

VISION

*To see strengths and unique potential in every person.
To inspire people to make the courageous choice to learn, grow, and serve.*

MISSION

We serve our community by meeting educational needs, creating an environment for student success, and preparing our students and ourselves for citizenship in a global community.

VALUES

*Learning
Excellence
Diversity
Opportunity
Innovation
Relationships*

TOMPKINS CORTLAND COMMUNITY COLLEGE

BOARD OF TRUSTEES

**Thursday, January 16, 2020
Ronald W. Space Board Room – 5:30 P.M.**

AGENDA

1. Call to Order
2. Roll Call
3. Welcome Guests
4. Approval of Agenda
5. Public Comment*
6. Approval of Minutes
 - a. December 05, 2019 Regular meeting
7. Communications
8. Presentations (routine, periodic reports or special topics of interest to the Board of Trustees): Strategic Plan – Deb Mohlenhoff & Bill Talbot
9. Provost and Vice President of Academic Affairs – Report (highlight Consent Agenda items and updates on major initiatives)
10. Information Items:
 - a. Human Resources Updates

11. Consent Agenda (Action Items):
 - a. Capital Payments
 - b. Appointment of Personnel
 - c. Interim CFO's Report
 - d. Position Description – School Food Grant Coordinator
 - e. Position Description – Coordinator of Applied Learning Initiatives
 - f. Approval of College Strategic Plan
 - g. Approval of Animals on Campus Policy
 - h. Approval of Resolution Supporting a Permanent Funding Floor for Community College Base State Aid Formula

12. Standing Reports:
 - a. College Senate – Ashley Ahola & Jonathan Walz-Koeppel
 - b. Faculty Student Association – Greg McCalley
 - c. Chief Diversity Officer Report – Seth Thompson
 - d. Director of Community Outreach and Engagement – Deb Mohlenhoff
 - e. Tompkins Cortland Community College Foundation, Inc. – Matt McSherry
 - f. Chairman's Report – Raymond Schlather
 - g. Liaison Report (Cortland County) – Kelly Preston
 - h. Liaison Report (Tompkins County) – Michael Lane
 - i. Student Trustee's Report – Lana Esho – No report; students on break
 - j. President's Report

13. Executive Session (to discuss personnel issue – no action to be taken)

14. Upcoming Events:
 - a. Move-in Day for new students – January 20, 2020
 - b. Orientation for new students – January 21, 2020
 - c. First Day of Classes – January 22, 2020
 - d. Next Regular Board of Trustees Meeting – February 20, 2020

15. Adjournment

***Public Comment:** Provision is made at this point in the agenda for citizens of the College community to make comments regarding any agenda item to be discussed at that meeting. Citizens will not be recognized at any other time except at the request of the Chairperson after approval for such recognition by a unanimous vote of the Trustees in attendance. No person, not a member of the Board, shall speak for more than five (5) minutes without specific approval of a majority of the Trustees. The minutes shall show that privilege of the floor was granted and shall include a brief statement of the subject matter presented.

**TOMPKINS CORTLAND COMMUNITY COLLEGE
BOARD OF TRUSTEES
December 5, 2019
Board Room
5:30 P.M.**

PRESENT: Roxann Buck, Elizabeth Burns, Judy Davison, Lana Esho, Arthur Kuckes, Matt McSherry, Schelley Michell-Nunn, Raymond Schlather

EXCUSED: Bruce Tytler

ABSENT: None

COUNTY

LIAISONS: Michael Lane

STAFF: Jan Brhel, Bryan Chambala, Sharon Clark, Sue Dewey, Julie Gerg, LaSonya Griggs, Greg McCalley, Deb Mohlenhoff, Orinthia Montague, Scott Ochs, Paul Reifenheiser, Bill Talbot, Malvika Talwar, Jason Thayer, Seth Thompson, Jonathan Walz-Koeppel, Peter Voorhees

GUESTS: None

1. **Call to Order:** The meeting was called to order at 5:35 p.m. by Chair Schlather in the Ronald W. Space Board Room at the College.
2. **Roll Call:** Ms. Brhel called the roll.
3. **Welcome Guests:** None
4. **Approval of Agenda:** Ms. Burns moved that the agenda be approved; seconded by Ms. Buck; carried unanimously.
5. **Public Comment:** Scott Ochs, Faculty Union President, spoke on behalf of Faculty Association. He thanked the Board of Trustees for all they do in support of the College as a whole and all the work that was put in to successful contract negotiations. Chair Schlather thanked faculty for all they do for the College/students.
6. **Approval of Minutes – October, 2019 Regular Meeting:** Mr. McSherry moved that the minutes of the October 24, 2019, regular meeting be approved as presented; seconded by Ms. Esho; motion called to approve minutes and carried unanimously. **November 18, 2019** Ms. Davison moved that the minutes of the November 18, 2019 special meeting be approved as presented; seconded by Mr. McSherry; motion called to approve the minutes and carried unanimously. **November 22, 2019** Ms. Michelle-Nunn moved that the minutes of the November 22, 2019 Board Retreat be approved as presented; seconded by Ms. Davison;

motion called to approve the minutes and carried unanimously.

7. **Communications:** Invitation to the 5th Anniversary Gala at Coltivare was distributed.
8. **Presentations (routine, periodic reports or special topics of interest to the Board of Trustees):** Interim CFO Talbot gave an informative financial power point presentation. The PowerPoint presentation was a part of Board packet and available on the website.
9. **Provost and Vice President of Academic Affairs – Report:** Written report provided. Greg McCalley, Vice President for Student Services reported that at this point while enrollment is down 8% for spring, it is up in everything except returning students. We are off the mark by 103 students right now. Budgeted FTE is 732 and we need 257 FTE's to meet budget projection. Winter session is up 10% but that is only a relatively small number. Paul Reifenheiser, Provost, spoke to an Insurance program that was brought to us by the community look at targeting the need for younger people in the insurance business. The College (perhaps the BIZ department) can look at a possible micro credential with a potential for high flex program. In response to questions on the Global program job descriptions he stated the Coordinator needs to have the ability to be fluent in Spanish and it would be helpful if the Director could be fluent in multiple languages; and the College needs to attract people who understand the culture and not just speak the language. The College is going back to Block scheduling to provide uniformity in scheduling.
10. **Information Items:**
 - a. **Human Resources Updates** – No discussion.
11. **Consent Agenda (Action Items):** Ms. Burns moved that the Consent Agenda be approved as submitted; seconded by Mr. McSherry; the motion was called and carried unanimously.
 - a. **Capital Payments** – No discussion.
 - b. **Appointment of Personnel** – No discussion.
 - c. **Interim CFO Report**
 - d. **Position Description – Coordinator of Global Partnerships & Programs**
 - e. **Position Description – Director of Global Education & Initiatives**
 - f. **In Appreciation of Lisa O'Loughlin** – Ray spoke in appreciation of all Lisa brought to the college in her position and as deputy clerk of the BOT.
 - g. **Naming of Children's Corridor in the Arthur Kuckes Childcare Center in recognition of the Family and Estate of Georgia E. MacNeil.**
12. **Standing Reports:**
 - a. **College Senate** - Written report provided.
 - b. **Faculty Student Association** – Written report provided.
 - c. **Chief Diversity Officer** – Written report provided.
 - d. **Tompkins Cortland Community College Foundation, Inc.** – Written report

provided. Julie Gerg, Executive Director of the Foundation, stated the Foundation will be starting work on a strategic plan following the same type of process as the college plan. The Foundation is in the process of completing their annual audit. They are completing the final push for the year- end campaign.

- e. **Chairperson's Report** – Chair Schlather recommended that anyone considering going to the Coltivare 5th Anniversary Gala get tickets if there are still some available as events such as this are always well attended and worth attending.
 - f. **Liaison Report (Cortland County)** – No report.
 - g. **Liaison Report (Tompkins County)** – Mr. Lane reported legislators were pleased with the negotiation and positive outcome of the faculty association contract. There a many events coming up in Tompkins County such as the annual TOGO; Prizmatics on the Commons; and Chowder festival; A number of retirements are forthcoming at the County so there will be changes and a reorganization of the legislators.
 - h. **Student Trustee's Report** – Ms. Esho gave a verbal report. She noted that the College library and the tutoring center would be open for more hours to help with finals. She noted that there seems to be an ongoing issue between students and Cortland WalMart. Students (especially students of color) feel like they are being targeted. The SGA president reached out to Seth Thompson, Chief Diversity Officer, and met with the Cortland Chamber of Commerce and invited WalMart management staff to find a way for students to be more comfortable. The meeting has not been scheduled yet; Board of Trustees members would be willing to go and support the students. Deb Mohlenhoff also added that when the van goes to WalMart many students get out all at once which may put some employees on an unnecessary alert and could also be a carryover from past experience.
 - i. **President's Report** – Verbal report. President Montague met with Janice Lawrence regarding the childcare center and Barbara Clark's past role. We are looking at the possibility of having a bench in front of the childcare center with an inscription recognizing Barbara Clark. Deb Mohlenhoff and President Montague are planning to go to Onondaga CC to a legislative breakfast. The SUNY BOT will be meeting next week on what will be presented to Governor Cuomo and what Community Colleges will be monetarily be asking for in the upcoming year. December 10th is last program day at the History Center for the College. The History Center would like to collaborate with us again. Tasteful Sensation was a big event and well received by all who went (It was Sold Out).
13. **Executive Session (to discuss a personnel issue – action to be taken)** – Mr. McSherry moved that the meeting convene in executive session for discussion of a personnel issue, with no action to be taken; seconded by Ms. Davison; carried unanimously. The meeting convened in executive session at 7:40 p.m.

Motion to go back into open session moved by Ms. Davison; seconded by Ms. Esho; approved unanimously. The meeting reconvened in regular session at 7:49

p.m.

14. Upcoming Events – No discussion.

15. Adjournment: Ms. Davison moved that the meeting be adjourned; seconded by Mr. McSherry; carried unanimously. The meeting adjourned at 7:50 p.m.

Respectfully submitted,

Jan Brhel
Clerk of the Board of Trustees

CONNECTING

Students | Community | Employers | Resources | Each Other



**TOMPKINS
CORTLAND**
COMMUNITY COLLEGE

STRATEGIC PLAN

2019

MESSAGE FROM THE PRESIDENT



Tompkins Cortland Community College (TC3) is committed to providing excellent learning and support services for students of our region. Students pursue courses and programs leading to university transfer, workforce opportunities, and general personal and career advancement. TC3 is also committed to educating students who have an interest in understanding the world and providing solutions to societal problems. Addressing issues related to social justice and equity is a priority for TC3.

