expressed the following*:

- 📖 *"The faculty of NCC is recognized as exceptional and dedicated to the teaching-learning process. The credentials and experience of the faculty are superior" (p. 7)*
- 📖 *"Nassau Community College is recognized as having sound academic programs. Students who are enrolled at the College are proud to be part of its learning community and are confident that they will receive full credit for courses completed in transfer and Liberal Arts Programs" (p. 9)*
- 📖 *"Students report ease of transfer due to the level and variety of college/university parallel courses as well as to the several articulation agreements crafted by the College" (p. 9)*
- 📖 *"Academic programs are strengthened by efforts to introduce non-traditional instructional opportunities such as paired classes, learning communities, inter-departmental and multi-disciplinary courses" (p. 9)*
- 📖 *"Nassau Community College...produces exceptional results with respect to number of graduates, transfer and career preparation" (p. 24)*

* * *

National Organization Memberships

In addition to general accreditation by the Middle States Association, several academic departments have successfully met stringent codes for accreditation by national organizations, such as:

- **Accreditation Review Committee for the Surgical Technologist**
- **Accrediting Board for Engineering and Technology**
- **American Bar Association**
- **American Board of Funeral Service Education**
- **American Physical Therapy Association**
- **Commission of Accreditation for Respiratory Care**
- **Joint Review Committee on Education in Radiologic Technology**
- **National Association of Schools of Music**
- **National League for Nursing**
- **Review Board for Associate Degree in Nursing Programs**

*An examination copy of this report is available in the Office of College Relations

Source: Nassau Community College Fact Book 1998-99



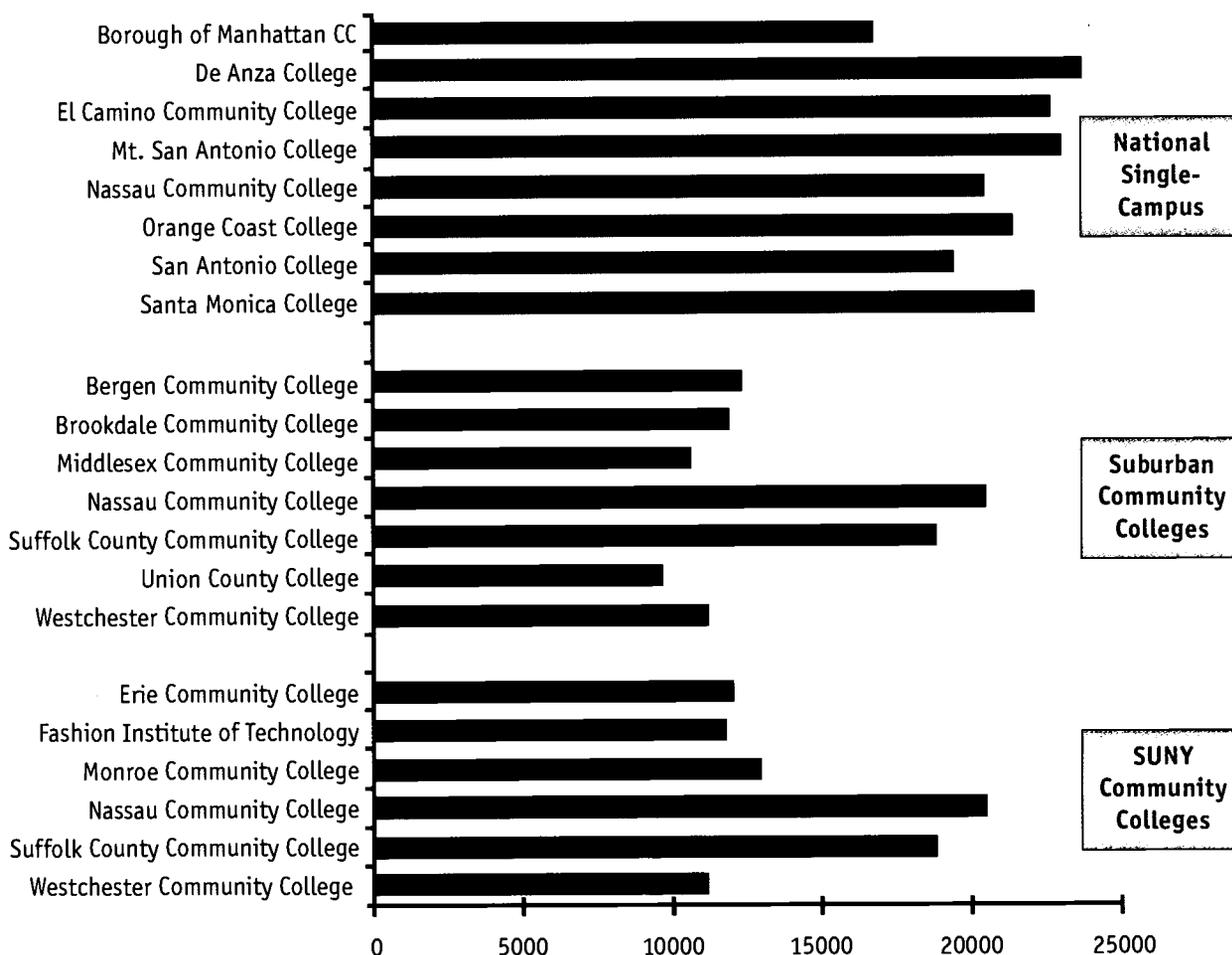
ENROLLMENT CHARACTERISTICS

Headcount

There are many ways to view the complex patterns of enrollment at any college. Headcount measures the number of full- and part-time students enrolled in credit bearing courses at a given point in time. This measurement is usually taken during the semester of highest enrollment, typically the fall semester. In the area of total headcount:

- † compared to our National Single-Campus peer colleges, Nassau ranks sixth
- † compared to our Suburban Community College peers, Nassau ranks first
- † compared to our SUNY Community College peers, Nassau ranks first

**Total Headcount
National Single-Campus, Suburban, SUNY Peers
Fall 1996**



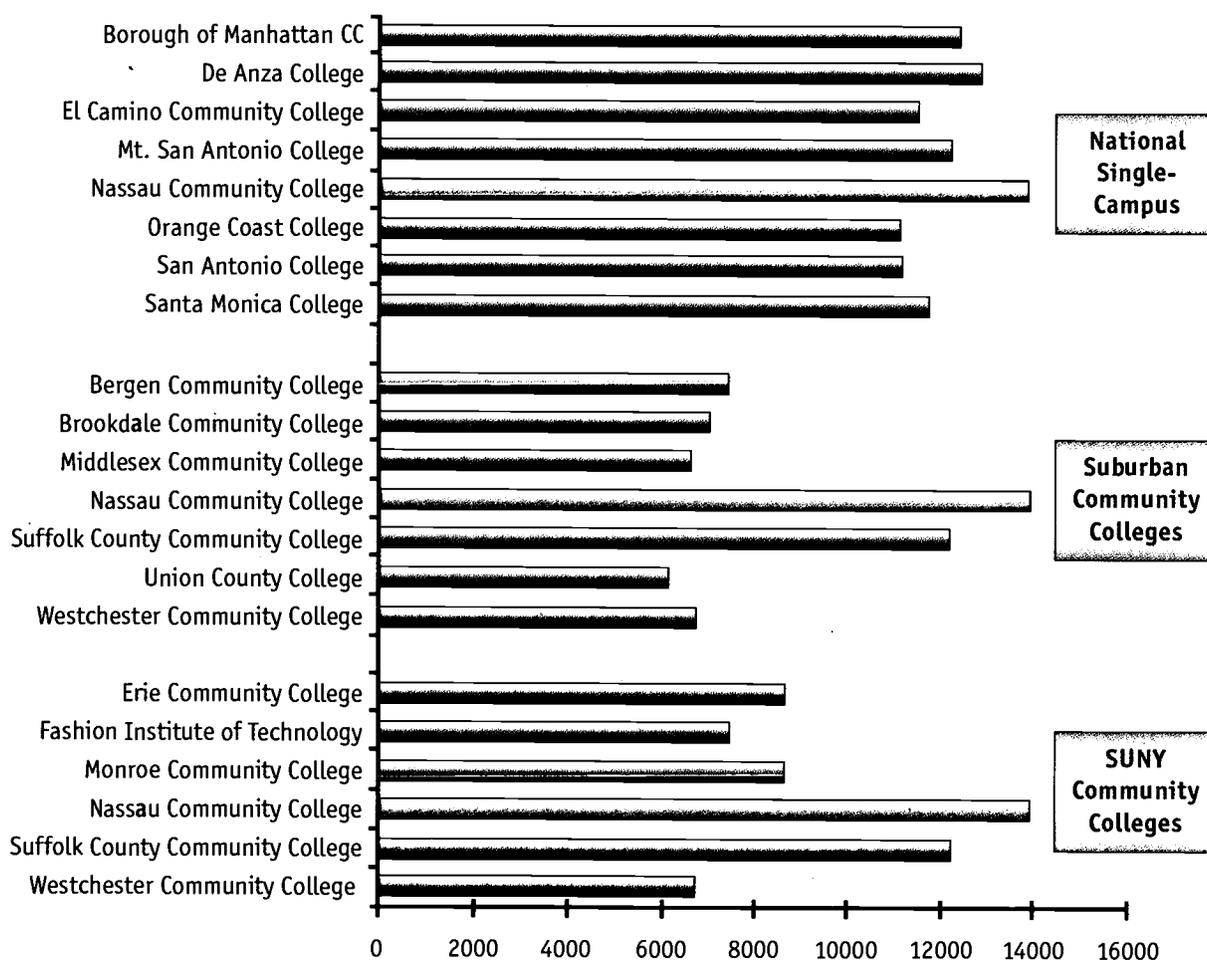
Source: IPEDS, 1996-97

Full-Time Equivalent Student Enrollment (FTE)

A second indicator, widely used in higher education, is the full-time equivalent student (FTE). This marker can be used to identify the nature of the student enrollment, and in this report FTE is the reported number of full-time students plus one-third of the part-time students.

 **Among all peers studied, Nassau Community College ranked first in FTE enrollment and has the largest number of full-time students in the nation**

Total Full-Time Equivalent (FTE) Students National Single-Campus, Suburban, SUNY Peers Fall 1996



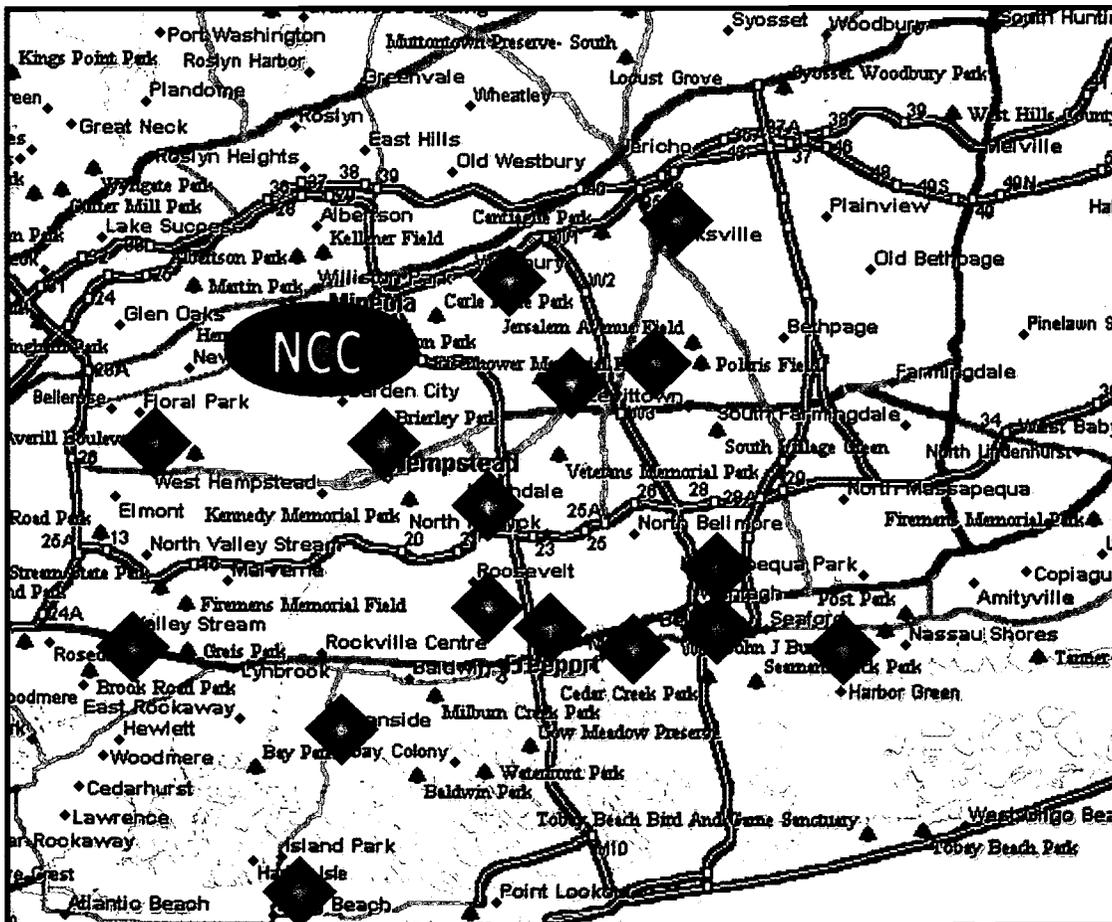
Source: IPEDS, 1996-97

The more traditional calculation of the full-time equivalent student is the annual average full-time equivalent student (A.A.F.T.E.). This calculation involves dividing the annual total number of enrolled student credits by thirty (30). Using this calculation, Nassau Community College's A.A.F.T.E. is 16,086 for fall 1999, furthering the gap between Nassau Community College and its SUNY peers by an even greater margin than is illustrated above.

Communities of High College Enrollment

Nassau Community College has a very accessible location. Students come from all over Nassau County. Half our students come from communities along Hempstead Turnpike and the South Shore. Families from high-density, middle and working class communities have consistently made use of the College, with the knowledge that accessible, high quality, reasonably priced education is a short drive from their homes. In addition, public transportation is important to a significant number of our students. The restriction of public transportation could impede the education of many. In that respect, the continuation and possible expansion of public transportation ought to be regarded as an investment in the future, not as a burden to the public.