Each year, thousands of students from diverse backgrounds take advantage of the opportunities provided by the College, including recent high school graduates and students who seek new training and education in a competitive and changing job market. Our goal is to prepare students for the jobs of today and careers of tomorrow;

this approach allows for the growth of students' earning potential and strengthens our local economy. The College is always searching for innovative paths for collaborating with the public and private sectors to bolster the region's growing economic engine.

As TC3 looks to the future with this strategic plan, the College has defined five overarching goals in the broad areas that will us to advance our ambitious mission. With a commitment to better **connecting** the College to students, employers, the community, resources and to each other, we are excited about the promise of this strategic plan and are thankful for the hundreds of stakeholders who have helped shape and refine our thinking, our priorities and our work.

The future is bright for Tompkins Cortland Community College and for all of the students who study on our campus and at our centers each day. The College looks forward to the work of implementing this strategic plan and **connecting** the College to all those who make it great.

Sincerely,

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

Dr. Orinthia Montague
President

FROM THE STRATEGIC PLANNING COMMITTEE CO-CHAIRS

In January 2019, Tompkins Cortland Community College began a strategic planning process to bring focus to institutional priorities that will guide the College over the next three to five years. When Dr. Montague invited us to lead this process, she reminded us that developing a strategic plan for the College was one of her earliest priorities upon becoming president in 2017. In fact, in her inaugural address, Dr. Montague reinforced that, “[...] it is my firm belief that any plans that are to be conceived should be done so together, with all of us having a voice at the table and a hand in their making.”

The Strategic Planning Committee has taken the work of facilitating this process in a spirit of transparency, openness and collaboration. As a result, more than 1,000 individuals – including students, faculty, staff, community and business leaders – participated in the development of this strategic plan. We are thankful for the feedback and input from all those who have been involved.

As part of this process, we have been mindful of the need to reinforce that strategic planning is a healthy and important organizational exercise. It allows stakeholders inside and outside of the College to reflect on TC3’s work and establish priorities for allocating resources based on broad feedback about the environment in which the College operates and the challenges and opportunities it faces. This strategic plan creates a roadmap for the College so that future decisions and resources will be aligned with priorities that have been established by the institution and the community. While this strategic planning process acknowledges the past, it is exclusively focused on the future...of the College, for students, and for the community.

We are pleased to submit this strategic plan to the College and our supportive community.

Sincerely,

Deborah Mohlenhoff
Strategic Planning Committee Co-chair

Susanna Van Sant
Strategic Planning Committee Co-chair

Strategic Planning Committee

Deb Mohlenhoff, Co-chair

Susanna Van Sant, Co-chair

Sheila Abbey
Ashley Ahola
Amy Becker
Carolyn Boone
Katrina Campbell
Marlo Colletto
Kerry Curran

Darese Doskal
Teri Evener
Julie Gerg
Jake Jacob
Rhonda Kowalski
Mick McDaniel
Barbara Need

Don Perkins
Kori Post
Gina Gammage-Sikora
Mutale Sokoni
Patty Tvaroha
Carrie Whitmore
Victoria Zeppelin
Sara Watrous

OUR BELIEFS

OUR VISION

To see strengths and unique potential in every person. To inspire people to make the courageous choice to learn, grow, and serve.

MISSION

We serve our community by meeting educational needs, creating an environment for student success, and preparing our students and ourselves for citizenship in a global society.

OUR VALUES

- **LEARNING**
Learning is the most important outcome of our work. We are all learners and we know that teaching and learning happen both inside and outside the classroom. Each of us is responsible for our own learning and for supporting the learning of others.
- **EXCELLENCE**
Exceptional teaching, programs, and service are critical to our success. We believe that excellence must be built on a foundation of integrity, honesty, and academic freedom. We achieve it by focusing on strengths, learning from experiences, and assessing our work.
- **OPPORTUNITY**
Education transforms lives. We value access to education as a fundamental right. Our students can start here and go anywhere.
- **INNOVATION**
Change creates vitality. We value active pursuit of thoughtful innovation and continuous improvement. We empower and challenge ourselves to create, innovate, take risks, and nurture an environment of trust.
- **RELATIONSHIPS**
Relationships are the heart of our work. We value a caring, supportive community built on integrity, openness, honesty, and respect. Our internal and external relationships are flexible, collaborative, and interdependent.
- **DIVERSITY**
Diversity enriches our learning. We embrace diversity in all of its contexts, including strengths, perspectives, and people. We seek to increase our capacity to understand issues of difference, power, and privilege and to constructively resolve conflict.

STRATEGIC THEMES

1

Connecting...

Students to the College

2

Connecting...

The College and the Community

3

Connecting...

To Employers

4

Connecting...

To Resources

5

Connecting...

To Each Other

GOALS AND STRATEGIES

Theme 1: CONNECTING...Students to the College

GOAL 1: Enhance student learning and development experiences to ensure success inside and outside the classroom

- Strategy 1.1:** Review and revise processes and policies to remove barriers to student entry, retention and completion
- Strategy 1.2:** Empower and engage all College staff in developing strategies for student success, retention and completion
- Strategy 1.3:** Foster an environment that is diverse, equitable, welcoming and responsive

Theme 2: CONNECTING...the College and the Community

GOAL 2: Strengthen the College's relationship with the community to better serve the broader interests of students, families, employers and the region

- Strategy 2.1:** Inform the community about the offerings and achievements of the College and opportunities for the community to be more involved and engaged in and at the College
- Strategy 2.2:** Leverage partnerships with local high schools to ensure strategic recruitment and seamless transfer
- Strategy 2.3:** Maintain a demonstrated, visible and active presence in both sponsoring counties

GOALS AND STRATEGIES, *continued*

Theme 3: CONNECTING...to Employers

GOAL 3: Foster partnerships and build stronger relationships with local employers to enhance job placement opportunities for students

- Strategy 3.1:** Develop relationships to understand the needs of local employers and the jobs available
- Strategy 3.2:** Develop mechanisms to evaluate and predict future local workforce trends and needs
- Strategy 3.3:** Develop and secure applied learning opportunities for students with local employers

Theme 4: CONNECTING...to Resources

GOAL 4: Secure needed resources to implement the College's strategic priorities

- Strategy 4.1:** Develop strategies for leveraging alternative funding sources (grants, auxiliary services, etc.)
- Strategy 4.2:** Create and implement a strategic enrollment management plan
- Strategy 4.3:** Develop a long-term campus master plan
- Strategy 4.4:** Engage campus community in resource needs and allocation discussions

GOALS AND STRATEGIES, *continued*

Theme 5: CONNECTING...to Each Other

GOAL 5: Embrace opportunities to connect with and value colleagues, supporting all faculty and staff in creating a welcoming and helpful campus environment in which to learn, work and thrive

- Strategy 5.1:** Develop communication strategies that provide opportunities for input, allow for an understanding of the decision-making processes and reinforce the culture of effective collaboration and communication
- Strategy 5.2:** Ensure faculty and staff are provided with opportunities to fully engage in fostering and promoting the College's culture and image
- Strategy 5.3:** Celebrate points of pride that highlight the College, its values, its employees and students

APPENDIX



STRATEGIC PLAN RESEARCH REPORT

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OVERVIEW OF THE STRATEGIC PLANNING PROCESS

In January 2019, Tompkins Cortland Community College began a strategic planning process to bring focus to institutional priorities that will guide the College over the next three to five years. This process is ongoing and will enter the next phase of implementation in Spring of 2020 as the Key Performance Indicators for each strategy are developed.

To guide the College through this process, President Montague opted to work with an outside consultant to provide a strategic planning framework which is outlined below. Additionally, President Montague appointed a cross-functional/cross-disciplinary College strategic planning team to facilitate this processes.

Strategic Planning Process Framework

1. **Information Gathering** – through an electronic survey instrument, the College’s stakeholders (internal, external and students) were asked to assess certain operations of the College and to provide input about priority areas for focus.
2. **Data Review** – nearly 1,000 stakeholder surveys were completed and the consultant, the College leadership team and the strategic planning committee reviewed the data to identify emerging themes.
3. **Data Validation and Stakeholder Feedback** – 12 stakeholder meetings were held to validate the data reported in the stakeholder surveys and to gather additional feedback. From these meetings, the emerging themes were refined.
4. **Strategic Plan Drafting** – based on the data from the stakeholder surveys and meetings, the emerging themes were finalized and draft goals and strategies were formulated. These priorities are reinforced by the data and generally present a representation of the feedback received. This draft plan has been presented to the President and will be widely shared with the campus community when the fall 2019 semester begins.
5. **Strategic Plan Finalization** – the College’s draft Strategic Plan will be thoroughly reviewed by the various stakeholder groups and ample opportunity will be provided for feedback and edits; the final draft of the plan will be presented to the Board of Trustees for adoption in late 2019.
6. **Strategic Plan Implementation** – the Strategic Plan will outline broad goals and strategies for the College to pursue over the next three years. Various committees and teams will be formed to identify and implement tactics to achieve the plan’s goals.

STAKEHOLDER ENGAGEMENT OVERVIEW

Surveys

On February 8, 2019, electronic surveys were sent to all of the College stakeholder groups: internal (faculty, adjunct faculty, staff, FSA staff, administrators), external (community and business leaders and supporters) and students. Questions for each survey were standardized based on best practices from other collegiate strategic plans and tailored to the stakeholder's knowledge and experience with the College. The surveys were open for three weeks and closed on March 1, 2019. The raw stakeholder data are included with this report, beginning on page 9.

The stakeholder surveys yielded 973 total responses from internal and external stakeholders, which is an impressive response rate. It is generally accepted that a 10 percent or higher response rate provides for a reflective sample.

Stakeholder Group	Survey Responses (n)	Population Size (N)	Response Rate
Students	224	2,200	10%
Faculty (Full-time)	47	100	47%
Faculty (Adjunct)	31	250	12%
Staff	90	180	50%
External	577	2,000*	29%

** Note: Because the external stakeholder survey was posted on various social media platforms and also sent to individuals who may have further shared the survey instrument, the population size and response rate is estimated on the original distribution list.*

Focus Groups

In addition to faculty and staff discussions regarding the planning process and institutional needs and priorities during Mid-Winter Day activities in March 2019, the College strategic planning team, through the planning consultant, also facilitated on-site stakeholder conversations. These were held on April 15 - 17, 2019, and designed to (1) validate the quantitative data received from the surveys and (2) contextualize the data and begin to identify common themes and trends. In total, 12 stakeholder group conversations were held, including:

- 2 community leader meetings (one at each extension center)
- 3 student meetings (including at residence halls and for commuter/non-traditional students)
- 2 open meetings with faculty and staff
- 1 evening meeting with faculty (including adjunct)
- 2 meetings with College Senate members (also open to any campus constituent)
- 1 meeting with the President's Cabinet
- 1 meeting with the Board of Trustees

Additionally, after the stakeholder meetings, the College strategic planning committee met and reviewed the data and feedback received during the stakeholder conversations.