NASSAU COUNTY COMMUNITIES OF HIGH COLLEGE ENROLLMENT FALL 1993-97



Source: Nassau Community College Fact Books 1994-98

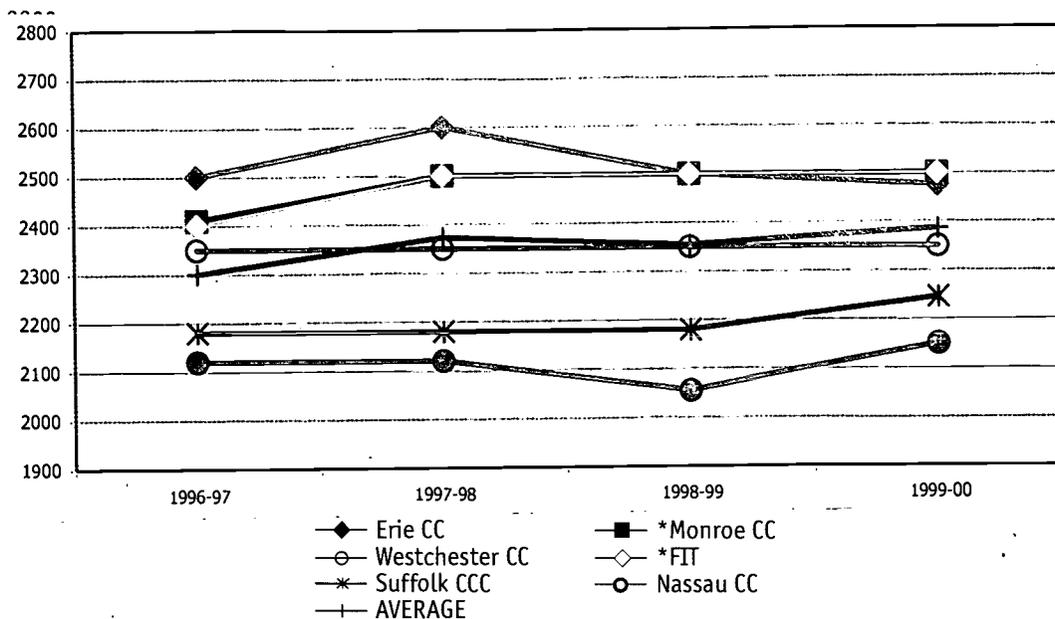
Student Enrollment Costs

The College currently enrolls one out of every five Nassau County high school graduates. A profile of attending students in the 1998-99 academic year shows that the majority comes from households where the average family income is estimated to be about \$65,000 a year. Middle-class families expect that, overall, their community college be both accessible and affordable for their college-age children. In response, Nassau Community College has, over the years, worked diligently to maintain low tuition for students. **Since peer colleges in other states operate under differing funding formulas, no comparison of tuition levels is valid.**

\$ Nassau Community College has the lowest tuition rate of all SUNY community colleges (1999-2000)

\$ In a comparison with SUNY Community College peers, Nassau's tuition has been the lowest for the past four years, substantially lower than the SUNY Community College average for each of the four years

**Tuition Comparison in Dollars
Nassau Community College, SUNY Peers and
SUNY Community College Average
Annual Full-Time Tuition
1996-97 through 1999-00**



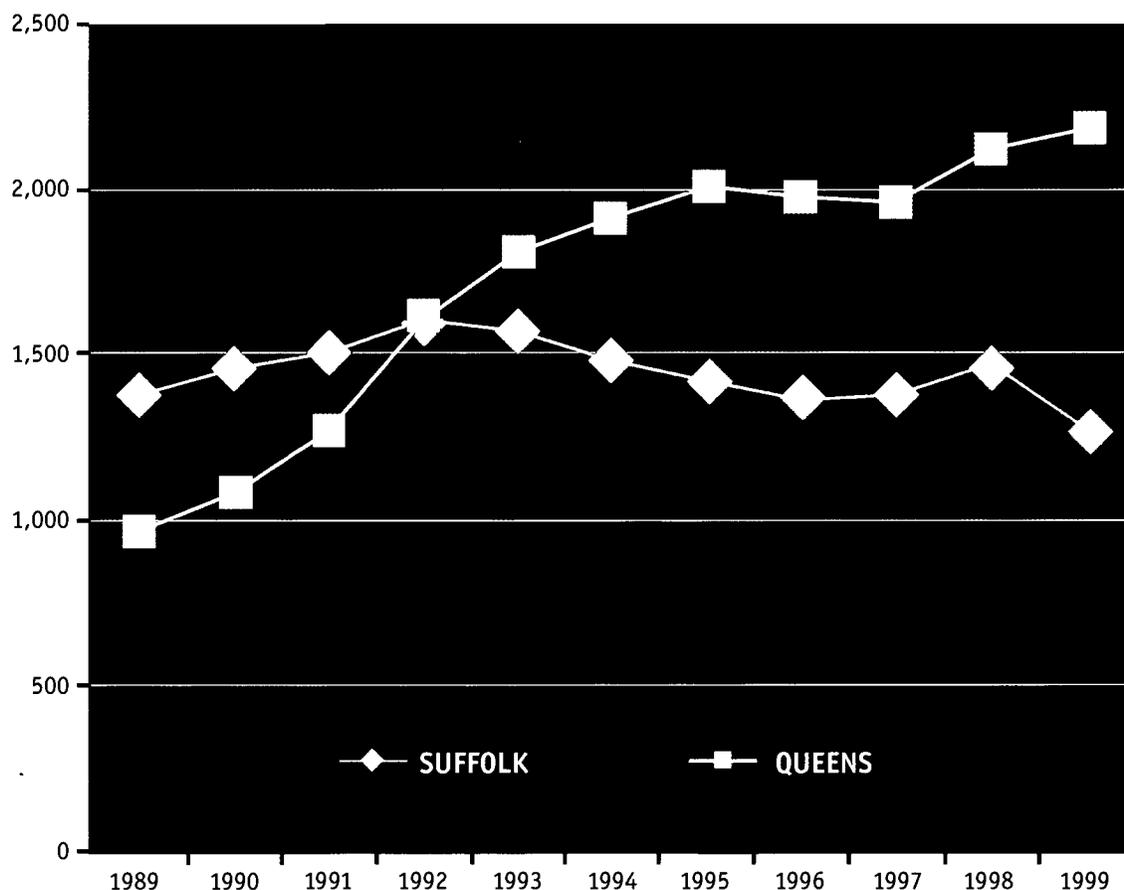
Source: State University of New York Office of Finance and Management 1998-99

*FIT and Monroe Community College are almost identical in tuition dollars

Enrollment from Surrounding Counties

Nassau Community College attracts many students from surrounding counties. The high quality of education and programmatic diversity offered at the College prompt this surge in out-of-county enrollment. Although Suffolk and Queens counties have large community colleges that their students could attend, many choose Nassau. The following graph illustrates the number of students attending Nassau from neighboring counties.

**Student Enrollment from Suffolk and Queens Counties
(NCC Chargeback Revenues)
Fall 1989 - 1999**



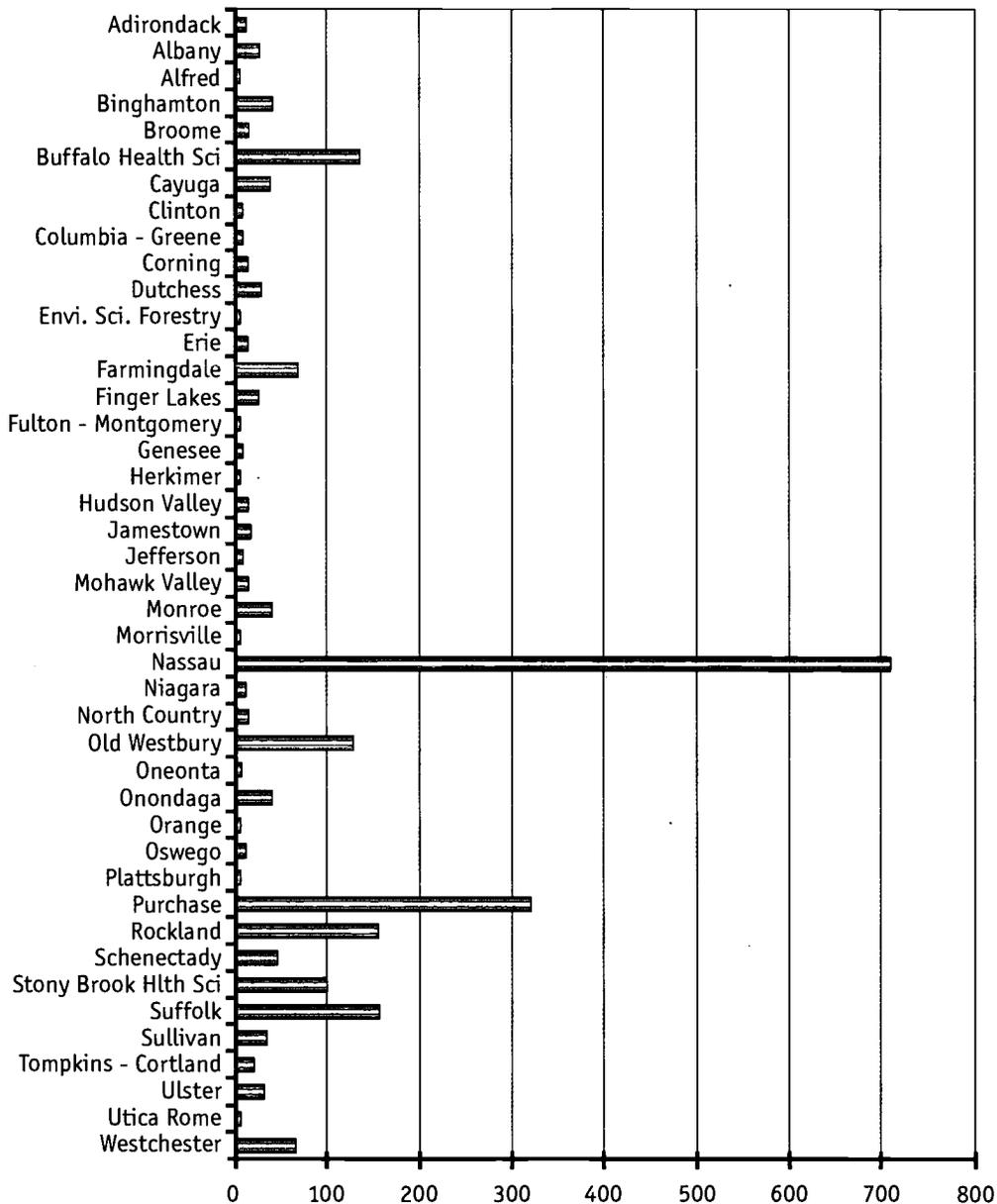
Source: Nassau Community College Office of Student Financial Affairs

Senior Citizens as Students

The College is proud to make available to Nassau County residents who are over 60 years of age the opportunity to attend classes. No fees are charged or credits awarded. Most classes are open to senior citizens, and the College values their input, experience, and interaction.

 **Nassau Community College has the largest program in New York State, with 30.9% of all statewide auditing seniors attending classes at Nassau (Fall 1997). Nassau accounts for almost half of the total senior citizen enrollment for the community colleges.**

Senior Citizen Enrollment
(All Participating SUNY Institutions that Reported Enrollment)
Fall 1997



Source: SUNY Statistical Release July 1998

Full Opportunity Enrollment

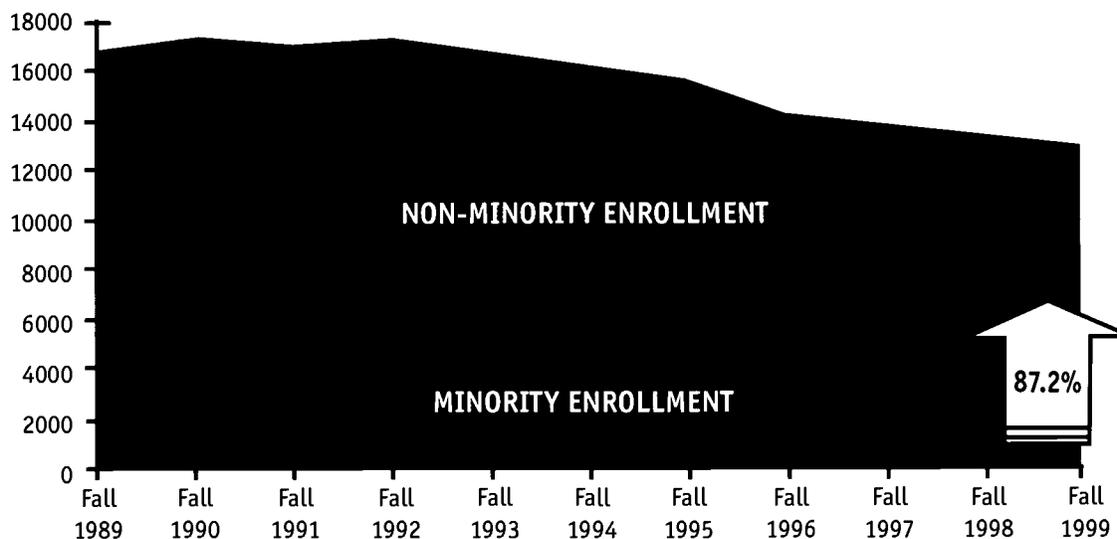
Traditionally community colleges have functioned as gateways to higher education for immigrants, students with limited educational preparation, and students from families without prior experience in post-secondary education. These are the students who might have no other access to higher education than through the doors of the local community college. Nassau Community College, in its **Mission Statement**, makes the following pledges:

Nassau Community College...is a comprehensive, full-opportunity institution of higher education. All who can benefit from its resources have the opportunity to expand their knowledge and skills and to pursue the goal of lifelong learning, and to create a multicultural environment which fosters the synthesis of knowledge, aesthetic appreciation and commitment to ethical and social values (NCC Catalog, 1998-2000, p. 7 and 8).

The College is committed to providing access and opportunity for all students.

Minority Student Enrollment

Nassau Community College has actively encouraged the participation and enrollment of all minority groups. The College is proud of its progress in increasing the numbers of students and faculty from culturally diverse backgrounds. This graph illustrates the 87.2% increase in minority enrollment since 1989.



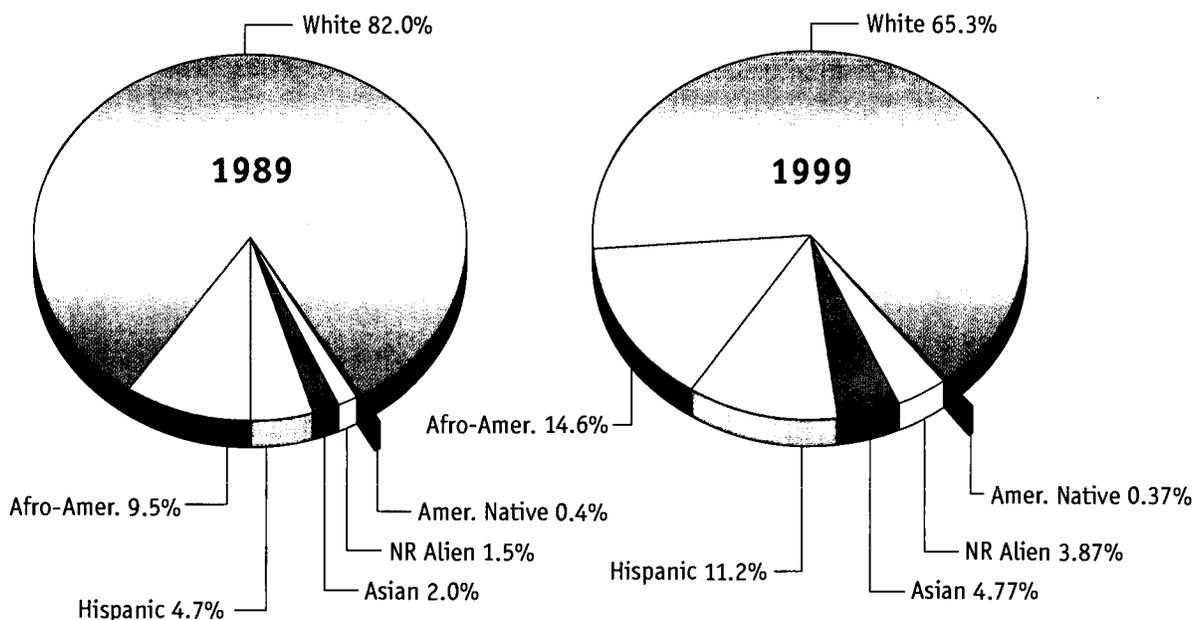
Source: Nassau Community College Office of Institutional Research

Nassau Community College regards diversity as a learning resource for all students. The cosmopolitan array of cultures that comprises Nassau's student population fosters an appreciation of ethnic and cultural differences and equips our students for full participation in a democratic society. As the diversity of the greater New York area continues to evolve, the College maintains its commitment to full opportunity and outreach to all students.

The individual categories of minority groups at Nassau Community College increased considerably over the last ten years. Since 1989, the largest changes occurred in the following groups:

- † The number of non-resident (NR) alien students increased by 157%
- † The number of Hispanic students increased by 135%
- † The number of Asian students increased by 130%
- † The number of African-American students increased by 49%

Total Enrollment by Race Fall 1989 and Fall 1999



Source: Nassau Community College Office of Institutional Research

The percent of minority enrollment **increased steadily to 35%** in fall of 1999. The fall 1996 percentage of minority students (29%) at Nassau Community College is below the average percentage of minority enrollment (48%) for the three peer groups studied. However, the minority population of the surrounding community is well served by the College as illustrated below:

A comparison between the projected number of minorities for the Nassau County population (1998) and the student enrollment for the College shows that Nassau Community College serves:

📖 **A higher percentage of Hispanic students than is represented in the Nassau County population**

NCC 11.0% County 6.7%

📖 **A lower percentage of Asian students than is represented in the Nassau County population**

NCC 4.2% County 4.5%

📖 **A higher percentage of African-American students than is represented in the Nassau County population**

NCC 14.1% County 9.8%

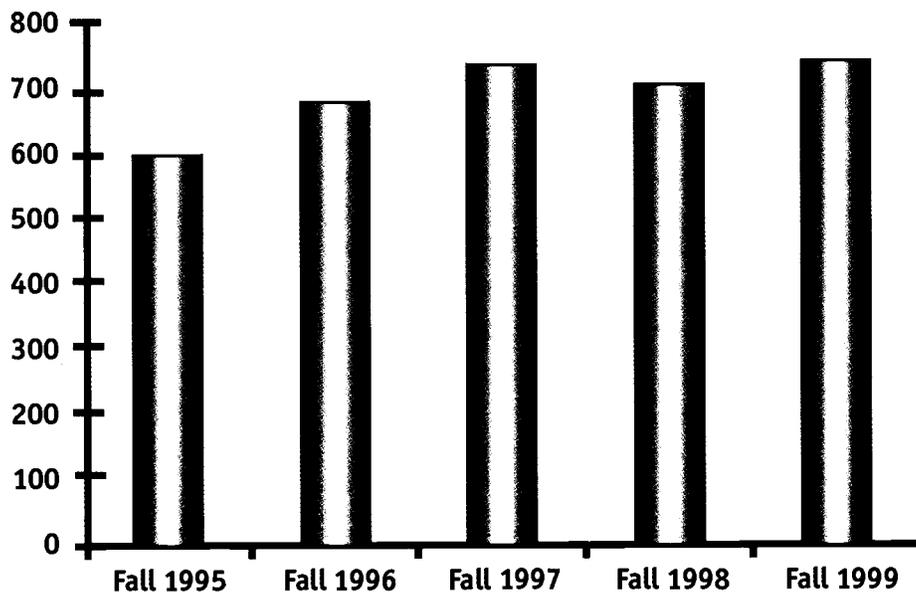
SPECIALIZED COLLEGE PROGRAMS

English as Second Language

Nassau Community College has developed an extensive program in English as a Second Language (ESL) designed to emphasize writing, reading, speaking and listening in English. In addition, students with little or no knowledge of English can gain the appropriate foundations for college-level study in ESL preparatory programs through Continuing Education.

 **English as a Second Language (ESL) statistics for fall semesters 1995 to 1999 show that College has served over 3,500 students in the ESL program**

English as a Second Language (ESL) Fall 1995 - 1999



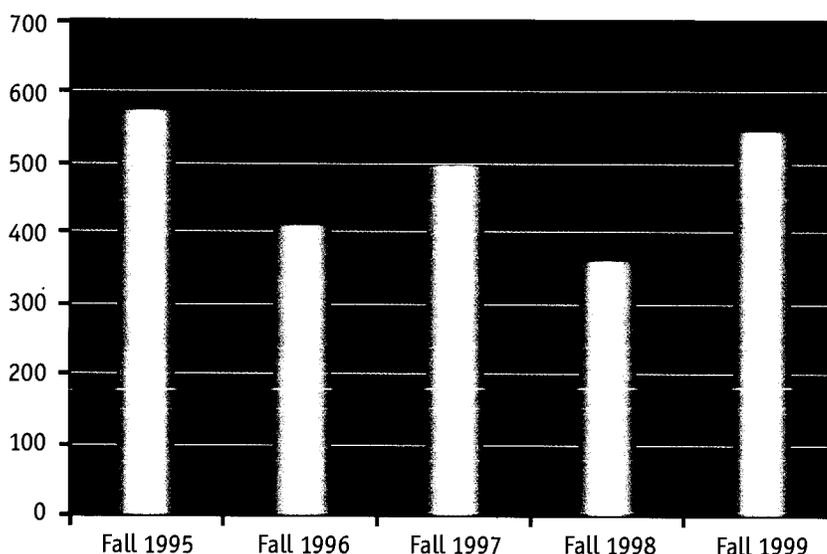
Source: Nassau Community College Office of Institutional Research

Basic Education

The College offers a mandatory, preparatory Basic Education Program (BEP) for students with academic deficiencies in all three areas of reading, writing and mathematics. Basic Education is an intensified program of study that prepares students for college-level work.

 **Statistics for fall semesters from 1995 to 1999 show that the College has served over 2,300 students in the Basic Education Program**

Basic Education Program Enrollment Fall 1995-1999



Source: Nassau Community College Office of Institutional Research

Remediation Services

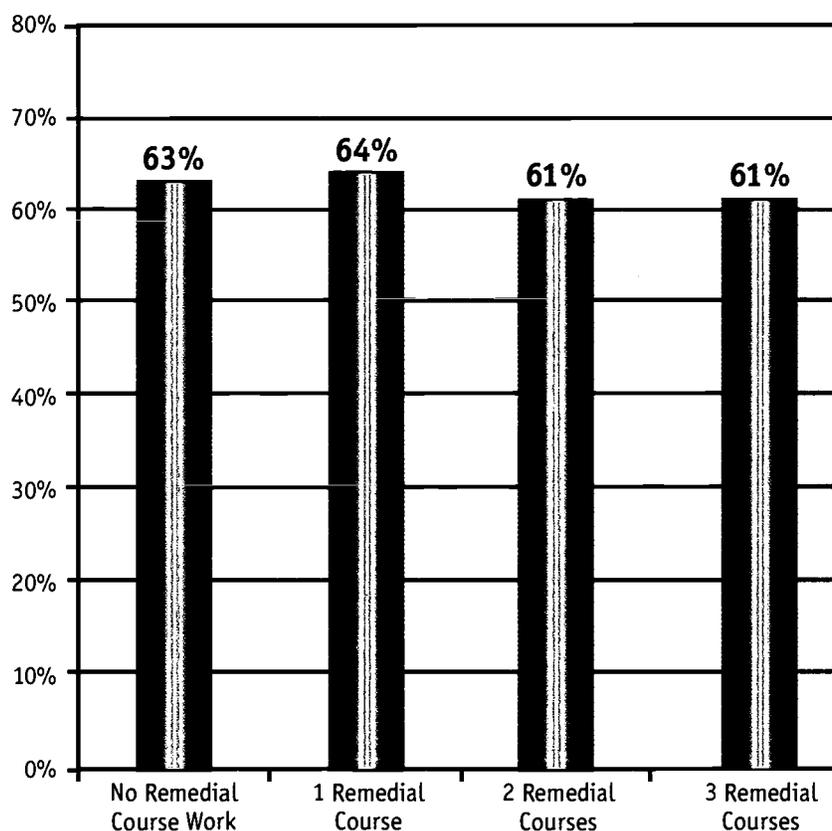
For students tested and found deficient in one or two areas of foundation skills in math, reading or writing, the College provides non-credit and credit developmental classes designed to upgrade students' basic skills to college-level.

Academic remediation is a concern in all areas of higher education. Some colleges have taken radical positions and shuffled students needing academic remediation to other college divisions or outside agencies. Nassau Community College is committed to academic excellence and provides all needed academic services for all students at one location. Full opportunity also means full acceptance of the College's responsibility to provide services. Nassau has an extensive program designed to quickly and effectively identify and address the academic deficiencies of incoming students. All matriculating students take qualifying placement tests in writing, mathematics, and reading. Students are assigned to programs of remediation according to their individual needs. The large number of students needing academic skill remediation at Nassau Community College requires a broad-based remedial program.

Persistence by Level of Remediation

The following comparison illustrates the persistence of students entering in fall 1998 who remained enrolled (persisted) into the fall of 1999. The high level of persistence was within 3% for all four categories: no remedial work, one remedial course, two remedial courses and three remedial courses. The remedial programs sponsored by the College accomplish their goals by correcting deficiencies in the foundation skills of math, reading and writing. The persistence of remedial students, after one year, indicates the success of the program, and may also indicate a growing confidence in these students to continue their college education.

Nassau Community College
Percent of Persistence by Level of Remediation
Fall 1998 into Fall 1999

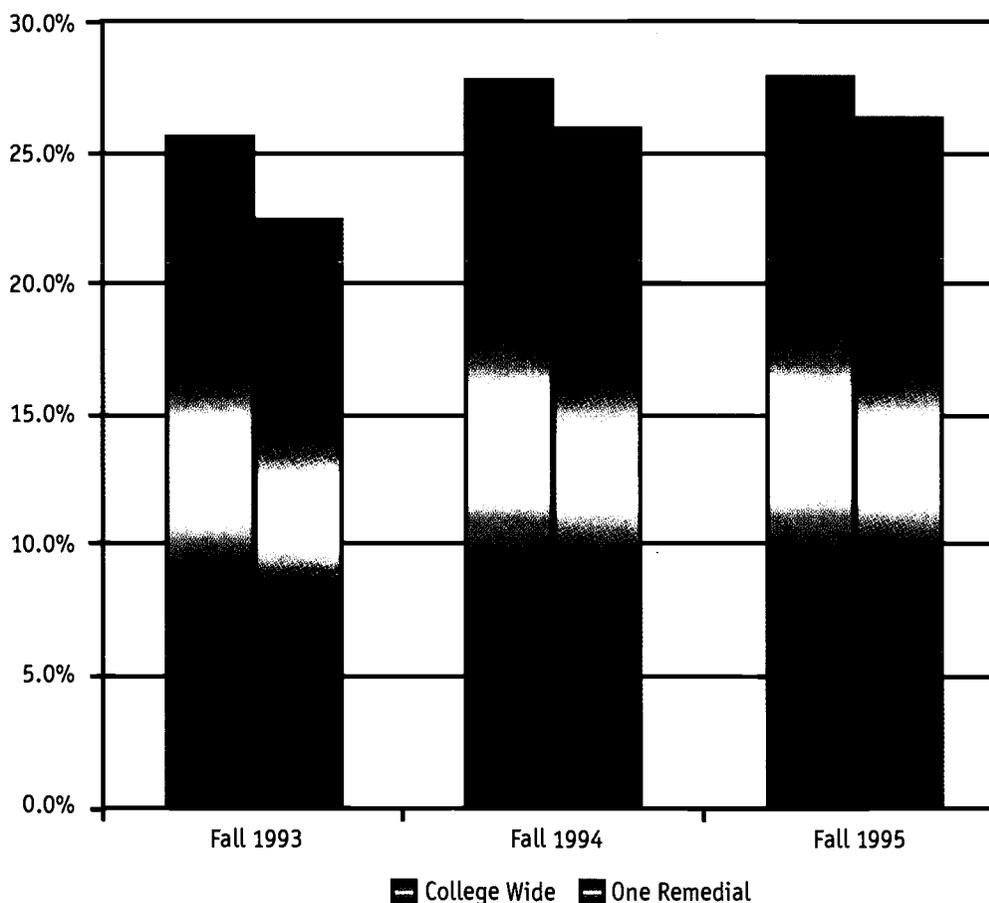


Source: SUNY Activity, Persistence and Pass Rates for First-Time Students, 1998-99.

Graduates and Remediation

The following graph illustrates a comparison of graduation rates for first-time, full-time students who were required to complete one remedial course and all first-time, full-time students for fall semesters 1993, 1994, and 1995. The graduation rates of these two sets of students after a three-year time frame show a trend towards similarity. The percentage of graduation for both sets of students is more the same than different.