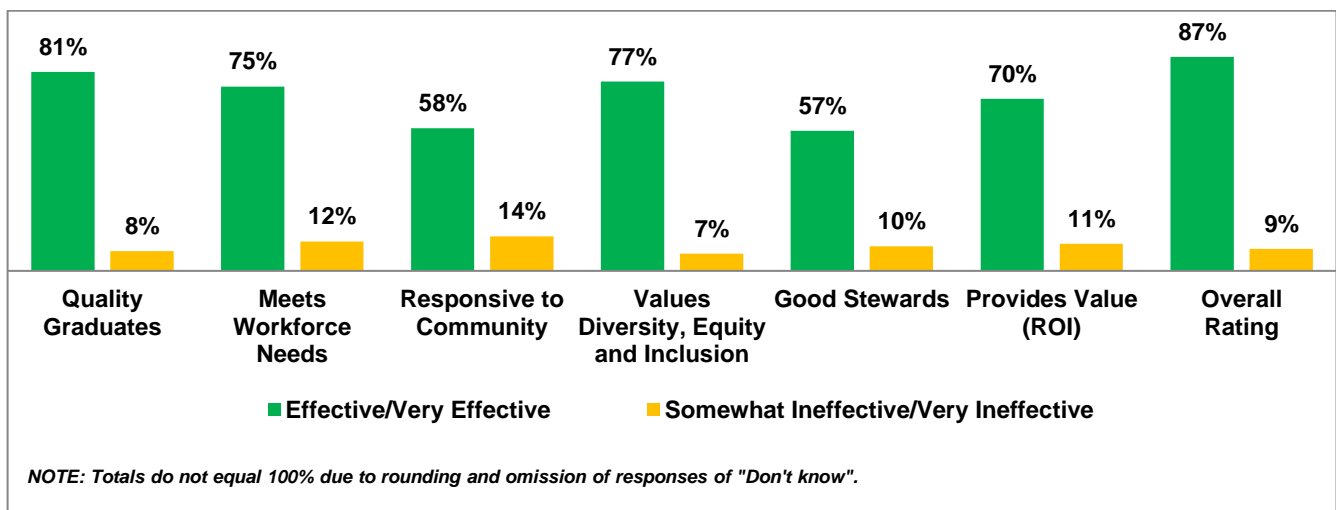
SURVEY DATA AND STAKEHOLDER MEETINGS SUMMARY

Survey Data Summary

Stakeholder surveys were conducted to gather information about perceptions, feelings, experiences and ideas relating to the College. Three different surveys were administered to solicit feedback from students, employees and external stakeholders. The quantitative data give a perspective that allows the College strategic planning team to begin focusing on themes and common threads.

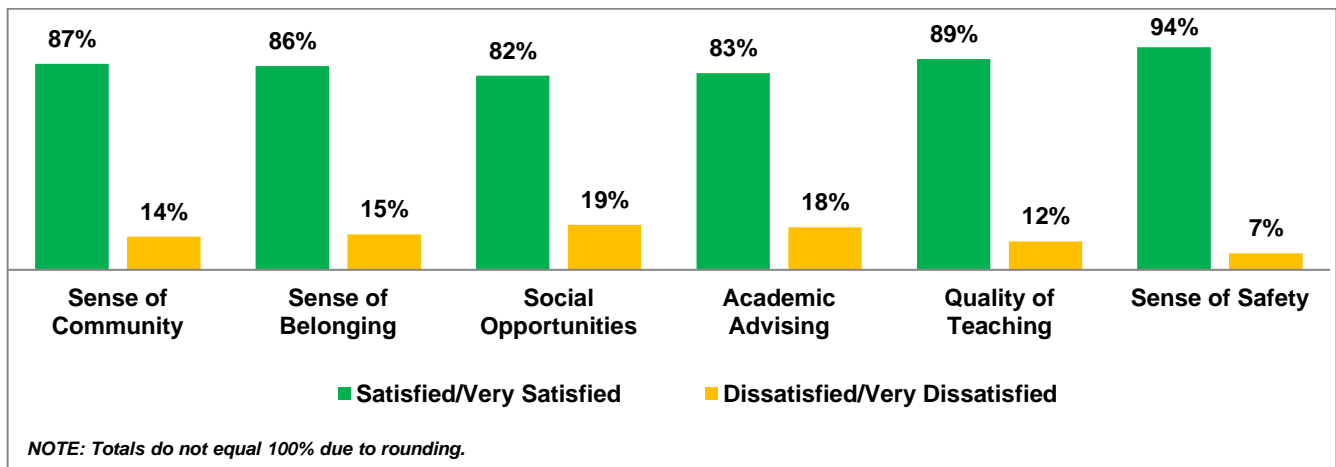
The external stakeholder survey asked several questions about satisfaction with TC₃ services. As Figure 1 below illustrates, the College received high marks from external stakeholders, including an overall satisfaction rating of nearly 90 percent.

Figure 1. External Stakeholder Survey – Satisfaction with TC₃ Services (n=577)



Students were also asked to provide feedback about their satisfaction with the College and its services. In all categories, the student respondents gave the College high marks, indicating overwhelming satisfaction with the College, as displayed in Figure 2 below.

Figure 2. Student Survey – Satisfaction with TC₃ Services (n=224)



Stakeholder Meetings Summary

An overarching theme emerged from the 12 stakeholder meetings – CONNECTING. In each stakeholder session, the participants expressed the need for greater connectivity to, with and from the College. As a result, the following five priority areas became clear:

1. **Connecting...Students to the College** – both students and College employees alike expressed an interest and need to ensure that students are appropriately connected academically and socially to the College.
2. **Connecting...The College and the Community** – members of the community often feel disconnected from the College and are interested in being engaged with information, opportunities, activities and awareness. Additionally, the College acknowledged the need to have a more prominent presence and outreach strategy in the community to bolster awareness, support and enrollment.
3. **Connecting...To Employers** – employers and College faculty agreed that there is an interest and need to bring better alignment to the workforce needs of the community by making employers more aware of College offerings and by College faculty being more aware of employer demands, constraints and concerns.
4. **Connecting...To Resources** – with declining enrollment and limited local and state funding, the College sees urgency in identifying additional and alternative funding sources to continue the important work of innovative teaching and learning.
5. **Connecting...To Each Other** – the campus community has a desire to be more connected, informed and engaged so that they may better assist in shaping the College’s future and contributing to its long-term success.

CHALLENGES AND OPPORTUNITIES

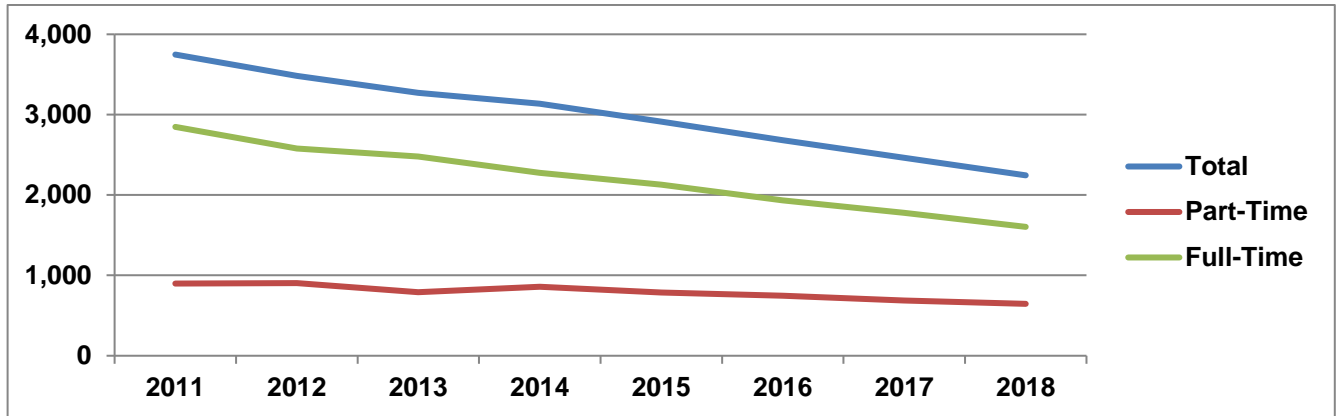
During the stakeholder conversations and in the survey responses, several challenges and opportunities were identified that are of significance to the College and its ability to implement any future priorities outlined in a Strategic Plan. These external factors are generally beyond the College's control, outside its area of responsibility and are issues that even if it desired, the College could not address on its own. In terms of a traditional SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis, these factors would be considered threats. The College must be mindful of these matters as they are part of a larger operating environment that will impact the development of strategic planning goals and the ability to be successful in achieving those goals.

1. Declining enrollment (as highlighted in Figures 4 – 6, pg. 8)
2. Flat (or declining) local and state funding
3. Limited capital funding
4. Inadequate public transportation systems within the region
5. Low general population growth within the region

The College can convert some of these challenges into opportunities. The College also realizes that several of the challenges will require coordinated, collaborative community solutions in order to fully mitigate risks and transition to opportunities.

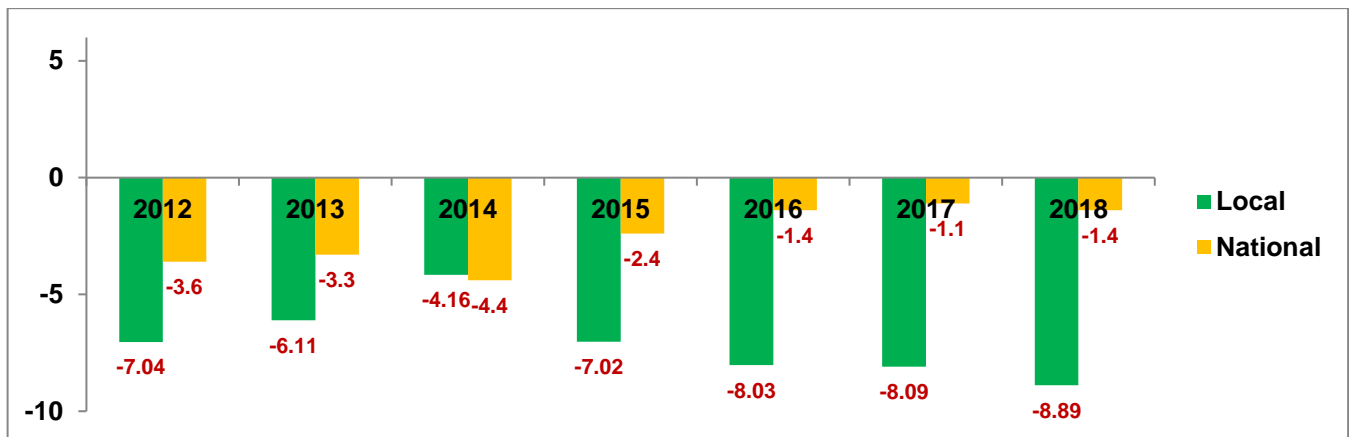
ENROLLMENT TREND DATA

Figure 4. Fall Enrollment (2012 – 2018)



Source – <https://www.tompkinscortland.edu/college-info/full-timepart-time-enrollment-trend>

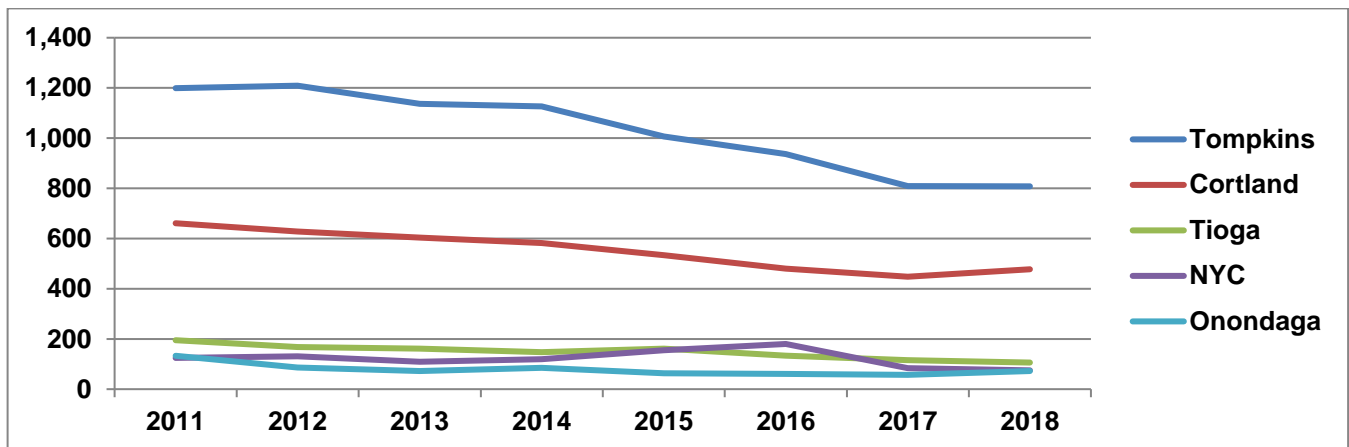
Figure 5. Enrollment Decline from Prior Fall Semester (2012 – 2018)



Sources: Local – <https://www.tompkinscortland.edu/college-info/age-and-gender-enrollment-trends>

National – <https://nscresearchcenter.org/tag/enrollment-trends/>

Figure 6. Fall Enrollment for Top Five Counties (2011 – 2018)



Source – <https://www.tompkinscortland.edu/college-info/enrollment-trends-state-and-county>

EXTERNAL STAKEHOLDER SURVEY DATA

NOTES: (1) Data are presented as reported by respondents in survey; no responses were edited for grammar or punctuation. (2) Totals may not equal 100% due to rounding.

Q1: Have you or anyone in your family taken classes at Tompkins Cortland Community College (TC3)?
(578 responses)

Yes	466	77%
No	132	23%

Q2: Do you live in... (576 responses)

Tompkins County	298	52%
Cortland County	161	28%
Other	117	20%

Q3: I would recommend TC3 as a good place to go to college. (568 responses)

Yes	528	93%
No	40	7%

Q4: Please rate your agreement with the following statements:

	VERY EFFECTIVE	EFFECTIVE	SOMEWHAT INEFFECTIVE	VERY INEFFECTIVE	DON'T KNOW	TOTAL
TC3 provides the local region with high quality graduates.	198 (34%)	269 47%	45 8%	3 1%	62 11%	577
TC3 provides skilled individuals to meet the workforce needs of the local region.	164 29%	266 46%	63 11%	6 1%	76 13%	575
TC3 listens to community stakeholders and responds with educational programs that fit the needs of the local region.	153 27%	181 32%	62 11%	20 4%	156 27%	572
TC3 values diversity, equity, and inclusion and reflects this in our external communications, such as program descriptions, outreach materials, website, and newsletters.	214 37%	228 40%	30 5%	12 2%	91 16%	575
TC3 operates efficiently with appropriate stewardship of public monies.	155 27%	175 30%	36 6%	20 3%	189 33%	575
TC3 returns value to the local taxpayers who financially support the college.	188 33%	213 37%	40 7%	23 4%	112 19%	576
Please give your overall rating of TC3.	212 37%	284 50%	44 8%	10 2%	22 4%	572

Q5: What does TC3 do well that it should keep doing?

- Offer opportunities to high school students
- Needs improvement in several areas but I hear the sports programs are looked at favorably
- The nursing program, the general studies program — frankly, all of the current programming is very professional and effective.
- It's Nursing program is top notch and has benefited our counties immensely and the courses offered to high school students to prepare them for their college years is also great.
- Great nursing program
- Helping schools stay connected to the college in regards to dual credit and seamless transition for students from high school to college. Tompkins Cortland helps students get up to speed on further education post high school.
- Partnerships with local high schools should continue.
- Offering a wide range of quality education majors.
- Over the last 8 years not much. Needs to work on improving their image within local community. Enough out of area students are being recruited with poor results. It has hurt your image. Decreased quality of education. Impacted areas where students live. Focus on local students. Add new areas of study in the construction trades. Electrical plumbing carpentry hvac. You want to bring in students and help your communities focus on these areas. It is impossible to find help in these areas. Most students will make far more money in the trades then they will in areas being pushed by education.
- Local kids in and out of high school can attend college and high school at the same time. Very good for the kids and there families.
- Top notch nursing program.
- It provides a second chance to adult learners and kids who messed around in school but are now ready to work.
- Providing a quality education for an affordable price. Setting the stage for our students to grow in a field of their choice. TC3 is a great place to start an educational with no limits.
- providing work study
- TC3 is a very open place and welcoming to students from all backgrounds, but in terms of ensuring they succeed is really struggling. TC3 Biz offerings are great.
- Quality academic programs.
- Offers high quality education in the sciences, preparing students for professional programs in top schools throughout New York State and beyond.
- Diversity of class offerings. Coltivare excellent way to connect students with community.
- So many things - the best is treating every student respectfully by showing an interest in getting them in the classes to be successful now and for their future goals. Rhonda knows are students and cares and is quick, fun, and professional with them. Victoria fights to get offerings we would have no chance for locally.
- It's a great way for local students to get college credit for high school courses. It's a good option for local kids who might not want to go straight into a 4-year program. It's also an important option for non-traditional students. TC3 Biz offer interesting professional development opportunities for the community.
- Keep providing the best educators and subject matters, and maintain appropriate standards for attendance.
- Central location and courses offering to high school students Daycare program for students to attend classes Reasonable fees and tuition Dorms on campus Support for nonprofit and community organization
- Employs some individuals that really truly care about their students.
- high quality education that's affordable
- Providing a means for low income students to begin a meaningful education.
- When I attended in the 90s the professor's interacted with students on a daily basis. They were always available to help with questions an offer guidance.
- Providing a good experience for students entering college.
- Hiring great professors
- Great instructors!

- *Offers a variety of programs of interest to a cross section of students.*
- *Providing courses that prepare students for fields that currently need employees*
- *TC3 has an excellent faculty that cares about their students. They provide valuable courses and degree programs that are beneficial to the work force and surrounding community. The College as a whole is student focused and promotes diversity and integrity among the student body.*
- *Accessibility and guidance with programs*
- *Be flexible in offering more relevant programs so that these students can get jobs. Offer more variety of courses in downtown ithaca*
- *Tc3 has a million things to suit just about anybody who walks through their doors. Any single person is bound to find something that they enjoy at this school.*
- *TC3 does provide a low cost alternative to students who wouldn't otherwise be able to afford college. It also provides a lower cost alternative to students planning to transfer to a 4 year school.*
- *Provides advanced education and job skills at a low cost.*
- *Evening classes for local workers*
- *I believe TC3's continued expansion of educational offerings provides for people of all ages opportunities to further their education, achieve goals, and expand their horizons.*
- *Preparing students for 4 year colleges.*
- *UPDATE FACILITIES*
- *Providing opportunities to students who may not otherwise go to college.*
- *Gives students confidence to prepare them for a 4-year-college. Some instructors, such as Kelly Wessell and Darlene Gold, are excellent.*
- *Accessibility, affordability and community*
- *Local and low cost education*
- *THEY NEED TO KEEP AND ADD TO THE OUTREACH PROGRAMS*
- *Offer courses that provide good career opportunities.*
- *TC3 provides a wide variety of programs and accommodates traditional students and adult learners.*
- *TC3 continues to be a valuable educational opportunity for people in the community, especially adults returning to school. It offers excellent programs and interesting classes with wonderful professors.*
- *Affordable.*
- *Accepting anyone who applies, no matter their financial situation.*
- *They should keep giving the chance to other world students to study there*
- *TC3 has always provided a quality education. In my experience as a student there. The professors were professional and willing to work with students either as their adviser or work with those struggling in the classroom.*
- *Provides an academic setting that is more supportive than 4 year schools and other programs. There are courses and tutoring type resources that are helpful, but also the professors tend to be empathetic and very helpful.*
- *Maintain a quality education program at an affordable price.*
- *offers both degree and non-degree courses/programs that support continued learning & profesional development provides opportunities for high school students to take college level courses works with local business and education stakeholders to craft innovative learning programs*
- *Being a cheap college that is available to everyone who wants an education. People need a cheap source of education. Please keep the price down.*
- *Hold down expenses.*
- *Offers opportunities for Senior High School students to take courses. That's a very valuable service!*
- *Housing*
- *Professional development*
- *Provides transferrable core required coursework.*