Graduation Rate Trend Analysis
Students Required to Complete One Remedial Course
as Compared with All Students
First-Time, Full-Time Students
Fall 1993-1995 - Three Years Later



Source: Nassau Community College Office of Institutional Research

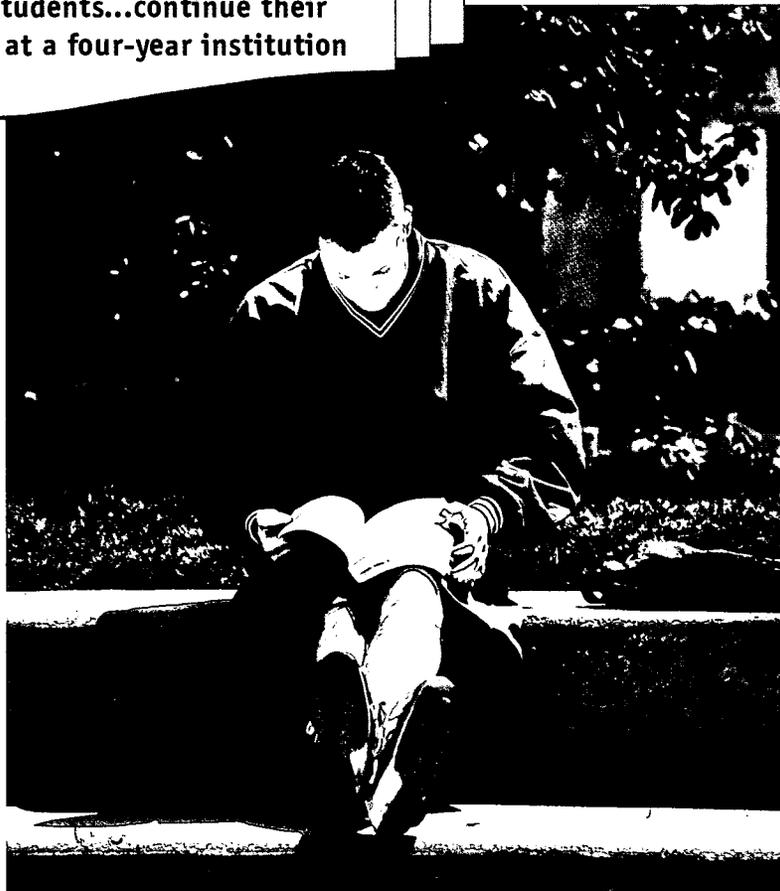
Honors Program

The Nassau Community College Honors Program began in 1981, and over 1,700 full honors students have benefited from it over the last eighteen years. This extensive Honors Program was designed specifically for the academically talented and gifted student. Qualified students are invited to register for designated honors courses where faculty teaching honors courses enrich the study of the humanities and sciences. Over the years transfer information has shown that Nassau Community College honors students consistently transfer to prestigious four-year colleges and universities. Honors students express how they value Nassau as an important stepping-stone to their present and future academic successes. Recent surveys of Nassau graduates who have been enrolled in the Honors Program show that:

-  **95% continued their education at a four-year institution**
-  **58% received competitive academic scholarships**
-  **Over 80% earned a baccalaureate degree**
-  **Of those earning a baccalaureate, one-fourth went on to earn advanced degrees**

Source: Nassau Community College Honors Program Survey

95% of Nassau Community College Honors Students...continue their education at a four-year institution



Standard Performance Indicators

This section explores some of the more generic indicators traditionally used to measure the inputs and outputs of all types of higher education institutions. Though useful to spark internal review of key issues, their broad nature tends to ignore the uniqueness of the College Mission and the goals of both its students and surrounding communities.

Stability of Enrollment

In spite of varied fluctuations in the economy as well as a varied yearly pool of high school graduates, the College maintained a stable annual enrollment of approximately 20,000 students over the last decade.

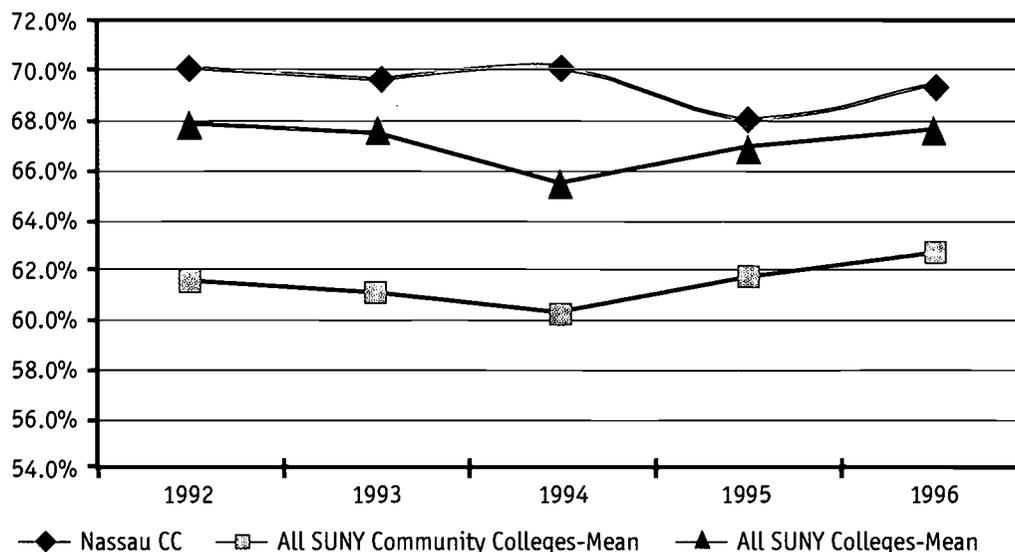
Stability of Number of Graduates

Nassau Community College consistently graduates approximately 3,000 students yearly.

Persistence after one year at Nassau

In national studies, 55.5% of students who began their post-secondary education at a community college in fall 1989 stayed (persisted) to their second year. For the same time period, 70.6% of Nassau Community College students stayed (persisted) for a second year. This translates into 15.1 percentage points above the national average. The most recent figures show that 69.5% of first-year students returned for second-year studies (fall 1996). Over two-thirds of Nassau Community College students return for their second year. **The following graph illustrates that Nassau's rate of returning students is consistently higher than the mean (average) of all SUNY four-year and all community colleges.**

**Percent of Freshmen Returning as Sophomores
Nassau Community College, All SUNY Community
Colleges, ALL SUNY Colleges
Fall 1992-1996**



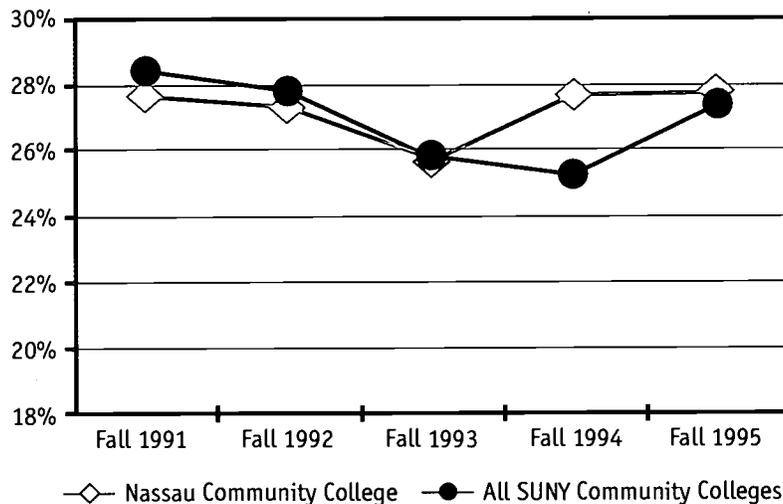
Source: SUNY Campus Profile

Stability of Graduation Rates

For the fall 1991 and fall 1992 cohort years, Nassau's graduation rate was slightly below that of all SUNY community colleges and above it for fall 1994 and 1995. Despite a fluctuation of 1.6% in 1993, Nassau's graduation rate remained stable. This statistic indicates the success in both academic programs and College efforts to retain students through advisement, quality programs and affordable tuition.

Nassau Community College strives to graduate increasing numbers of students, while, at the same time, remaining committed to a high academic standard, which includes more stringent graduation requirements than its SUNY peers. For completion of an associate degree, Nassau requires additional courses in mathematics, laboratory sciences, and English.

Graduation Rates
Nassau Community College & All SUNY Community Colleges
Fall 1991- Fall 1995 Cohorts
(First Time Full-Time Students - Three Years Later)



Source: SUNY Attrition and Retention Survey Fall 1994-1998
Nassau Community College Office of Institutional Research



Transfer Rates

Seventy percent (70%) of Nassau Community College graduates continue their higher education studies at both public and private four-year institutions across the nation. **Nassau Community College transfers more students to SUNY senior colleges and universities than any other SUNY community college.** Though consistent information is available regarding graduate transfer rates, the College is only beginning to explore the number of students who transfer before graduation, the colleges they choose, and the reasons for their decisions. The College must continue to work toward obtaining additional information pertaining to non-graduate transfer students in order to have a clearer understanding of student needs and successes.

Persistence at SUNY Senior Institutions (after one year)

State University of New York data show the success of Nassau graduates in their persistence after one year in SUNY senior institutions. The persistence rates vary considerably when examining the top ten SUNY senior institutions where Nassau Community College students transfer. Nassau students have a low rate of persistence after one year at certain SUNY colleges, for example:

- Empire State College (29.1% still enrolled in fall, 1998)
- Oneonta (51.6% still enrolled in fall, 1998)

On the other hand, Nassau students have a high rate of persistence after one year at SUNY University Centers, for example:

- Albany (85.7% still enrolled in fall, 1998)
- Binghamton (79.0% still enrolled in fall, 1998)

For academic year 1997-98 the mean one-year persistence rate of transfer students to SUNY four-year schools for all community colleges was **70.2%**. Nassau's mean one-year persistence rate for 1997-98 was **67.4%**. The College is working to understand the performance characteristics of its graduates transferring to SUNY four-year colleges and University Centers.

When examining output measures of a generic nature one must carefully consider the goals that students declare upon entering the college and how these goals may change as a student's personal development is affected by the academic environment. The College must expand its understanding of what students require and our ability to meet their needs.

Occupational/Career Programs Evaluation

In the most recent Performance Measurement Report for career programs by the state, all designated career programs of the College met state review standards, and 75% of the career programs exceeded state standards. In a recent survey of career program graduates, 99% of the respondents indicated that they were either currently employed, or continuing their education.

College Procedures for Assessment

Nassau Community College understands the importance of accountability for its services to the constituencies that support the College. External accountability must be matched with strong, honest and critical internal review, in order to effect positive change. Nassau Community College accomplishes these needs by using a breadth of techniques designed to examine each detail of the College, as well as the whole of the institution.

Student Satisfaction ↗

The College actively surveys its incoming, current, and former students, graduates and alumni, and regularly issues five formal surveys. These series of surveys are designed to provide key information about the student's experience at Nassau, ensuring that the College meets the student's needs and expectations. These surveys ask questions concerning facilities, quality of students' educational experiences, progress in higher education, future plans and goals, overall of satisfaction with Nassau Community College, as well as suggestions for improvement. Parameters for evaluation of student satisfaction now include the careful identification of student goals and educational expectations through surveys administered by the College.

Academic Assessment ↗

In an effort that has little precedent on the community college level, the Nassau Community College faculty has undertaken a program of academic assessment in order to evaluate learning in the classroom. In this program, every section of every course taught at the College falls under review for the quality and quantity of learning that occurs. This faculty-driven process earns positive and supportive response from both the faculty and administration. The quality of this assessment process is distinctive, and other colleges often request Nassau's assessment program representatives to visit their institutions and share the method for Nassau's academic assessment success.

Institutional Assessment ↗

The College continues to use traditional measurements such as graduation rates, persistence rates, and others to gauge institutional success. This process has been expanded, however, to include ongoing, broadband assessment of mission effectiveness, using a variety of peer studies, numerous indicators and results from other levels of assessment processes. The attainment of stated educational goals by students is becoming a central measure of overall institutional effectiveness. This Report Card uses data from new institutional effectiveness studies.

Program Review ↗

College administration, as well as individual academic departments, periodically review college academic programs. The quantitative, qualitative and practical aspects of each program undergo examination that allows for open discussion of program strengths and weaknesses. The Program Review model is based upon congruence with the College Mission and subsumes the outcomes of both academic and institutional assessment. This process is garnering attention as a model for peer institutions because of its comprehensiveness and collaborative style.

Comments from Constituencies ↗

Nassau Community College, in its desire to understand its own strengths and weaknesses, will be asking the residents of Nassau County for their comments. Readers of this report will be receiving questionnaires and are invited to participate in focus groups, provided with a channel to voice concerns, and may be called upon to assist the College in the furtherance of its evaluation process.



**PROFESSOR JOHN FINK, ART DEPARTMENT,
Chancellor's Award Winner
for Excellence in Teaching
1998-99**

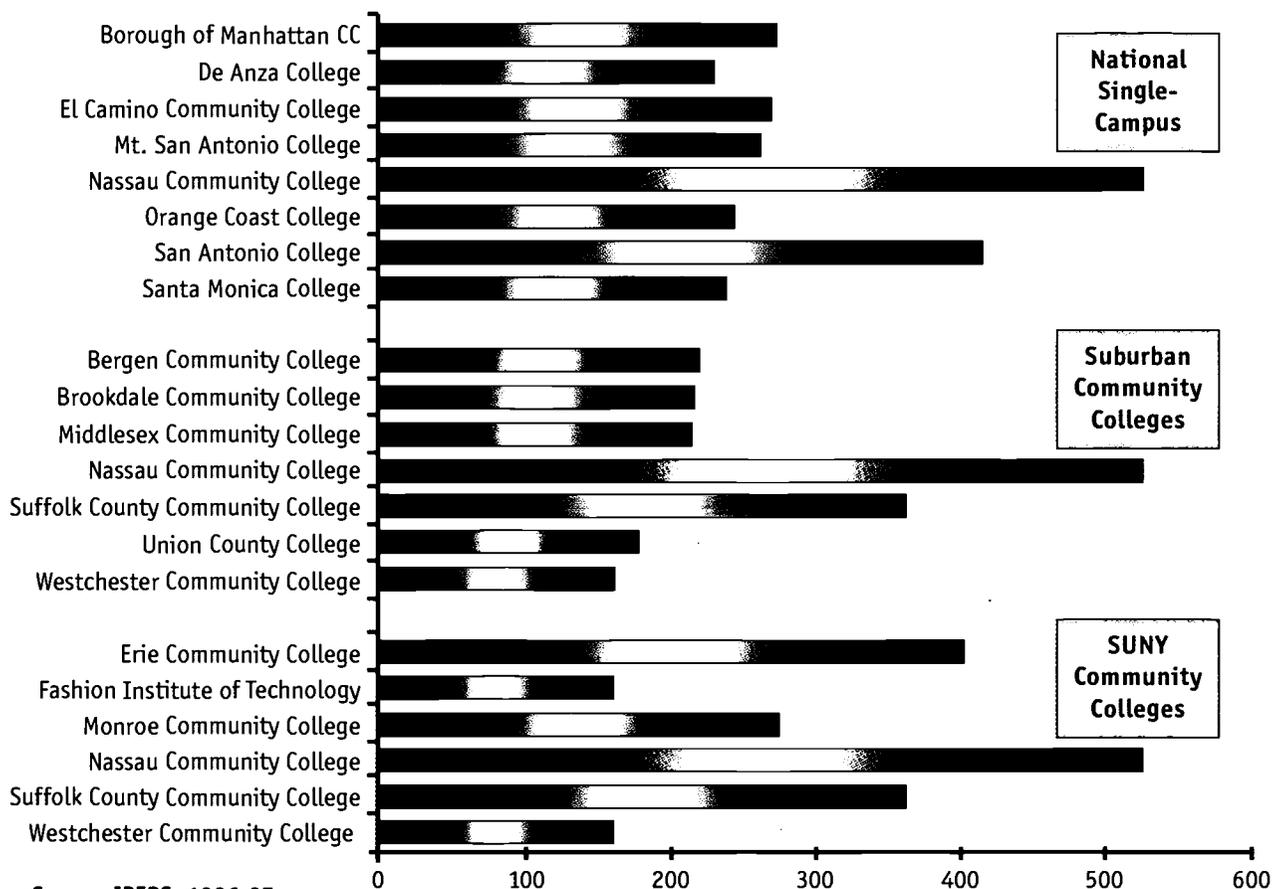
FACULTY

The first and most valued resource at Nassau Community College is its faculty. This group of esteemed scholars and teachers, through dedicated and resourceful efforts, engages students in the lifelong learning process. The full-time faculty, as a group, has many important traits that distinguishes it among national, regional and local peers. The full-time faculty is complemented by the dedicated efforts of a talented and diverse adjunct faculty.

Number of Full-time Faculty

Alarming national trends in higher education show that many colleges rely more on part-time or adjunct faculty and thus have reduced their full-time instructional staffs. This trend limits the access of students to abundant academic resources provided by resident faculty. Nassau Community College has **the largest full-time faculty of any of its three peer college groups**. The full-time faculty explores innovative teaching/learning techniques, provides adequate assessment of learning, provides advisement services, participates in the governance of the institution, participates in the cultural enrichment of the community, and seeks out grant monies to further the educational programs. The following graph illustrates the number of full-time faculty among all of Nassau's peers.

**Number of Full-Time Faculty
National Single-Campus, Suburban, SUNY Peers
Fall 1996**



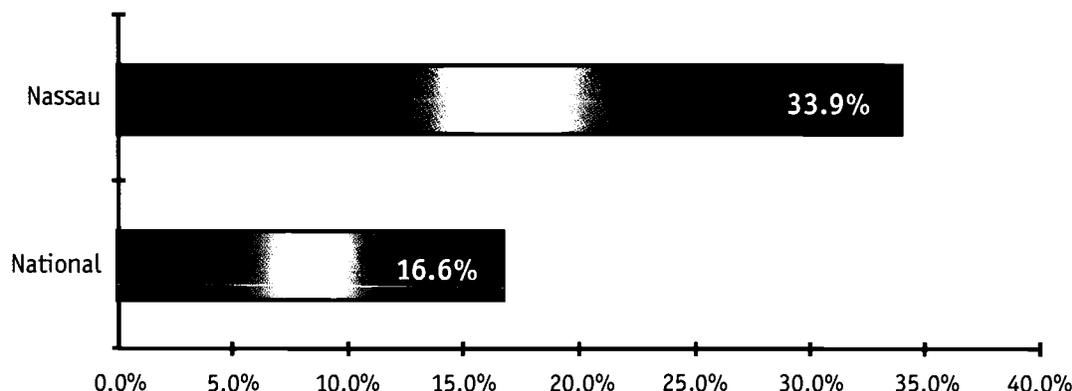
Source: IPEDS, 1996-97

Faculty Academic Credentials

The College faculty is highly trained, with a significant percentage holding the highest degree in their respective fields. In most cases, this degree is the doctorate. In some cases, particularly in the fine and performing arts, the highest degree is more often a Master's Degree. The following chart illustrates the percentage of doctorates held by Nassau's full-time faculty as compared with the national average for two-year community colleges.

In the most recent national study (1992), Nassau full-time faculty held doctorates at twice the national rate for community colleges. In 1998-99, Nassau full-time faculty had an even greater proportion of faculty that held doctorates (37.6%).

**Percent of Full-Time Faculty with Doctorates
National Average and Nassau Community College
Fall 1992**



**Source: National Center for Educational Statistics: Condition of Education 1997
Nassau Community College Fact Books 1992, 1999**

Nassau Community College has used its location on the fringe of metropolitan New York, along with the high standard of living in Nassau County, to attract highly trained educators to the College and to keep them on staff. Their contributions to the College and to the communities where they live are a testament to the College's commitment to quality education.

Because of its fine academic reputation, Nassau Community attracts the best faculty for open positions. The College seeks out those applicants with significant experience as fine teachers, as well as those with stellar academic credentials. In 1998-99, over 37% of the full-time faculty had doctorates, 91% of the faculty were over 40 years old, and 42% had been with the College for more than 20 years. The high percentage of advanced degrees, the faculty's length of service, and the seasoned age of the teaching faculty, all speak to a wealth of resources and experience offered by the faculty to our students.

**NASSAU COMMUNITY COLLEGE FACULTY HAVE
DOCTORATES AT TWICE THE NATIONAL RATE!**

COLLEGE FACILITIES AND CAMPUS LIFE

General Description

Nassau Community College utilizes a spacious 225-acre campus on the former Mitchel Field air base. The mix of classroom buildings is old and new: some refurbished Mitchel Field buildings, more recent instructional wings, library, administrative tower, and physical education complex. The newest additions include a social science wing, a new College Center, and one of the finest art and photography facilities in the nation. Many of our buildings have experienced serious structural and environmental problems, and the College strives to address these concerns in a conscientious and timely way. The health and safety of our students, faculty and staff are our highest priority. The College supports *The Children's Greenhouse*, a model childcare facility available to children of students, faculty and staff. Initial planning is underway for a humanities wing, concert hall, and theater. Capital funding is not yet available for this needed construction.

Library ↗

The A. Holly Patterson Library houses a large collection of books, periodicals and one of the largest audiovisual collections in New York State. Close to 500,000 patrons visited the library last year, and the large collection is managed by automated circulation technology. The library staff provides instruction for patrons in all areas of information services. The physical space is under repair, with a new roof recently installed. Carpeting in the library is in poor condition and scheduled for replacement. While the collection is large it does not fully meet the demands of the extensive and growing Nassau Community College community, including residents of Nassau County. As more research is conducted on-line, the library needs more computers for student use and access to Internet research sources.

Technology ↗

The College has full Internet access and is increasing the availability of technology for students. Public computer labs are available for students, faculty, staff and other patrons, and are located throughout the campus. As the demand for on-line access from students becomes greater, the College must increase the number of public laboratories. A sorely needed \$5,000,000 matching grant for educational technology (State \$2.5 million, County \$2.5 million) is pending at the county level. Approval of this funding would help bring the College closer to its full technological potential. A new administrative office of instructional technology supports innovative computer and web-based instruction, and most faculty offices have desktop computers. Distance learning opportunities, through a variety of technologies, have been a high priority for the College.

Student Support Services ↗

The College offers a wide range of student support services that meet the educational, emotional, and physical needs of our students.

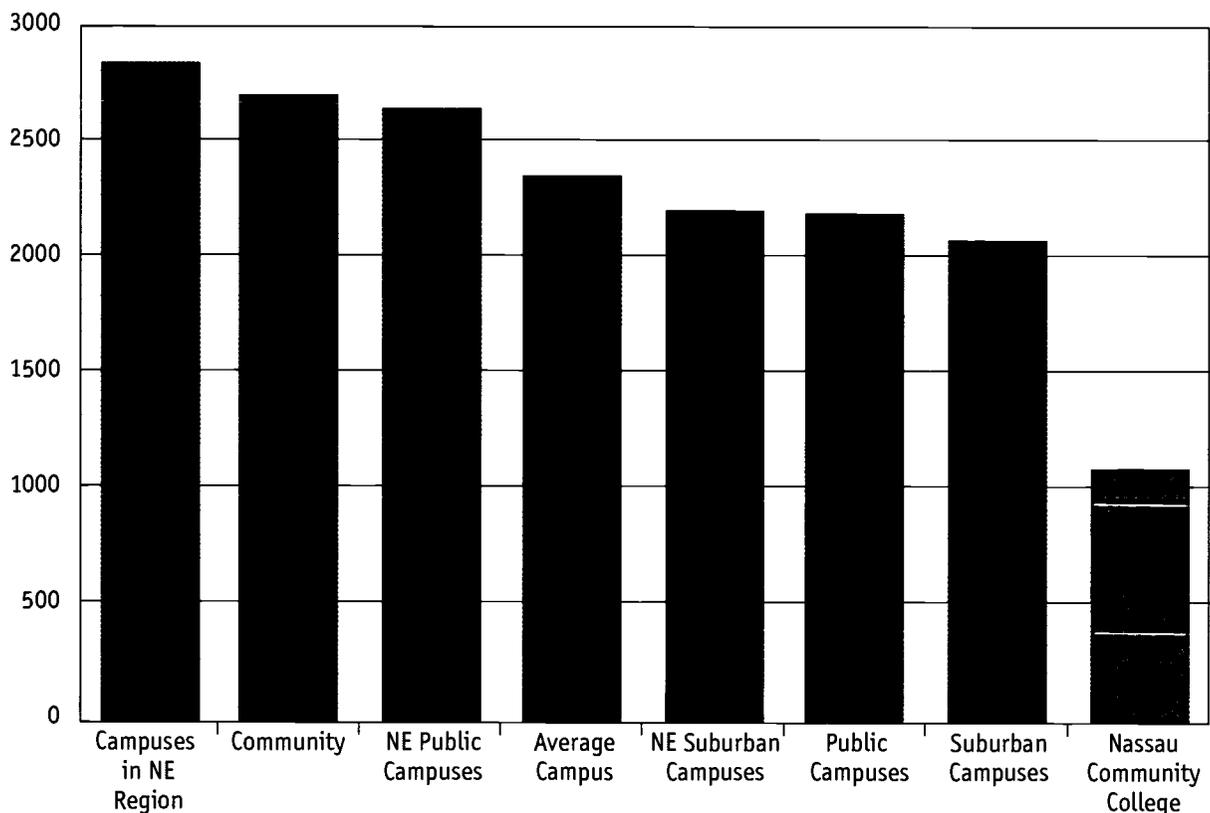
-  **The Center for Students with Disabilities provides services for students with physical, hearing, visual and learning disabilities**
-  **An Advisement and Testing Center has recently opened that addresses the educational advisement and placement testing needs of full- and part-time students, day and evening. Services for adult students are provided in the Adult Resource Center**
-  **The Student Government Association sponsors a variety of clubs and activities that support the cultural diversity of the campus**

Security and Campus Safety

Nassau Community College places high priority on the safety and welfare of its students, faculty and staff. The Public Safety unit of the College maintains a well staffed corps of Public Safety officers and an emergency telephone system. The extensive parking lots of the College are well lit and constantly patrolled by Public Safety officers. The College has been successful in its efforts to protect its students.

In a recent study sponsored by the Consortium for Higher Education Campus Crime Research (University at Albany), over 750 colleges and universities were compared in various crime categories. In this national study, Nassau Community College has a crime rate of less than half of the local community crime rate, and less than half of the *average* crime rate for college campuses.

**Total Crime Rate Per 100,000 People
Comparison of Nassau Community College
and Local, Regional and National Categories
1998 Calendar Year**



Source: Consortium for Higher Education Campus Crime Research July, 1999

COMMUNITY SERVICE

Division of Community Services

The Division of Community Services offers a variety of programs for students on and off campus. Programs operated by the Division include Special Programs for Business, Special Programs for Government, Continuing Education, the Bell Atlantic sponsored Next Step program, the state-mandated Drinking Driver Program, the College's Credit in Extension Programs and a growing ESL effort.

- ☑ **During the last six months of 1997, the non-credit programs at Nassau Community College ranked third in registration among all SUNY community colleges**
- ☑ **The Division of Community Services served almost 9,000 students in 1998-99, excluding Special Programs for Business**
- ☑ **One of the most important growth areas of Continuing Education is English as a Second Language (ESL). This non-credit program is designed for new immigrants, those with poor English skills, and members of the community who wish to enhance their understanding of English**

Centers for software development, corporate business transactions, bio-technical research, and the delivery of sophisticated medical care are major growth areas in Long Island's economic future. Nassau Community College understands its role as a key provider of educational services to these industries.

Special Programs for Business

- Nassau Community College is one of the largest providers of corporate training within the SUNY community college system. More than 600 firm-specific training programs have been designed and delivered to the Nassau County business and industry community. These programs vary in length and intensity, and are provided either at the College or at the employer's site. Nassau Community College's **Special Programs for Business** utilizes state-of-the-art computer technology for instruction, and has portable training labs to accommodate the needs of local business and government agencies. The client list for Special Programs includes many of the premier businesses in Nassau County.

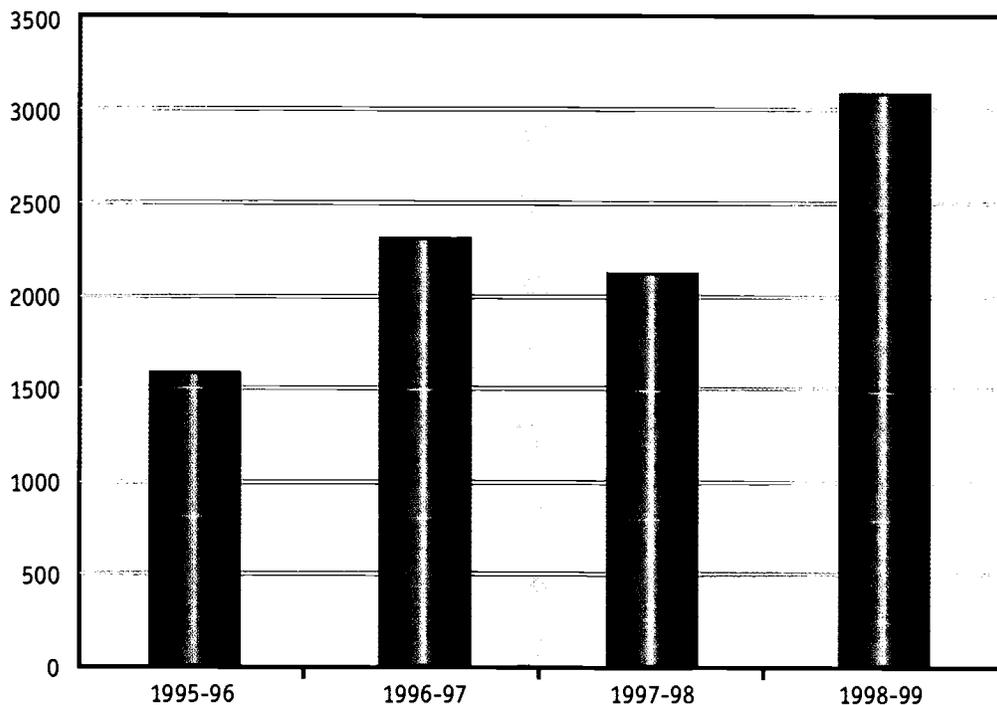
The future belongs to organizations that can anticipate, adjust to, and capitalize on the sweeping changes that mark our times

~ Sample Client List – Special Programs for Business ~

1199 Healthcare Workers	King Kullen	
Arkwin Industries	L. I. Jewish Medical Center	SmithKline Beecham
Bell Atlantic	Nassau Bar Association	Southland Corp.
CMP Publications	Nassau County Dept. of Health	The NPD Group
Chase Manhattan Bank	NYS Unified Court System	Time Warner Cable
Department of Social Services	Olsten Kimberly Quality Care	Town of Hempstead
Episcopal Health Services	Olympus Corporation	Town of Oyster Bay
First Card	Pentax Corporation	US Dept. of Labor
Geometric Circuits	Salvation Army	United Airlines
Girl Scouts of Nassau County	Sears, Roebuck and Co.	Winthrop Hospital
Harman Consumer Group	Servo Corporation	

Special Programs for Business continually provides service to Nassau County's business and industrial communities. During the 1998-99 academic year Special Programs for Business had over 3,000 clients in numerous businesses.