- *being accessible to students internationally and all across the state.*
- *It allowed me, in 1976, to get back on track with my education after a poor High school performance. Later, I graduated from Elmira College and became a CPA.*
- *It provides a solid education at a reasonable value. I would have paid twice the amount for the same courses I would have taken at a 4 year college. I came in wanting to major in photography and I was able to take classes in that and get my basics (math/english/sciences) out of the way. After 2 years I decided not to pursue a career in photography, it is more a hobby now, but I am glad I had that experience and I moved on to a 4 year school and studied tourism. I watched my friends at the 4 year school struggle with english 101 and feeling like they wished they had gotten their credits out of the way earlier and could focus on what they really wanted to learn.*
- *Accessible to students of all ages and interests.*
- *Preparing students for advancing their education and providing onsite daycare.*
- *Provides an educational entrée to ALL members if the community at a reasonable cost.*
- *listening to the needs of the community.*
- *Allow hs students to get college credit*
- *Its farm and restaurant. Its use of solar.*
- *TC3 provides custom job skill training for local employers. They also support Leadership Cortland.*
- *Providing an affordable college level 2 year undergraduate education to all who apply that possess a HSD or a GED. Providing a highly efficient front office staff (stream lined START appointments for incoming Freshman, student support services, trained and available financial aid staff) Keeping up with the current issues of the student population by providing police presence, additional counseling staff and a Collegiate Recovery Center*
- *Low tuition*
- *It provides educational opportunities for young people and returning students at a reasonable cost. It coordinates with local colleges.It has a diverse curriculum. The nursing program has provided many people with necessary training to secure jobs*
- *Associate degrees*
- *TC3 keeps the cost of higher education down while providing transferable credits for 4 year programs.*
- *Available to area students of all ages. Offer supplemental classes/workshops helpful to obtain certification.*
- *TC3 is the place where magic happens. People who think that they cannot go to college can go there and learn that they can. It is a place where you can literally make your education dreams come true. The education you receive is a world class education and you can succeed in any field after you graduate. The standards are very high and you have a sense of pride knowing that you were able to master the strict standards and graduate. Your back is straighter and you stand taller and your place in the world is assured because you took on the challenge of a competitive place like TC3 in the SUNY system. You can pass civil service exams with ease and you have the confidence of knowing that you have the knowledge, skills and abilities to face challenges that may come your way.*
- *Provides an opportunity for those students in the community who aren't ready or can't decide what to do next.*
- *Offers classes to high school students that they earn college credits for. Also the program that allows students to begin their college career at TC3 with the plan to transfer, matriculate to Cortland State.*
- *Low cost 2 year education*
- *Having convenient locations within Cortland and Tompkins Counties.*
- *Appropriately placing students in internship programs that allow valuable experience for the student and potential future employees for the intern host. Much improved attempts to include community organizations in the dialogue of meeting the needs of TC3 students.*
- *Nursing program !!!*
- *Personalized instruction,good teachers*
- *Tech and engineering programs*
- *Encouraging diverse classrooms that prompt interesting and thoughtful discussion/debate and hiring teachers that encourage it to take place.*
- *Provides good basic post secondary education opportunities*

- *Small classes.*
- *agriculture program*
- *Accessibility to residents from a wide range of socioeconomic backgrounds; high quality, rigorous instruction; dedicated faculty*
- *Tutoring help*
- *Nurse education. Collaboration with non profits.*
- *Advertising in the community.*
- *Nursing, human services,culinary arts, construction programs which I think have been the mainstay of TC3. I am not sure about the other programs.*
- *vocational programs and classes designed to help students transfer to top 4-year colleges.*
- *Provide quality, affordable, accessible education to members of our community*
- *Provide quality education and job training opportunities at a reasonable cost to students*
- *Local education for local people that want to improve themselves at a bargain.*
- *As a former local school counselor, I did appreciate that TC offered majors that lead to hands-on occupations. Many local students from rural areas are interested in trades and they would have to travel farther for that if TC was not available (i.e., Alfred, Morrisville, etc.)*
- *Offering educational opportunities to everyone, no matter age, and keeping downtown Ithaca location.*
- *Engages well with the local communities it serves. The college administrators are well invested in student success, and the wellbeing of both counties - this has been critical to the College's success. The college should continue to build and enhance relationships with all stakeholders, e.g. local businesses, high schools, and the various publics. Continue to be visible, accessible, and providing excellent academic programs. Strong commitment to diversity and inclusion (among faculty, students and staff). Coltivare - excellent dining experience.*
- *Student involvement and diversity. Preparing students for the workforce. Variety of course curriculums. Involvement of professors, faculty and staff in the development of every student.*
- *Nursing program*
- *Accessibility. There are many sites and hours that students can use to pursue their education. That is critical.*
- *TC3 offers excellent programs to the local community members as well as students seeking degrees.*
- *supporting local community school districts by being involved on committees and shared decision making groups*
- *Teaching*
- *Providing continuing education courses.*
- *One thing they could do better is finding new and innovative ways of engaging with their alumni*
- *TC3 provides a superb local alternative to - and preparation for - our own four-year colleges in both Ithaca and Cortland. It has also succeeded in attracting a diverse community of students from other regions in the state, and from other countries. Specific programs are real stand-outs, including business, communications/media, hospitality/food, and nursing. The college has also done a wonderful job in introducing and maintaining a strong online program.*
- *Provides a quality affordable education.*
- *Diversity*
- *Offering credit to local high schools for classes that are taught and considered college credit*
- *Keep partnering with 4 year schools*
- *continuing education for adult students*
- *Coltivare...first presence I've seen.*
- *TC3 makes each student feel welcome and that different types of students are accepted and appreciated.*
- *Provides the most affordable education in the area.*
- *Access to locals*
- *Nursing program*

- *Serves well the Tompkins and Cortland counties. Includes a diverse body of students from downstate NY, international students, and summer institutes of students from Spanish speaking countries. Has an impressive adjunct faculty. Recognizes the outstanding accomplishments of faculty and staff with awards and public ceremonies. Maintains facility infrastructure improvement and attractive landscaping.*
- *Small class sizes allow students and teachers to get to know each other.*
- *Teaches*
- *offer such a variety of courses and activities*
- *Great school and community partner !*
- *Integration into high schools. Excellent nursing and early childhood programs growing excellence in culinary arts*
- *Expanding it programs and online degrees*
- *Adapts quickly to changes in workforce needs and offers programs to help students get the skills they need to fill those new jobs.*
- *College Now program and it's staff members. They are helpful, efficient and knowledgeable.*
- *Allows students to take courses before getting their TASC. Has the 24 credit program for attaining the TASC. Has developmental courses for preparing students for regular coursework. Counseling.*
- *Global connections program*
- *Continue focus on Farm to Table and hospitality Meet with small entrepreneurs with start-up companies to determine their employment needs*
- *Provide reasonably priced quality education.*
- *Quality professors and sports options, while keeping tuition reasonable. We are very impressed with baseball program and Coach Stevens. He is very knowledgeable and provided our son with a higher quality baseball program than he previously at a D2 school, and was a major factor in our son receiving a D1 scholarship when he transferred.*
- *Good teachers*
- *High quality education provided to a small number of students. Our ability to provide personalized, one-on-one attention is incredible!*
- *I attended about 30 years ago. I received my two year degree as a full-time student, then continued my education as a part-time student, taking courses towards my Bachelors degree. It was easy to take night classes. It was helpful to have locations in Ithaca, rather than having to travel to Dryden.*
- *Keeping great teachers*
- *The school does a great job of mentoring each individual student, and they are always there with effective means of assistance, should it be needed. I've had some fantastic professors, and some not-so-much, but overall, I believe TC3 to be a great place for people to come to to expand their educational horizons.*
- *I have two associate degrees from TC3 and I feel that I always had excellent professors who were knowledgeable and willing to go above and beyond to assist me.*
- *Continuing education/ career change options for adults/ non-traditional students Homeschool program for teens Credit programs for teens in high schools*
- *Caring about the students, faculty and staff. Continue to innovate and offering studies in the non-standard course of studies, such as sustainable farming*
- *Provide low cost higher education opportunities.*
- *Working with local businesses to provide meaningful internships for students so they may relate classroom learning to real world operations.*
- *Offer a wide variety of courses, many taught by people with expertise in the field that is greater than at many community colleges.*
- *Good classroom experiences*
- *Keep listening to the communities you serve and meet those expressed needs. Make sure your President, and other college leaders, remain visible and active in our communities. Generate good news, and make it widely known.*
- *Diversity, good quality of education, good resource center*

- *Provides a high quality education with easy access for individuals*
- *I have read and heard about the strength of the nursing program. I am a graduate of the accounting program so I believe that is a strong program. I work out at the fitness center and think that is a good program as it integrates students and community members. Otherwise, because I have not read or heard about other programs I'm not sure how to gauge what other things TC3 is doing well.*
- *Continue to provide student success initiatives to help guide and empower your students. Keep letting people know that TC helps with lifelong learning.*
- *Small classes sizes. Accessible faculty.*
- *Farm to table and the initiatives with Coltivare. The new child care facility CollegeNow offerings*
- *Prepare students to transfer Provide credentials to working adults Coltivare is a great restaurant and TC3 presence in Ithaca for the culinary program.*
- *Leadership Cortland/Tompkins Food Pantry*
- *Offering a wide variety of course*
- *As a person with a physical disability, I was able to take my courses completely online. The instructors were SO invested in my success! I am very grateful for the education I received at TC3.*
- *Campus in Ithaca.*
- *TC3 has exciting programs. I like how they have added new programs since I graduated from there.*
- *The nursing program is highly regarded. There is a growing respect for the culinary arts and hotel management programs. Overall, TC3 is considered a good place to get a start for students who choose not to enter a four year degree program right out of high school.*
- *I value TC3 for a number of contributions to its communities. First, it provides an opportunity for students to find out if higher education is a good fit and provides excellent student services to assist them in being a success. TC3 provides a gateway to many of the 4 year colleges in the area. TC3 is a lower cost alternative for students seeking one or two prerequisites for future advanced education. TC3 is a positive force in our communities both from the college's willingness to host events like the Red Cross Real Heroes Breakfast a number of years ago and through the individual staff and faculty members' volunteering. Finally, TC3 has a first rate nursing program which even has a foreign volunteer assistance program which gives the students the opportunity to experience healthcare in another, developing country.*
- *creates an educational institution for students to learn what they want to study. affords them the opportunity to continue their education at reasonable rate.*
- *Nursing program and college prep courses.*
- *Love Coltivare and the availability of cooking courses to the public!*
- *Preparing students to move to a 4 year college, has a good nursing program. offers great classes*
- *Working directly with local schools and colleges to build programs for bachelor's degrees*
- *Very connected with local employers to ensure degree programs (and skills/knowledge/attitudes of grads) are well-aligned with needs and concerns of employers. Faculty work closely with students in terms of advising, well-being to - an "individualized approach" and classes a relatively small. Credits/courses flexible and are connected with SUNY - for transfer as well. Free parking!*
- *Nursing program*
- *I don't know*
- *Preparing students for transfer to the baccalaureate; educating and training students for locally based , well-paying jobs*
- *From my experience, TC3 offers quality instructors/professors that are knowledgeable in their areas of focus.*
- *TC3 goes above and beyond to include all its students.*
- *Work with business to improve the work force*
- *High school college classes - bringing up kids from NYC and other countries.*
- *I have always heard the nursing program is great.*
- *When i was studying film it gave a comprehensive, creative vibe for fellow filmmakers and valuable information.*

- *great instructors, guidance counseling and food giveaway*
- *Provides technical education.*
- *Concurrent enrollment college credit opportunities for high school students - invaluable experience for students*
- *As a believer in the power of adaptability, TC3 offers good foundational education, in addition to the specialized, career-oriented courses. It is one of the reasons that I am an avid supporter of community colleges, and why I speak often at such institutions and in high schools to encourage such attendance.*
- *Offers tutors as needed.baker center. Love small classes for better on on one help. Teachers very professional. Great environment.*
- *Offers a wide variety of classes that covers an array of student interests which make it easier for students who are unsure about their future choose a path that helps them toward academic success and success in life after university.*
- *Keep their good professors.*
- *Tutoring center especially at baker commons. it helped me a LOT!*
- *Integrative projects that teach and give real-world skills and experiences.*
- *it has many years since i was involved with the College, but all seems to be more than sufficient and is highly commendable.*
- *Offering a wide variety of degree options that keep up with current trends.*
- *It provides a quality education at a lower cost than 4 year schools.*
- *Keep offering classes for non traditional students. I could not have earned my degree any other way.*
- *Carrying out mission for a community college.*
- *Everything. It's the best community college my fam and I have ever attended.*
- *Providing pathways to 4-year degree programs.*
- *being available to all ages ----- from high school age to senior citizens...(I am a senior citizen.)*
- *The 3 hr. evening and Sat classes were wonderful for a working part-time student.*
- *Not much of value is available here. And TC3 Does NOT support it's graduate base with employment opportunities. I personally have been slammed several times.*
- *TC3 has really good STEM professors*
- *So many resources to keep students interested and involved. Very inviting environment for "older" students. Was very helpful to have class scheduling that would fit the life of an adult student who is working at the same time.*
- *I was a student 20 years ago so I really don't know what to say about the current state of the college.*
- *Assisting local employers in addressing company and regional workforce needs is important. Also providing different paths for higher education to diverse communities is valuable.*
- *TC3 does a great job of providing affordable college to local students. Love seeing the creative options available to those students, such as the partnership with Cultivare, the Disney College Program, and the study abroad options. These are things that I would normally associate with 4 year colleges, and makes valuable out-of-the class learning and experience available to local students.*
- *Offering online classes.*
- *Continue to have high quality science classes that provide in depth education to students who go on to obtain a bachelors following graduation.*
- *Provide daycare for local students with children at an affordable price so non traditional students can manage to take classes.*
- *College environment when I attended there have always been great. I had a great experience going to school at TC3.*
- *offering courses at times that suit working students*
- *Nursing learning and training-)--crafts*
- *keep tuition down*
- *I had a fantastic education at TCCC in the nursing program.*

- *TC3 was there for me in many ways. Very supportive staff and teaching faculty. The classes were very high quality.*
- *More Vocational Training*
- *The Coltavare program with its high public visibility.*
- *TC3 is an excellent place to start for high school students who are graduating and don't have a clue what they want to do. TC3 provides a wonderful "base" for students who wish to pursue higher education, and who are interested in easing into College slowly.*
- *TC3 has an excellent Nursing Program.*
- *I hated my experience at this school, it was not a good time for me. I wasted so much time and money going to classes that taught me out dated or non useful information.*
- *I was a student in 2007-2009 so it was a while ago now. I did live on campus and was very active with the Drama Club and other Student Activities. I'm sure those things have continued on. I had a great experience while I was there and I am now enrolled in a PhD program. TC3 set me up for success.*
- *Wish you had the Fire Protection Degree program back again*
- *Most programs are managed very well.*
- *On-line classes! I couldn't have taken classes otherwise.*
- *It provides a solid backbone education for students to then take on to get a 4-year degree with.*
- *for me it was offering night classes for the older working person to take classes and also work full time*
- *Nursing school is excellent. It should continue to train students in trades and careers rather than trying to compete with 4-year liberal arts colleges and universities. However, it should continue to offer "core" academic courses for the benefit of those students who intend to transfer to a 4-year college and earn a degree.*
- *Offering diverse courses and partnering with community resources for internships and employment opportunities*
- *Educates and prepares people for life beyond the classroom.*
- *The dorms and cafeteria food. Also the food pantry.*
- *Very easy to work with for Concurrent Enrollment for high school students and working with teachers in high schools to make sure they can teach high quality courses. Opportunity for high school concurrent enrollment students and their teachers to use TC3 library and it's resources.*
- *Appears to be reaching out to the community. Offers courses to local high school students.*
- *TC3's concurrent enrollment program is a pleasure to work with. The communication is unmatched and there is a mutual respect between TC3 and the high schools they work with.*
- *Provide students with excellent training and preparation to go on to a 4 year college.*
- *TC3 provides a wide variety of non-accredited courses that are useful in maintaining and updating one's skills in the workplace or that serve as a launching pad into a new career field.*
- *Having a variety of class offerings.*
- *TC3 used to be a quality community college but the programming opportunities have really dropped. TC3 is not good at gauging the local economy to see what trainings would best fit our local businesses. Where are the Electronic Tech classes that graduates could use to walk right into NYSEG jobs, Borg Warner jobs, and other many many local small businesses that require that degree? I know of an entire group of kids that drive over to Corning for that class, when it used to offered here. Why isn't the highly esteemed nursing program opened up to accept more local kids in? It is the only strong program you have left and you make it so competitive that it is difficult for local kids to get in unless they know someone in TC3 Admin.*
- *Wide selection of courses*
- *As a teacher, we love the concurrent enrollment options that you offer. It is a win win for both the high schools and TC3. Rhonda and Victoria are exceptional staff that have answers to all of my questions and are available whenever I need them! Kudos!*
- *Offers a wide variety of classes and degree programs at a competitive cost to students. Also offers an amazing way for students to complete courses in order to transfer to another university at more flexible times during the semester/day.*
- *Offering an affordable education.*

- *The concurrent enrollment program runs very smoothly. They are also very accommodating to high school visits.*
- *Nursing program. Some of the biz programs. Farm. Farm to Bistro*
- *Open community participation in the fitness center, fitness classes. The grounds are always - and I do mean always - free of debris, groomed.*
- *It seems to me that TC3 staff go to heroic lengths to provide an education to an underserved population.*
- *CollegeNow program offerings to local high schools, a variety of sports and extra-curricular activities and workshops*
- *offering affordable education that trains students for jobs right away*
- *Online and local classes.*
- *Concurrent enrollment. My daughter was able to receive her associates in high school. This experience gave her skills, made her ready for college, and added confidence. Without this, I think she would have struggled immensely in college. Even though she is at SUNY Cortland now, she still signed up for another class at TC3 because she values the compassionate way faculty teaches, the one-on-one feeling, and the approach of TC3's staff.*
- *Great educational opportunities for a great value*
- *Concurrent enrollment so high school students can receive college credits, provides small class sizes on campus better meeting students needs, provide a variety of academic and extracurricular areas*
- *Upbeat staff that are willing to engage with everyone, students, high schools, and the community.*
- *Providing educational opportunities at an affordable cost.*
- *TC3 does several things very well, including finding unfilled areas of demand in the region and meeting that demand in innovative ways (e.g. the farm to bistro imitative), providing much needed opportunities to under-privileged students in the surrounding area, and recruiting aggressively through the College Now program.*
- *Continue to develop classes in the skilled trades*
- *It has a growing athletic department. It provides a good education.*
- *nursing programs, feeder to suny and other 4 year colleges, food pantry for students, new programs like addiction treatment credentials*
- *Concurrent Enrollment classes*
- *Continue your excellent College Now program. Try to look for ways for people who have an established relationship with the school but are in Onondaga County a way to expand their course offerings without having to go through OCC first.*
- *A great place for new high school graduates to start and also a great place for adults returning to school. Lots of programs to choose from.*
- *Stresses the importance of a college education to high school students.*
- *Please keep offering college now courses throughout the local high schools. There are many students in this area in need of these college credits at the reduced (free) rate. As a College Now instructor at a local high school I see the benefit to this population of individuals. Thanks!*
- *TC3 provides a cost effective and community oriented post-secondary education pathway.*
- *College now course and summer opportunities to high school students*
- *CollegeNow program*
- *all of the above*
- *I am consistently amazed at the customer service and the individuals willing to help students and teachers.*
- *Great with outreach to community, provides excellent tours of campus and works well with outside organizations.*
- *Staff/people are outstanding! Athletic program solid as well.*
- *Communication and outreach to local public high schools. The opportunities provided to local students to take concurrent enrollment courses is truly impressive and very impactful.*
- *Partnering with community organizations and assessing the needs of community employers within their curriculum.*