Enrollment Special Programs for Business Academic Years 1995 - 98



Source: Nassau Community College Special Programs for Business

FINANCES

The maintenance of high quality education depends on appropriate funding sources and continuing levels of financial support. Nassau Community College is fortunate to have financial sponsorship from a variety of sources to maintain and advance the high level of accessible, quality education for the residents of Nassau County. As part of the SUNY system, Nassau Community College, much like its peers, falls under a specialized funding formula. The original plan was for the state to contribute approximately one-third of the total budget, the local sponsor (Nassau County) to contribute one-third, and student tuition would account for the remaining one-third. These three funding sources were expected to share equally in forming the revenues for the College.

In the early 1970s, SUNY urged community colleges to become "open admissions" institutions, and offered a financial incentive of 40% New York State funding for the colleges that took that step. All, including Nassau Community College, have since implemented successful full opportunity policies. However, the financial incentive promised by the state has generally not been realized because of the per capita (FTE student) funding formula introduced in the 1971-72 fiscal year.

Total Sources of Operating Revenue

Funding for the College budget comes from three main sources: the local sponsor (Nassau County), the State of New York and student tuition. In addition, the College receives funding from other miscellaneous revenue. The following graphs show these four categories from several perspectives.

Nassau County

\$ Nassau County contributions to the total budget for Nassau Community College have settled around 30% for the past few years

State of New York

\$ New York State contributions to the total budget have dropped from a 1990 high of 30.5% to 27.7% of the total budget (1998-99), considerably less than the proposed 40% contribution

Student Tuition

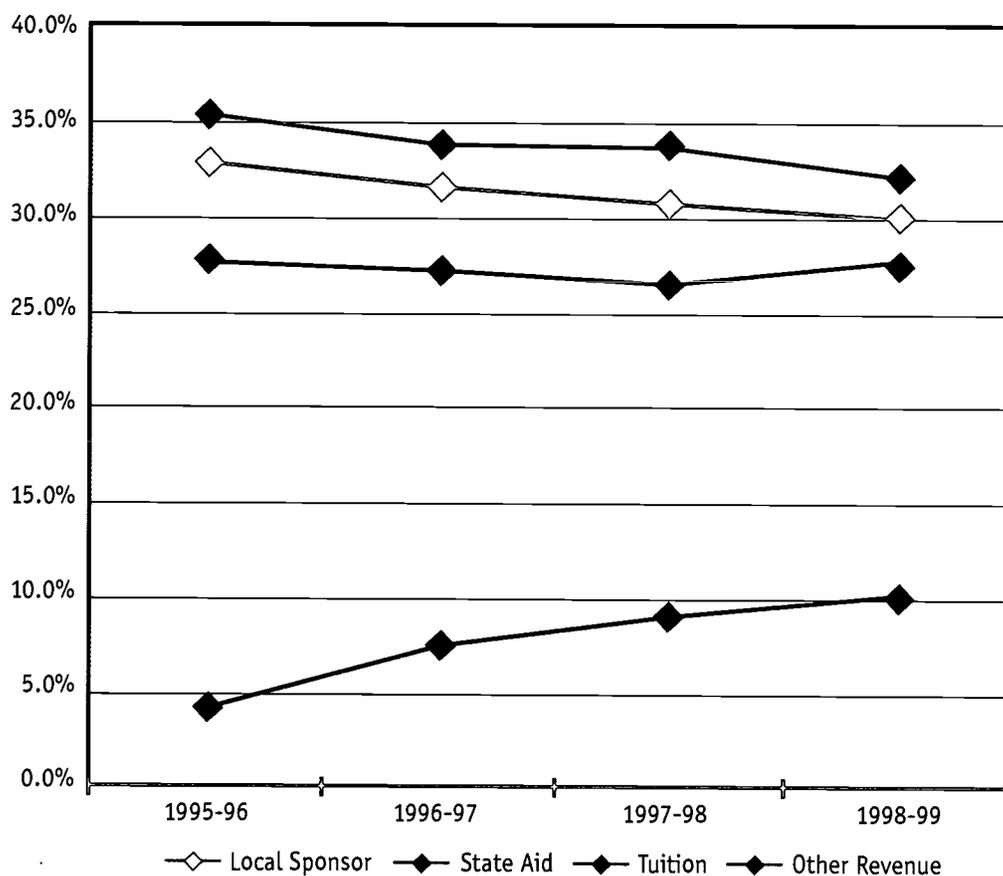
\$ Student tuition and fees are now at 32.2% of the total budget, in response to fluctuations in state and local sponsor contribution changes

Other Miscellaneous Revenue

Increases in other revenue, including chargebacks, supplemental support and tuition increases, have offset the budget shortfalls in past years

The formula of one-third participation from state, local and student contributions to the total budget of the College, while reasonable in concept, is *not fully realized in practice*. This following graph shows the levels of change for sources of revenue from academic year 1995-96 to 1998-99.

**Operating Revenues by Source as a Percentage of Net Operating Costs
Nassau Community College
Fiscal Years 1995-96 to 1998-99**

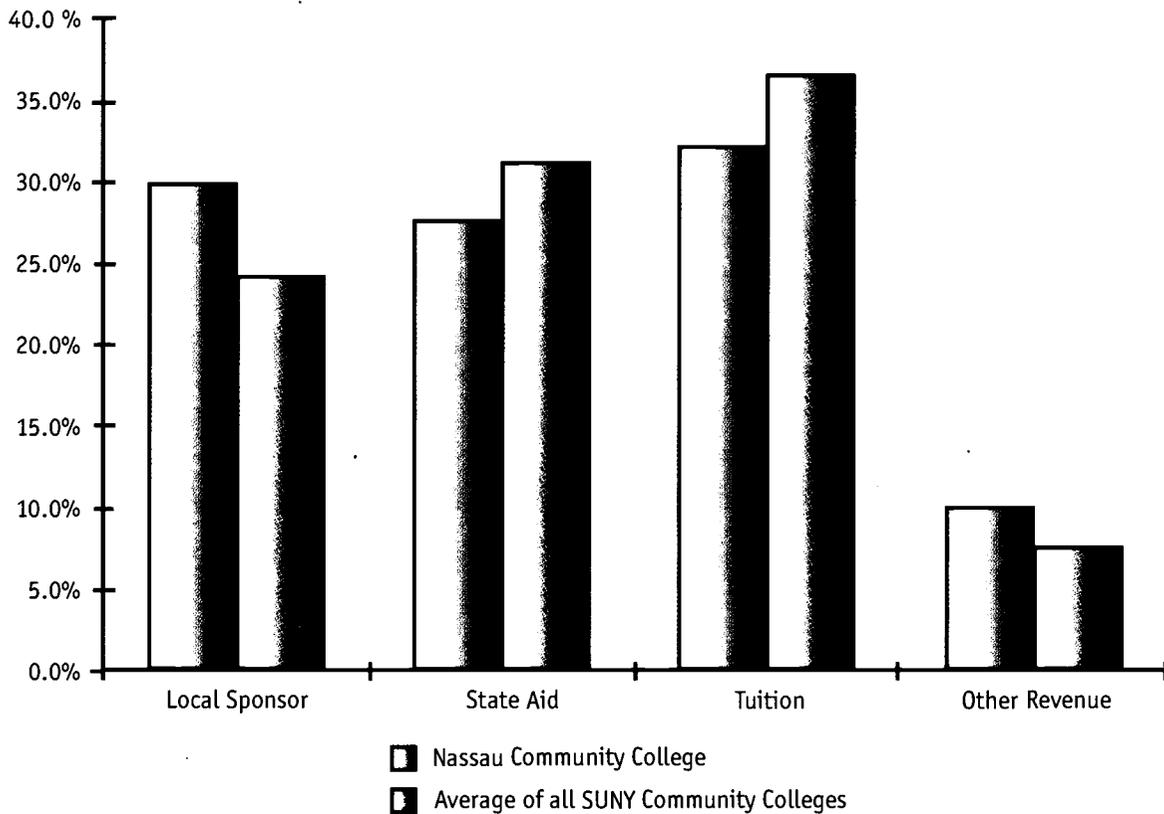


Source: SUNY Annual Report 1996-97, 1998-99

As a flagship institution in the SUNY system, Nassau is a leader in high quality instruction, innovative teaching and college-wide assessment. Nassau Community College transfers more students to SUNY four-year colleges and University Centers than any other community college in the SUNY system. Nassau Community College is SUNY's largest community college and **the level of state support for Nassau is less than the average of all community colleges (1998-99)**.

A comparison of percentages of operating revenue for all community colleges and Nassau Community College for the academic year 1998-99 shows that local sponsorship for Nassau is higher than the average of all community colleges by 5.7%. During the same period, **state aid to Nassau is lower than the average of all community colleges by 3.7%**, and the student tuition contribution is lower at Nassau by 4.4% than for the average of all community colleges. Other sources of revenue, including chargebacks, are higher at Nassau by 2.4% than for all community colleges.

**Comparison of Operating Revenues by Source as a Percentage of Net Operating Costs
Nassau Community College and SUNY Community College Average
Fiscal Year 1998-99**



Source: SUNY Annual Report 1998-99

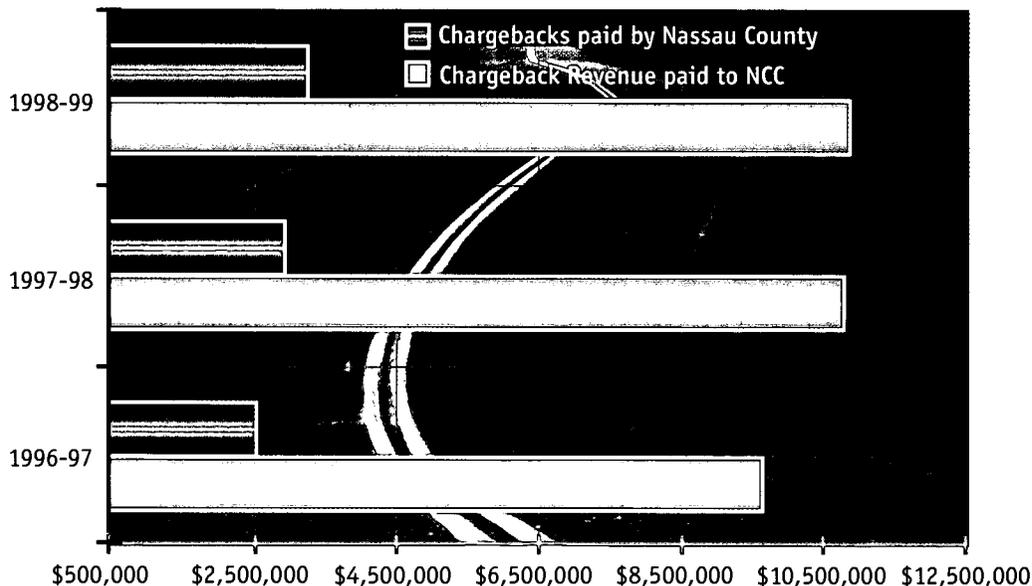
Chargeback Revenue

Nassau Community College has become a core educational center for a large service region including neighboring counties, and the financial impact of students attending Nassau from these counties has a positive impact on the Nassau Community College budget.

Other regional counties sponsor their residents' community college study at Nassau in the form of **chargebacks**: a subsidy of the non-resident student's tuition, where a student pays resident tuition (usually half of non-resident tuition). The county of residence pays a SUNY-determined chargeback rate to the community college where the student is enrolled. In addition, a capital component of \$300 per FTE student is also paid to the community college by the non-resident student's county.

Nassau Community College "charges back" fees to over thirty counties in New York State. The three counties with the greatest number of non-resident students and chargeback revenues are Suffolk, Queens and Manhattan. **Nassau Community College received \$10,813,398** from these counties for students attending Nassau (academic year 1998-99). During the same year, Nassau County paid out **less than one-third of this amount** (\$3,228,078) to these counties, the bulk going to Fashion Institute of Technology in Manhattan (\$2,574,632). The following graph shows the **revenue coming to Nassau Community College** and the **chargebacks** paid by Nassau County to the counties of Queens, Suffolk and Manhattan over a three-year period (academic years 1996-97 to 1998-99). **Nassau Community College received more than three times the amount of monies from chargebacks than it paid out.**

Chargeback Dollars
Suffolk, Queens and Manhattan Counties
Chargeback Revenue to Nassau Community College
Chargebacks Paid by Nassau County
1996-97 to 1998-99



Source: Nassau Community College Student Financial Affairs
 Nassau County Office of the Treasurer, 1999

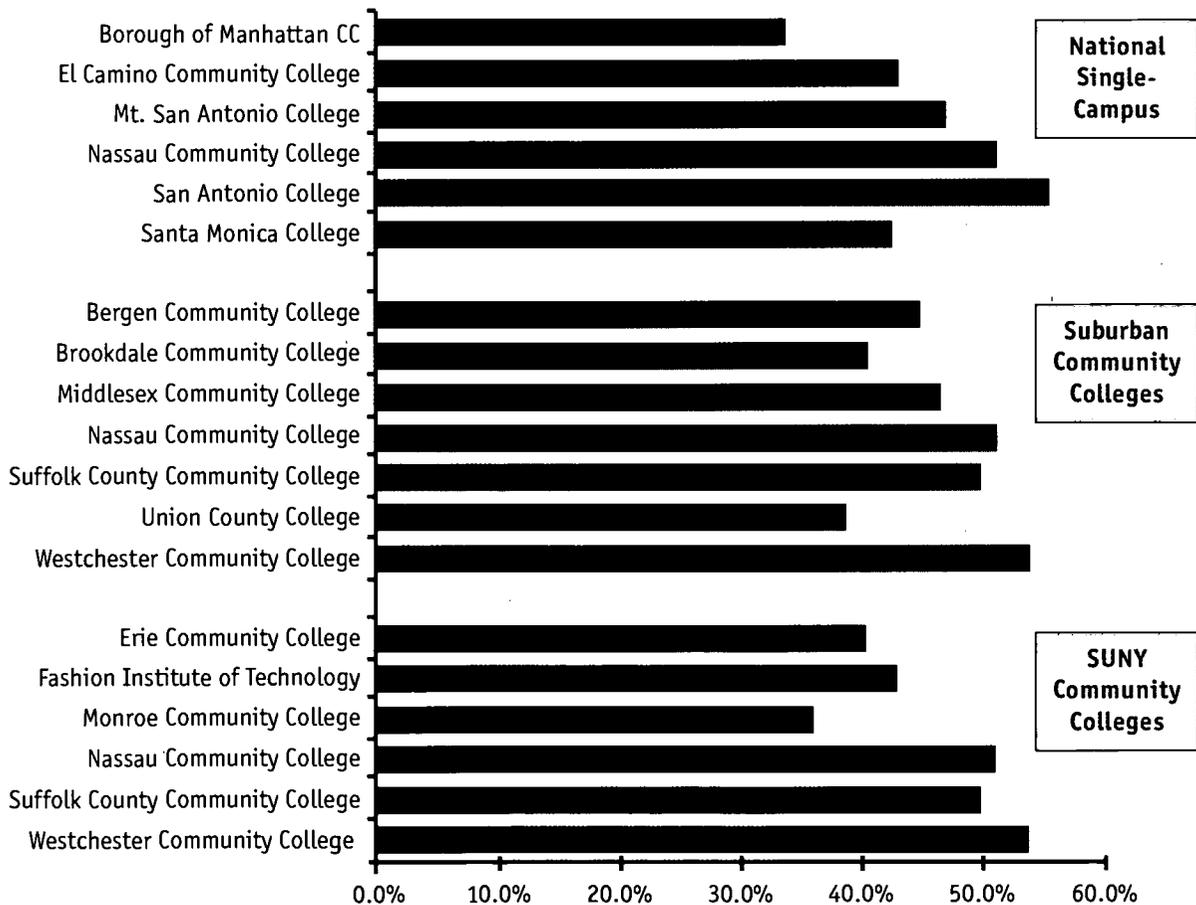
Instructional Costs

Quality education is Nassau's principal obligation to the community, and the funding of instruction should be the central focus. The core of the College budget should be devoted to the classroom. The percentage of the total budget assigned to instruction shows Nassau's emphasis on teaching and learning. This category includes general academic instruction, community education, preparatory and adult basic education and remedial instruction.