- *1) Responding to the local needs for skilled workers in a variety of fields. 2) Flexible class schedules*
- *Has a good reputation as a collaborative entity in the region.*
- *Connections to other colleges so that one can carry on their education in order to obtain a Bachelor Degree.*
- *Provide educational opportunities at a reasonable price.*
- *Local connections with the surrounding community*
- *TC3 makes continued education possible for those who might not otherwise find it accessible. It's not only adequate education, either (for the most part). It's a cost effective way to get one's foot in the door, and either enter directly into the workforce, or transfer into a four year school.*
- *programs that place people directly into the workplace, such as Nursing.*
- *I feel that the TC3 staff is willing to reach out to students to help with their classwork and personal issues. It is very important for students to feel like a name, not just a number.*
- *Nursing program is excellent*
- *Diversity of student body*
- *I have attended several CEU classes at the Ithaca TC3 satellite office and found them to be o very good quality.*
- *TC3 has a connection to the community and people. It provides meaningful opportunities for local students/families.*
- *Student engagement; always seeks to improve; makes schedules and offerings attainable for students; a range of subject areas that are current with the world in which students are in.*
- *I have heard from students that the faculty are very good.*
- *Quality curriculums that benefit people throughout their lives.*
- *Very inclusive - Tc3 accepts and accommodates all types of students. This is especially important when it comes to adult Ed and nontraidunonal students - the older population may find it difficult to attend other universities but Tc3 does well to educate adults who are transitioning careers.*
- *Inclusive policies and practices*
- *1. The staff are generally very friendly and helpful 2. The campus generally looks clean and the grounds are well kept 3. The cafeteria looks nice and offers a variety of foods . . . they could keep longer/late hours for snacks/limited menu*
- *The college has a very wide variety of diversity and ethnic culture that creates an amazing atmosphere as a student. You are immersed in many different classes which contain a wide variety of students from all over the world.*
- *Low cost education and skilled faculty*
- *nursing programs*
- *Welcoming all.*
- *Helping students find their major/passion/career. Individual attention for class counseling and for financial aid. Great professors.*
- *Nursing program. I'm unfamiliar with any other program you have there.*
- *Well known for nursing program and entry level job training. College NOW program is also an excellent resource*
- *I like that they are adding new and diverse programs to give students options.*
- *Variety of majors reflecting the current trends of employment.*
- *Working with local high schools to offer college credits.*
- *Not sure at this point*
- *I like that it has a commitment to family and offers a great daycare program*
- *Working with the local high schools to offer college-level programming while they are still in high-school.*
- *Providing local communities the ability to afford a community college education with flexibility. Over the years it seems that the students that attend TC3 have shifted away local communities and in doing so lost the quality they once had. It was an easy transition from a local community to a local college where the environment and atmosphere were similar and easy to learn in.*

- *I feel the classes offered at TC3 are good. The educators at TC3 are very qualified and want their students to succeed.*
- *I love going to TC3. It offers a lot of extra help if needed, I like the smaller class rooms and being able to get to know the professors. It is a very resourceful college and all the staff there is outgoing and helpful. They really prioritize students.*
- *Provides offerings appropriate to two year programs. Offers childcare, gym membership and fitness classes to community members. Allows students the gift of time to complete the programs. Allowing high school sports at college. And Dryden Graduation was phenomenal last year. Keep that up!!! So much better than high school gymnasium.*
- *Don't know*
- *I've heard the nursing program is very good and the gym is very popular.*
- *The work out facilities and the pool and staff are exceptional. Having community events in the gym or track area has raised your awareness in the community. Coltivare and the TC3 farm are done VERY WELL. keep going. but make sure that you incorporate MEAT and Livestock in your courses and have the instructors teach evaluating all points of view verses imposing their view on their students. Vegan or Vegetarian instructors should not reduce or intimidate a student if they like meat and have livestock on their family farm.*
- *Community pool nursing program*
- *Provide education to local students*
- *Affordable education*
- *Online degree programs. I completed mine solely online (with existing credits from high school) and it was very helpful. Concurrent enrollment for high school students. This was also something I took advantage of while at Dryden High School.*
- *We had our daughter in the per-school - and outstanding program led by dedicated teachers and professionals.*
- *TC3 should stay a community school*
- *Moving forward with change. Getting rid of old, white administration and hiring black individuals to meet the needs of student development.*
- *Quality professors and courses.*
- *responsive programming and certificate programs*
- *I am excited to what looks like a shift toward the local community. I think that supporting students is a strength. I think there are some locally essential programs but that there could be more offerings that match with immediate workforce needs in occupations which pay above living wage.*
- *TC3 has amazing faculty who are committed and talented.*
- *I had some PHENOMENAL instructors such as Jeanne Cameron and Kelly Curran. I felt accepted at TC3, made a lot of friends, and felt like I had a place there. The school is also diverse and has a lot of programs to help students.*
- *Providing an affordable education; works hard to ensure accessibility to the campus (i.e. transportation); partnering with neighboring medical institutions to expand nursing program; Farm to Bistro; improving upon childcare options for working parents;*
- *Provide good LOCAL schooling inexpensively*
- *TC3 provides a cost efficient way for people to get a bachelor's degree by attending the school for the first two years and saving a lot of money that would otherwise be paid back over the next 20 years with interest.*
- *Meeting the needs of the students educationally--starting them where they are in the learning process and moving them forward. Keep having the small classes. Continue to offer online classes. In the past I don't think you were listening to all the stake holders. Now I see a more inclusionary approach. Because of the recent positive movement of the institution, I find it hard to answer the above questions--particularly the last 5 questions. However, I answered them using what I see TC3 as now---very positively.*
- *Provide a variety of services and courses of studies for community members. First to mind are fitness classes for seniors and concurrent enrollment courses for high school students.*
- *I am not sure.*

- *focus on all of nys,*
- *Continuing education courses through TC3 BIZ.*
- *I am most impressed with the concurrent enrollment program with area high schools.*
- *Keep making available new degree programs that fit the interest of the community. Keep providing opportunities for working adults to attend classes and complete degrees both on-campus and online.*
- *Concurrent Enrollment offerings at local schools. Great foundation school to give students not ready to go directly to a 4 yr college.*
- *Nursing and criminal justice are great. Also the classes that allow high schoolers to earn college credit for AP courses they do in conjunction with TC3.*
- *Working with local colleges on programs for transferring students*
- *Creating relevant courses & majors.*
- *Sorry for not knowing the answers to any of the above questions, but I really don't. I live in Dryden and TC3 is an important and visible part of the local community. I like that it offers community classes and has the fitness center available to the community (wish it had extended hours). My daughter graduated from TC3 and was certainly able to transfer to where she wanted to go. The library is excellent and needs more support, by the way. Maybe also get an astronomical observatory like Corning Community College.*
- *Offering affordable high quality education on a flexible schedule with a wide range of programs and opportunities.*
- *The recent addition for the evening nursing program is a good example of something done well. I am sure it was a matter of timing with a new president who listens and money that Guthrie made available.*
- *I'm glad there is a community college in the region. It's a modern necessity.*
- *TC3 is cheaper than other schools.*
- *Reach out to: high school students around the state International students local business*
- *Provides nurses training*
- *The concurrent enrollment program is excellent.*
- *Having my different support services available to help students succeed*
- *Having worked with TC3 along with other community colleges in the region to provide high school students with dual credit classes, I have found TC3's willingness to work with school districts exceptional.*
- *Managing sits budget effectively and responsibly and preparing graduates for transfer.*
- *The College Now program and Nursing program are TOPS. Keep the pool heated to 80F for swimming lessons and water excise to keep us local TAXPAYERS and TUITION PAYERS coming in your doors. Get some of the adult exercise classes in the afternoon so older folks that have to keep working to pay taxes to stay in NY can come to them and use the facilities that our tax dollars built. Give SUNY Cortland a call and tell them to open their facilities to local tax payers too. Make it suck less to live in Upstate NY and maybe we will stop bleeding good people to any other state.*
- *Offers fitness classes for community*
- *TC3 provides for the public to take exercise and water aerobic classes. My continuing problem with TC3 over the past decade has been its absolute indifference to the temperature of the pool water and air. I have had to take classes in 75 degree water, with the same air temperature. Requests to provide a warmer pool and air temperature of 80 degrees have been ignored, or done in an erratic way. The temperatures vary widely, which has led to a community wide reputation of unreliability and uncomfortable conditions. We were also told not to complain, as that could lead to no classes at all!*
- *Preparing students to go on to get more advance degrees*
- *Outreach and community involvement is good; program development to address marketplace need; access to programs and cost are good*
- *Provides to a diversity of students. Senior benefits are great. Good employer.*
- *I believe TC3 does a good job involving and communicating with community regarding the goals and objectives of the college as well as the ongoing excursions and community building efforts. I think that the opportunities for cultural exchanges within the study abroad programs have a positive impact on the entire community.*

- *The college's hotel and restaurant management and wine marketing program provides a stellar education. As an alum of the program that often gives back, I am witness and often impressed at the caliber of the training and educational components these programs offer to students. I've worked with many of the department's team members and have always been left with a professional impact. The internships and job shadows provided by this program have helped our organization with recruitment efforts. It would be great to see the internships and job shadows adopted by EVERY degree program TC3 provides. It is a great way for students to get real life experience but is also equally important in determining their likes and dislikes for their chosen field which leads to a better career match. The reflection, if guided right, also helps students identify their strengths and weaknesses.*
- *Offers a variety of degree programs*
- *From what little I know, TC3 has been developing logical new programs in response to community needs and I would encourage that approach to continue.*
- *Graduates provide high quality nursing care throughout the area. Cost of the first 2 years of college is within reach of most students. ESL and academic support in math, writing, etc. for students who need those services.*
- *Supporting high school students with opportunities to take college level courses while completing HS coursework.*
- *Tc3 is great at being able to cater to non-traditional students who are working full time while going to school.*
- *Partners with local high schools*
- *Cost-effective education as a first-step for students transferring to four-year institutions; AP credits for high school students to help make this possible; continuing education; workforce development in aid to local businesses*
- *Support for the CollegeNow program is awesome and greatly appreciated*
- *Connecting with non-traditional students and supporting them through a confusing process of getting into school, something many first generation students struggle through.*
- *You are working well with local high schools to create a grade 13 type system. We need to continue to get access to college for our high school students.*
- *Diverse offering*
- *Provides an affordable education locally.*
- *Having many different club options.*
- *Inexpensive college track*
- *Partnering with other local higher Education institutions*
- *TC3 is a step in the right direction for students who are either unsure of their college plans and/or would like to minimize the cost of a 4 year degree.*
- *Offers a variety of classes for mental health and health professionals who need to keep up their skills*
- *Offering college courses to high school students so that they can earn advanced credit. The ALANA Scholarship for community people of color to become alcohol and drug counselors. Very great, and much appreciated, especially the individualized support to students.*
- *TC3 has a reputation for being hospitable to foreign students and refugees. Refugees are people who needed to leave home to find protection, and foreign students leave home to further their education, so refugees and foreign students are not the same thing. But I've seen TC3 accept and help both kinds of people, beginning with the numerous Bosnian students that TC3 enabled to get student visas during the 1992-1995 war in Bosnia and continuing up to now. Please don't stop! Please continue to invest time and even money in people from abroad, and don't limit yourselves to only serving persons who already live in our two counties.*
- *Don't know*
- *Classroom teaching as well as online. Options in new and sustainable careers like it has with organic agriculture and sustainable food preparation. Career counseling and testing*
- *Internship opportunities, although it wouldn't hurt to spend a lot more time on resumes, cover letters, and interview skills with students. I feel it would also be very beneficial if the college had partnerships with businesses to place students in for these internships to get some real world experience. For example, I attended TC3 for Office Management and Administration. My final semester internship was in the FSA office and I don't*

feel I did nearly enough hand-on work. It would be great if there were a way for students in programs like that to be able to spend their entire college career working at least some hours a week doing the job they're training for so when they're applying for work after graduation they can say "Yes, I have a degree, but I've also been doing the work for 2 years." Experience counts for so much and it is like credit: everyone wants it but no one wants to give it.