Percentage of Budget Assigned to Instruction

\$ In a comparison with all our peer groups, Nassau's percentage of the budget assigned to instruction was second highest. Two of the peer colleges, De Anza and Orange Coast, did not report financial information and do not appear in this graph

**Instruction as a Percentage of Total Budget
National Single-Campus, Suburban, SUNY Peers
Fiscal Year 1997**

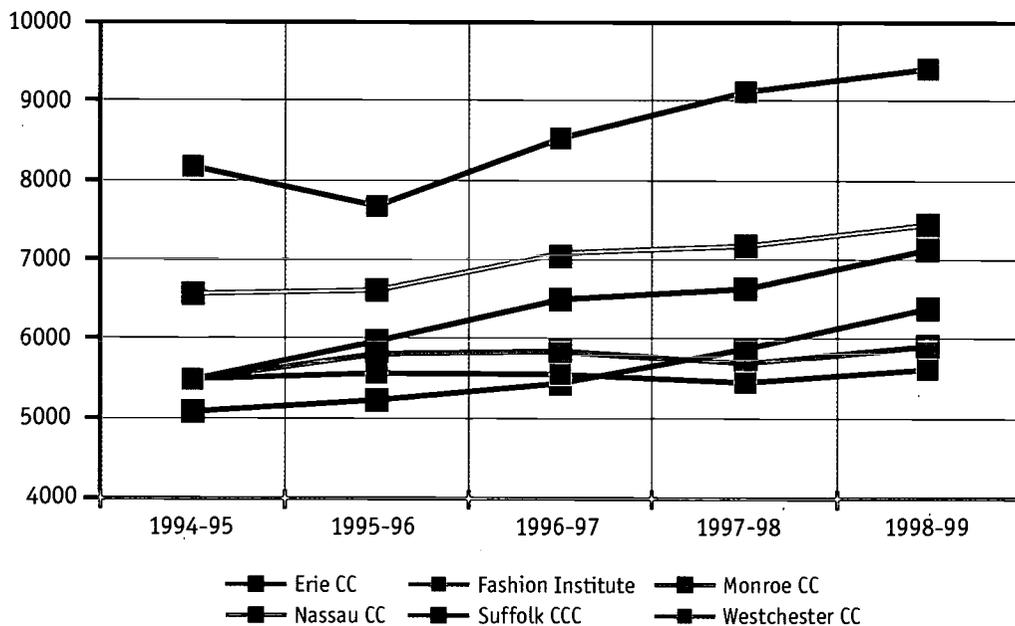


Source: IPEDS, 1996-97

Costs per FTE Student

\$ The College's net operating cost per full-time equivalent (FTE) student is second highest in a comparison with SUNY peer colleges over a five-year period. Fashion Institute of Technology consistently ranks ahead of Nassau. Both are located within the high cost-of-living core of the New York metropolitan area. Despite the relatively high cost per full-time equivalent student, Nassau Community College maintains the lowest tuition rate of all SUNY community colleges.

**Net Operating Costs per FTE Student
Nassau Community College and SUNY Peers
Fiscal Years 1994-95 to 1998-99**



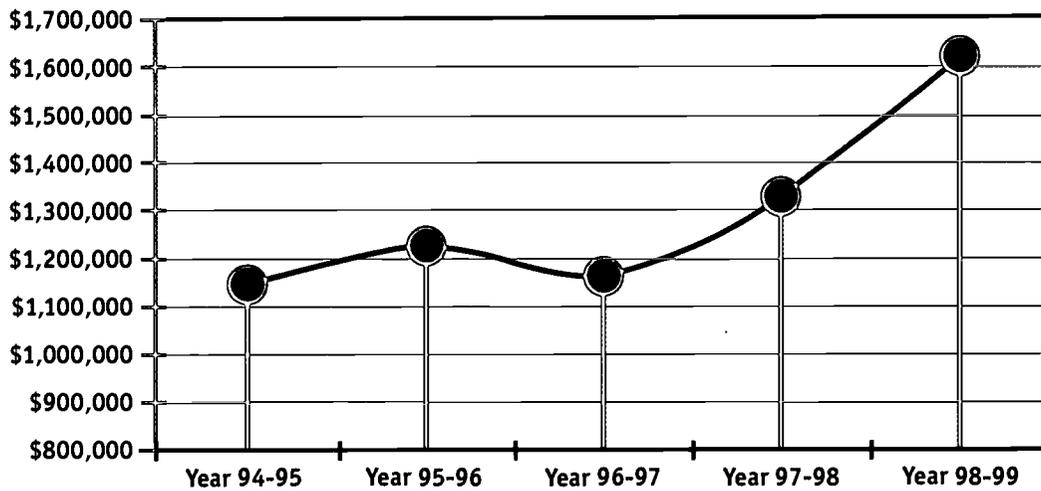
Source: SUNY Administration 2000



Grants

The College community also contributes to the overall budget picture. Through the efforts of faculty and staff, institutional grants totalling \$1,628,467.00 were awarded during the 1998-99 academic year. This graph illustrates the ongoing contribution of institutional grants to the College budget over a five-year period.

**Nassau Community College
Institutional Grants in Dollars
Academic Years 1994-95 to 1998-99**



Source: Nassau Community College Fact Books 1994-1999





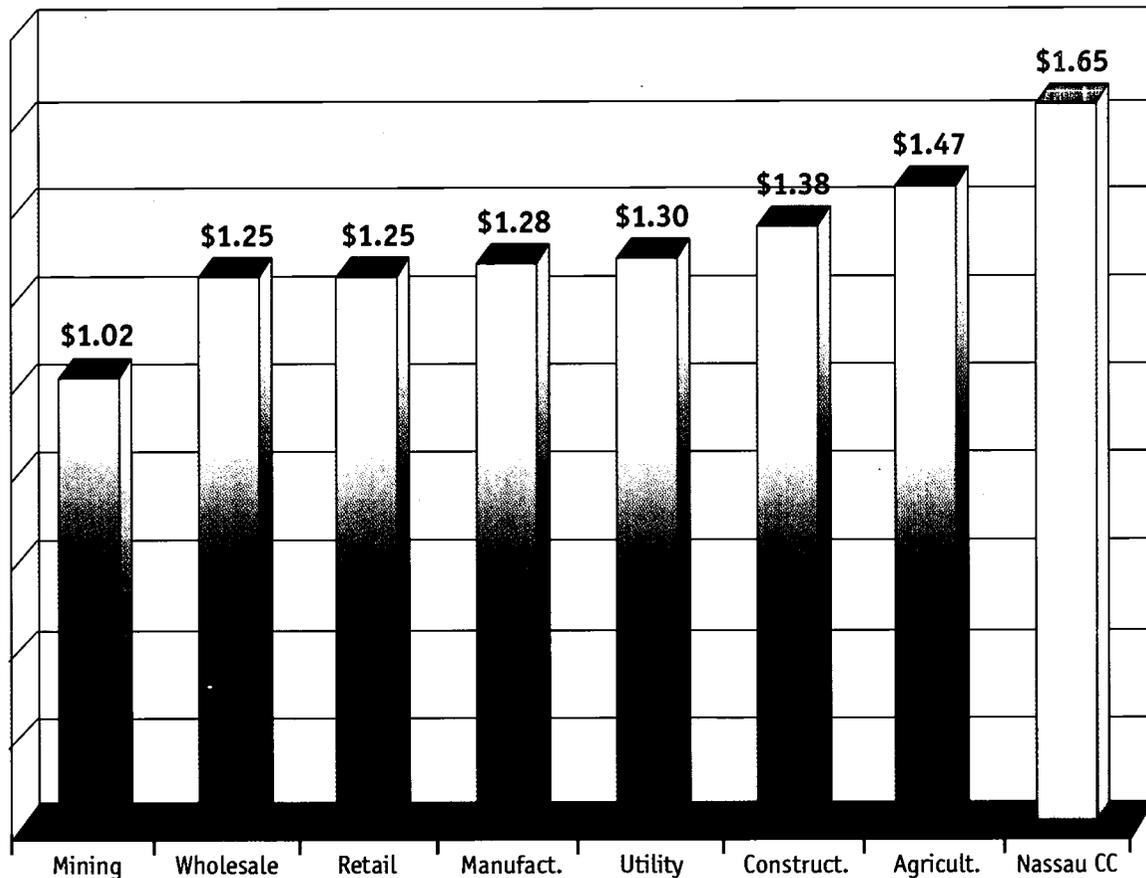
“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.” Rev. Dr. Martin Luther King, Jr.

IMPACT ON THE SERVICE REGION

ECONOMIC IMPACT

In a 1999 study of SUNY community colleges conducted by the Two-Year College Development Center at SUNY Albany, Nassau Community College was found to have a significant economic impact on the county economy. This study examined the economic contributions of community colleges in their service areas in terms of the *rate of return of dollars spent*. The study compared the impact of the College with seven additional sectors. The following chart shows that the return on dollars spent by Nassau Community College (column on far right) to the county economy is **greater than the return of any other industry** in Nassau County, including the retail industry. **Investment in the College, more so than any other sector, produces the highest rate of financial return to the county economy.**

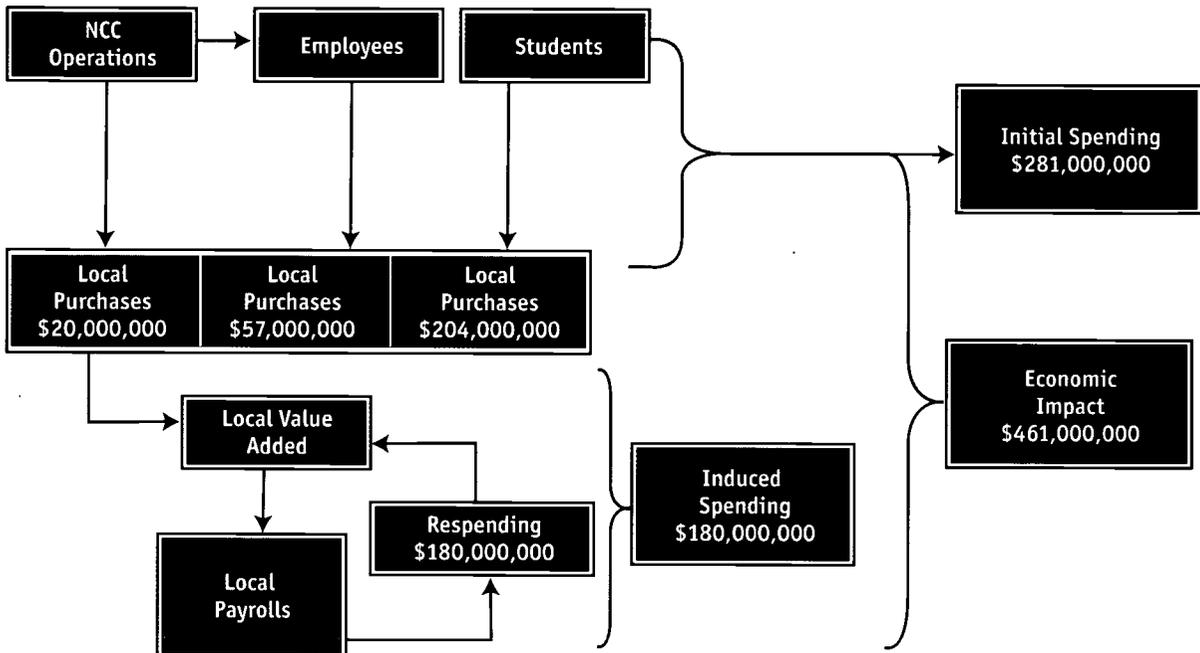
**Nassau Community College
and Nassau County Industries
1996-97**
(Rate of Return of One Dollar Spent, in Dollars)



Source: The Economic Impact of SUNY's Community Colleges on the State of New York, 1996-97 Fiscal Year

ECONOMIC MULTIPLIER

The pathways of dollar "rate of return," as described in the 1999 study, are illustrated below for the academic year 1998-99.



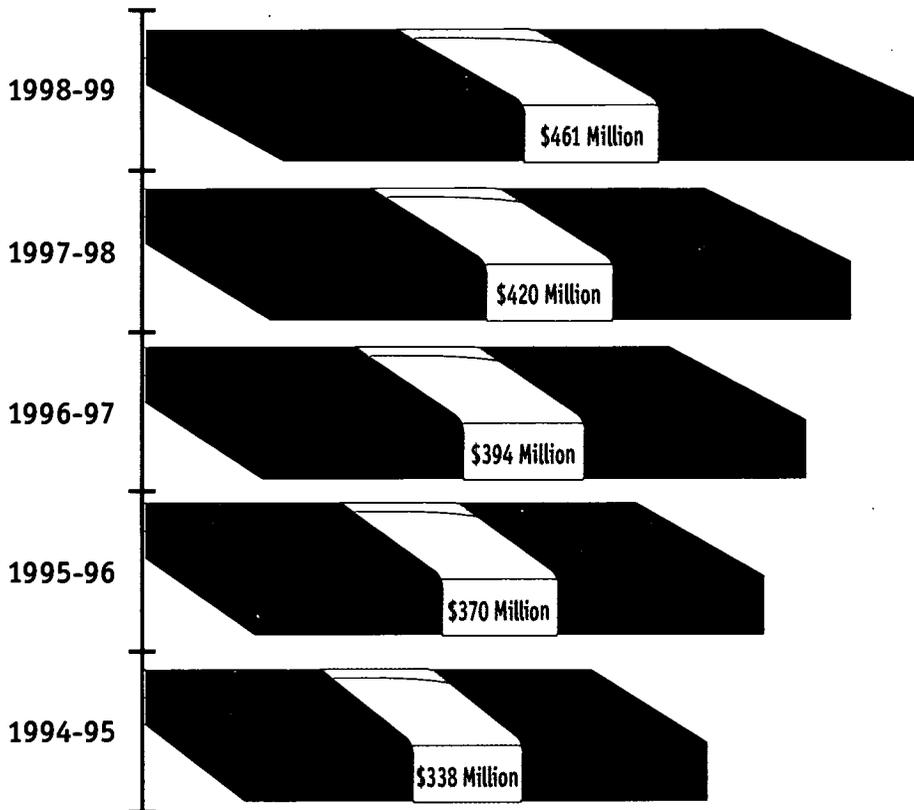
Source: Dr. Robert E. Herman, Professor of Economics and Finance

- \$ In the course of pursuing its primary educational and cultural aims, NCC provides Nassau County with a substantial extra dividend of jobs and income
- \$ The direct local purchases of the College amounted to \$20,000,000 for the 1998/99 academic year and the payroll totaled \$103,000,000
- \$ Faculty and staff numbering 2,955 spent \$57,000,000 locally
- \$ The fall 1998 student population numbered 20,337. The average yearly tuition for the 1998/99 semesters was \$2,055. The amount spent by students in the local economy was \$203,000,000
- \$ Direct spending from all three sources amounted to \$281,000,000 in the local economy
- \$ Since each dollar of direct spending turns over several times in Nassau County --- an effect known as a "multiplier" --- this gives us an induced spending figure of \$180,000,000
- \$ The total Economic Impact of NCC, therefore, was calculated conservatively at \$461,000,000

ECONOMIC IMPACT OVER FIVE YEARS

College studies support the SUNY analysis, and the following chart illustrates the continuing growth of College impact to the local economy in dollar amounts (millions of dollars).

**Economic Impact of Nassau Community College
in Nassau County in Millions of Dollars
Academic Years 1994-95 through 1998-99**



Source: Nassau Community College Fact Books 1995-1999

**In 1998-99 Nassau Community College
had an estimated economic impact on
the local economy that totaled over
\$460,000,000.00**

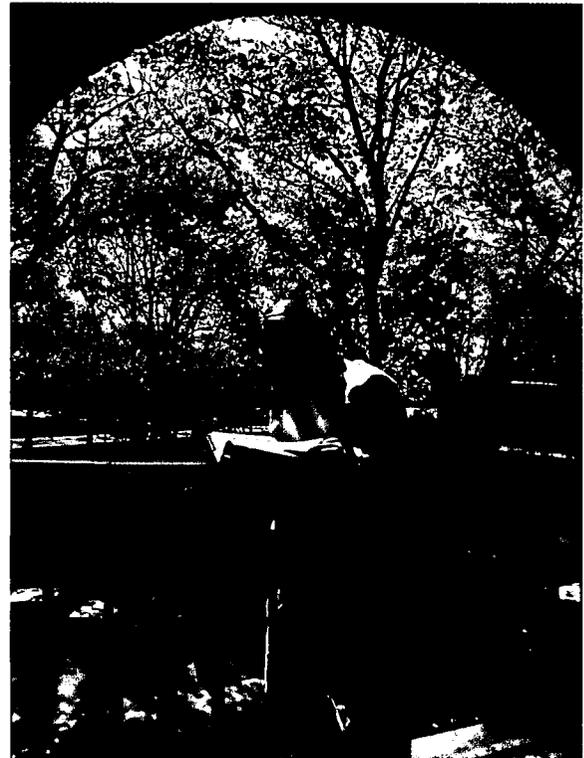


"Never regard study as a duty, but as the enviable opportunity to learn to know the liberating influence of beauty in the realm of the spirit for your own personal joy and to the profit of the community to which your later work belongs." Albert Einstein



"Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource."

John F. Kennedy



CONTRIBUTIONS TO COMMUNITY LIFE

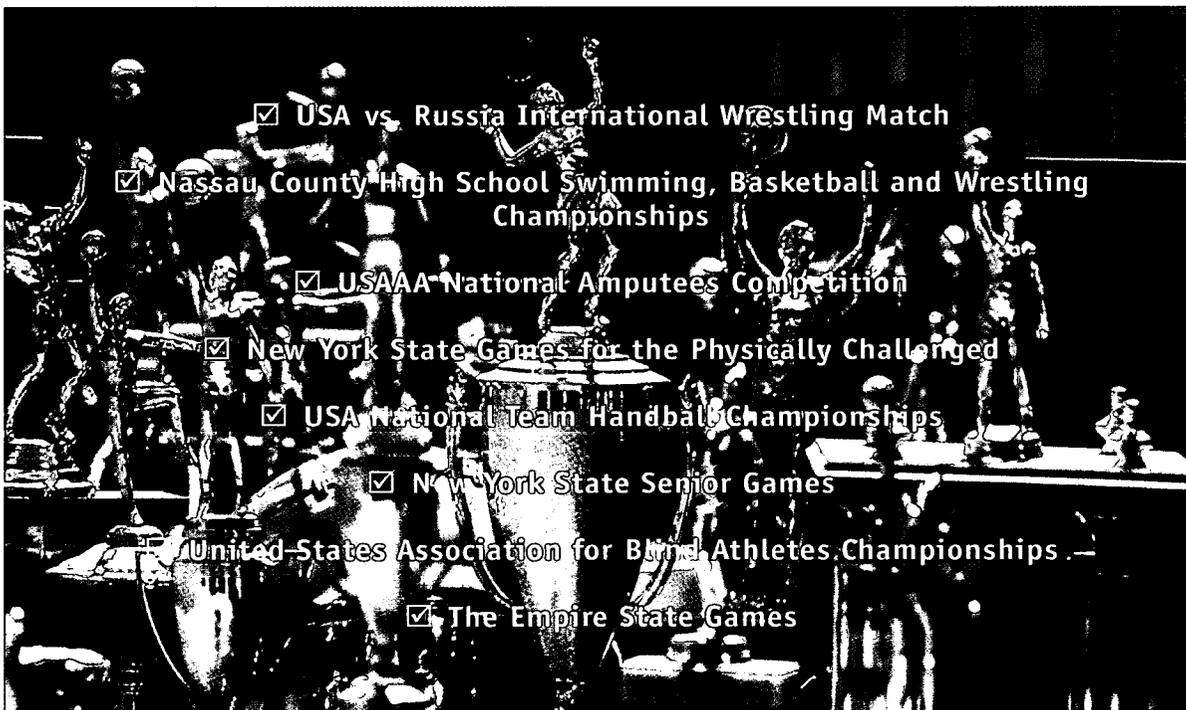
Cultural Contributions

The College sponsors a wide variety of cultural events and contributes to the county cultural environment by offering opportunities for residents to participate in College-sponsored musical and artistic activities.

The **Theater/Dance Department** produces numerous fine productions each academic year and showcases the talent of its students and staff by offering residents inexpensive yet professional productions. **The Art Department's** Firehouse Gallery features work by prominent guest artists in all mediums, as well as students and faculty. In addition, the Gallery sponsors national and regional competitions. Many exhibits are mounted each year. The **Music Department** features guest artists of international caliber, and offers the community opportunities for performing in Orchestra, Band and Jazz Ensemble, with concerts open to the public. The **College Cultural Program**, through Student Personnel Services, sponsored 50 speakers and performing groups in academic year 1998-99, many of national stature, with attendance for the Lecture Series at approximately 4,000. Nassau faculty are active in their communities. They serve on committees and boards, give lectures, and sponsor exhibitions/ performances.

Community Use of College Facilities

Since the George B. Costigan Physical Education Complex opened in fall, 1978, the College has hosted a variety of local, national and international events, including:

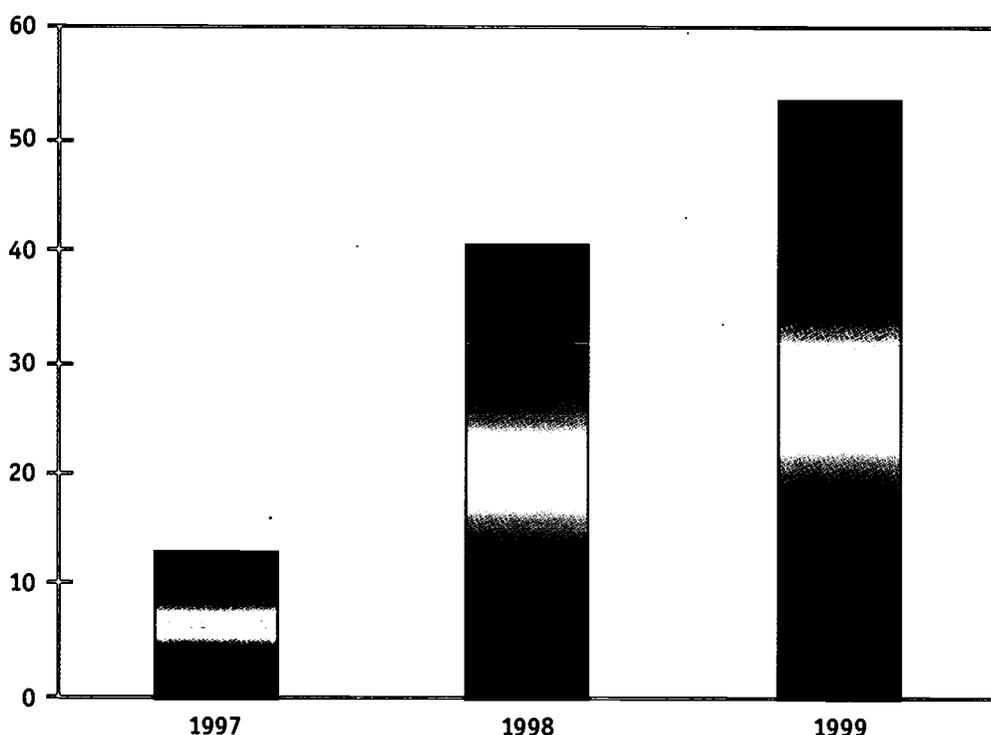


Source: Nassau Community College Fact Book 1998-99

The new College Center allows Nassau Community College to sponsor national and international academic and scholarly conferences, such as the recent **29th Annual Scholars' Conference on the Holocaust and the Churches**. Many academic conferences have brought scholars and prominent lecturers from across the nation to Nassau Community College.

Food service facilities in the College Center are undeveloped. The absence of food service requires reliance on outside vendors. Negotiations continue toward resolution of this issue. Other facilities on campus are used by outside agencies for conferences, meetings, gatherings and concerts. The following graph illustrates the increasing use of College facilities by community groups.

Community Use of College Facilities
Number of Events
1997 to 1999



Source: Nassau Community College, Office of Facilities Utilization

**NASSAU COMMUNITY COLLEGE
SERVES THE SURROUNDING
COMMUNITIES OF
NASSAU COUNTY ON MANY
LEVELS!**

Nassau Community College Administration

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Vice President for Academic AffairsDr. John Ostling
Vice President for Academic/Student ServicesMr. Kenneth Saunders
Vice President for FinanceMr. Alan Gurien
Vice President for AdministrationMr. Ezra Delaney
Acting Dean of InstructionDr. Sidney Becker
Dean of StudentsMr. William Bryan
Dean for Continuing Education & Community ServiceDr. James Polo

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Student Trustee 2000-01: Cheryl Sydor

Nassau County Government

Nassau County ExecutiveThomas S. Gulotta

District

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Assembly Member, David Sidikman
Assembly Member, Harvey Weisenberg

CONCLUSION

The **Institutional Report Card** has highlighted indicators, trends, and markers that place Nassau Community College at the highest levels of national, regional and local performance. The College takes great pride in its 40 years of success and service to the residents of Nassau County, and expects to continue in this tradition.

Our greatest strengths lie in the high quality of academic programs, the expertise and qualifications of our outstanding faculty, as well as the continued success of our present students and graduates. Nassau Community College, the **college of choice** for over 20,000 students each fall semester, ***“is dedicated to high quality, low-cost education and career preparation to meet the need and interests of the community it serves.”*** As more students seek higher education and admission to four-year public and private colleges and universities becomes more competitive, Nassau Community College remains steadfast in its commitment to full opportunity enrollment. The College reaffirms its pledge to provide comprehensive academic programs to all who can benefit from its resources, and to support anyone pursuing the goal of lifelong learning.

In addition to underscoring our successes, the Institutional Report Card calls attention to some areas that still need improvement, particularly enrollments, technology upgrades and facilities. While the College has had the support of state and county sponsors, critical areas of equipment funding and master plan realization remain, to date, unresolved. As Nassau Community College evolves in a 21st century environment, these important issues need ongoing discussion and resolution. Six primary areas of concern arise from this study.

-  Examine, analyze and reverse the decline in the number of part-time students, both day and evening
-  Understand and utilize student goals and college expectations as a means of gauging institutional effectiveness
-  Increase the graduation rate by attentiveness to college services and efforts to foster persistence
-  Track transfer students more effectively and ascertain their levels of success in public and private senior colleges and universities
-  Secure funding for additional technological equipment, library holdings and facilities completion, especially the Humanities Wing for Theater Arts, Dance and Music; a concert hall; an auditorium and food services throughout the campus
-  Maintain high levels of technology, instruction and services in all areas

Nassau Community College
Where success starts . . . and continues!

Nassau Community College's planning process continually aligns the priorities of the College with identified areas of concern. In response, the College's **Strategic Themes (1999-2002)** further focus our attention toward enhancing and improving the operations of the College in all areas.

STRATEGIC THEMES 1999-2002

TEACHING

Providing Academic Accountability

- 📖 Preserve and enhance institutional academic integrity, including traditional delivery of instruction and distance learning;
- 📖 Position the College for maximum effectiveness by the use of continuous environmental scanning and institutional effectiveness studies, including the Institutional Report Card; and
- 📖 Encourage mutually beneficial relationships with business and industry that inform the College of current and future academic needs.

LEARNING

Transforming the Educational Process

- 📖 Create more flexibility in delivery modes, including distance learning options, weekend college, modular learning units and flexible semester structures to meet the needs of all students;
- 📖 Expand the use of technology tools and increase student competencies in information literacy; and
- 📖 Establish more internships and other learning experiences that reflect the changing nature of work in a global economy

STUDENT EXPERIENCE

Improving the Quality of Campus Life

- 📖 Document an inventory of points of contact between students and the institution, beginning in high school guidance offices and continuing through graduate transfer and alumni success;
- 📖 Monitor these critical points of contact, and ensure accurate and timely responses from college offices;
- 📖 Improvement effective procedures and timetables for Admissions, Advisement, and Registration;
- 📖 Give high priority to support services for students in the areas of planning, funding and facilities; and
- 📖 Increase student access to information via electronic means and monitor the use and success of such installations.

Nassau Community College is proud of its many accomplishments and looks to even further refine and enhance the varied operations of the College. The goal of the College is to meet its **Mission** whose main tenet is serving our student population, as well as Nassau County communities and their residents.



"One should guard against preaching to young people success in the customary form as the main aim in life. The most important motive for work in school and in life is pleasure in work, pleasure in its result, and the knowledge of the value of the result to the community." Albert Einstein



"What sculpture is to a block of marble, education is to the human soul. The philosopher, the saint, the hero, the wise, and the good, or the great, very often lie hid and concealed in a plebeian, which a proper education might have disinterred and brought to light."

Joseph Addison



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by
the Office of Institutional Research/Academic Affairs
Summer 2000



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
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