- *I don't know enough to say, but probably the variety of courses, the support services for students....*
- *Providing educational services for those who need alternative to CU and IC.*
- *Supporting students with highly qualified staff and through the baker learning center.*
- *Adapt courses to meet regional labor skill needs.*
- *Local*
- *TC3 has staff that are involved in the community, has plenty of online courses, and lower cost course offerings.*
- *Innovation and adapting to current trends*
- *Partnerships with Cornell for admittance.*
- *Serving students in the area. Conducting short courses.*
- *Creating new and innovative degree programs.*
- *High-quality instruction*
- *Serve the needs of the local economy*
- *Work with regional employers in areas like nursing to provide qualified graduates to those employers*
- *Cost affordable good education*
- *I am not well connected to TC3, but feel as though it is still an attractive, affordable higher educational option in our community.*
- *Hiring knowledgeable teachers appropriate to the subject they are teaching*
- *Supporting all types of students non traditional as well as traditional students. Also continue with food and Mental Health programs on campus making them stronger and a normalized part of campus life.*
- *Provide an affordable option for students wanting to achieve specific job skills. Provide an affordable option for students uncertain of their higher education goals who can gain insights by learning, acquiring credits and transferring if they so choose to do.*
- *Quality education and strong institutional management.*
- *We have been very happy with the concurrent enrollment program and how it has benefitted our students.*
- *Prepare students to transfer to four year colleges.*
- *The COLlegeNow program is extremely valuable to local school districts. Students are earning college credits who might otherwise not attend.*
- *It's comfortable and an easy transition for students.*
- *Allowing dual credit classes in high school.*
- *Gives many people an affordable way to get a quality education.*
- *outreach to the community*
- *Partnerships like the P-Tech High School with Associates Degree are a wonderful opportunity to explore new ways of educating and preparing the workforce of tomorrow. Responding to key area workforce development needs and opportunities to train residents in our region/state to fill those jobs. Specifically: health care, manufacturing, technology, IT, food/beverage/hospitality. I think that Coltivare had much more potential as a workforce training center and tourism asset than what has been realized to date--and I would suggest considering how to ensure that it is a useful asset to the college and the community (if it is still not making money).*
- *Collaboration with local high schools*
- *Relationships with and training for local employers provides tremendous value for multiple constituencies.*
- *working with local employers to develop programs that provide relevant skills for people to access job opportunities locally.*
- *Educating students who need a local, affordable option for continuing their education.*

- *Academics and curriculums, adapting to economic shifts in workforce and demand*
- *College now program with free tuition to high school students*
- *I think your nursing program is an excellent example of how the college helps provide a pipeline of high-quality professionals in our region. Also, it provides a great place for our local high school graduates who are looking for a lower-cost way to start school (and can save on room and board costs) or try classes to determine what they want to do with their careers.*
- *provides training and certification in key areas helpful to our local economy- culinary arts, nursing for example Provide a bridge for students seeking to move on to a 4 year degree*
- *Provides affordable educational opportunities for learners of all ages.*
- *Providing an alternative between those with the financial and educational capacity to go to a four year school and those where higher education is not the right path.*
- *Workforce training.*
- *Collaboration with local public schools.*
- *1. Offering a great education for a much lower cost than other colleges 2. Offering high school students a chance to get college credits while still in high school*
- *Working closely with College Initiative Upstate providing opportunity to the formerly incarcerated. Culinary classes. Need to promote the work TC3 is doing in educating individuals for the trades.*
- *Serving the community by assisting local HS to connect with dual credit course for HS students.*
- *Strategic partnerships with local entities. Innovative thinking, e.g., Coltivare. Recognizing its value as an "anchor" within the larger local higher education ecosystem. Hiring a president that WANTS to be accessible to all (assuming the local culture is ready to embrace this level of diversity in BOTH the Cortland and Tompkins communities).*
- *TC3 provides an affordable onramp to higher education for working people and the underprivileged. They also offer an excellent opportunity for women who have never had the chance to further their education beyond high school.*
- *Providing accessible and affordable higher educational opportunities to a wide range of students in our region.*
- *It insists on quality in every aspect of the education it provides. It connects with its students.*
- *Nursing*
- *Great staff and classes. Offering online capabilities for mature students and finding more work training programs for AAS degrees would be an excellent way to make sure taxpayers of all economic statuses have access to the type of work training that suits them, and not just college style academic programs. If all taxpayers are going to contribute to scholarship programs that come from the State, then all types of learning styles and job opportunities need to be accommodated by a Community College.*
- *It gave my students the chance to do dual-credit Biology, which our local community college wouldn't do.*
- *Provides educational opportunities for underserved demographics such as single moms, people in reentry, and foreign students who are not Asian.*
- *Maintaining high standard of academic quality.*
- *Adding more graduate programs that helps local job placement .*
- *Night classes.*
- *Community outreach*
- *Provides education and training that give regional residents opportunities for employment and advancement. TC3 is an active participant in community and regional initiatives and activities. TC3 students are a valuable resource.*

Q6: How could TC3 be more attractive to local students? (380 responses)

- *Don't know*
- *See answer in #7 - not an easy solution, TC3's reputation among locals has declined in the last several years*

- *More certificate programs can be used first to entice and to provide rudimentary training to reluctant students, and then to bridge to more academics and to more rewarding careers.*
- *I'm not sure, it seems to be highly attractive to those wanting to get the basic courses done before they start at a 4 yr. college. The nursing program also attracts many students from this area.*
- *Offer more "high tech" and manufacturing majors. There are a tremendous amount of technical jobs in the area and Tompkins Cortland could be the educational institution to meet the needs of the area.*
- *Increase placement services.*
- *Clean up the quality of students you being in. Work on a better image in the local areas especially in cortland county. Your reputation here sucks.*
- *Keep up the standards you have developed.*
- *Advertise more in counties other than Tompkins or Cortland. Also for the nursing program, collaborate with facilities in broome county. Not just CMC or Upstate.*
- *Greater recognition of the excellent education available.*
- *Require students to take at least one fitness class. Require students to take at least one health class. Health and fitness are very important to the well being of our students.*
- *TC3 needs to have more of a presence in our schools and in the local community for recruitment. Strengthening the relationship with College Initiative Upstate and having similar programs to help students make the leap back into college. More supports/programs/opportunities for non-traditional students and other groups such as veterans, students in recovery, etc. More events open to the community on campus so the community is more familiar with us. A college newsletter and better marketing. The community doesn't know what is going on on campus and with the college. More collaboration with other higher ed institutions so students see this as a cost-effective stepping stone. Better public transportation especially with Cortland and more connection to Ithaca so students don't feel so isolated. Strengthening alumni outreach so that parents and grandparents who went to TC3 are proud and encourage the next generation to attend.*
- *Improved communication with communities.*
- *Through more public relations efforts which point out the many strengths of TC-3*
- *More visible internships.*
- *Come visit! Welcome any time to see our students and how they take TC3 classes here!*
- *Courses need to be more challenging and there needs to be less reliance upon adjunct instructors.*
- *TC3 could try harder in getting local and regional kids to go to TC3. They need to have a bigger presence in our HS and in the local community. Bring more HS students to campus, etc.*
- *Use to work with local industries and corporate companies and local school districts. Need to open those doors again. Offer classes at their sites to cover their needs . Classes offered after regular hours . Very effective in the eighties at IBM OWEGO. Wife and I both completed our associate degrees nights at TC3. You do not need to be just out of high school to require or need a degree!*
- *Please see comment in number 7.*
- *Career fairs at the middle school and high schools in the surrounding areas PSA on the radio and public access television Form community partnership with the Village at Ithaca and other community agencies Participate in community festival i.e. Ithaca Festival*
- *offer relevant courses of study*
- *Visits to local high schools to make students aware of the possibilities.*
- *I feel that there is a need to provide license and or certification in trades such as plumbing, auto mechanics, general contracting, carpentry, lawn/gardening, etc.*
- *Don't know*
- *I think they do a great job of this already.*
- *Stop admitting students that have no interest in college classwork and disrupt the learning experience for others. Provide more lifelong learning enrichment type opportunities for older persons. Look into picking up some coursework for certification programs that BOCES (Cortland) have dropped.*
- *TC3 could be more attractive to local students if the College could offer more financial assistance to entering students and displaced older workers. As a high school teacher I do hear about financial concerns from the graduating seniors.*

- *Expand curriculum possibly*
- *Many local students have to stay in the dorms yet the dorms are not well managed in terms of having quiet places for serious students and places without drugs,*
- *Better advertising. Billboards and ads are fine, but there should be more promotional events. Like host a concert somewhere in town that is not the school.*
- *Do a better job at making sure class credits transfer to other schools. My son transferred to UB after 2 years at TC3 and all of his credits didn't transfer. Limit the number of students coming from Downstate for free. They create a bad environment for local students that actually want to learn and transfer to larger schools.*
- *Show the cost comparison for 60 credit hours at TC3 compared to 60 credit hours at a four year school.*
- *More vocational training*
- *The lack of knowledge of ALL that TC3 has to offer is not well-known. For more effectiveness and attraction to local high school students utilization of all media types for this population would be beneficial. For example, the new farming program with food to table. Dr. Xavier is a dynamite personality who relates to the younger population and is great at communication/marketing.*
- *Maybe having more classes at other locations. When I took some classes there, I went to a class at Homer High School.*
- *Go to the high schools to tout the school's value. Meet with high school students' parents. Work out better relations with Cornell and other institutions so that they agree to take TC3 graduates.*
- *Reputation for quality of education is not always best. Hybrid education for employees,*
- *Reduce the number of students who attend the school with criminal backgrounds who place local students in fear of attending and living on campus.*
- *MORE CLASSES AT NIGHT IE WORD*
- *Devise cooperative programs with local high schools to give students familiarity with TC3.*
- *If TC3 offered more clear and comprehensive guided financial support from pre-admission to enrollment, more people would be aware of how affordable returning to school is. If there was more advertising/data presented about the success level of graduates who continue on to 4 year schools in comparison with students who go directly to 4 year schools there may be an increase in traditional aged students.*
- *Let them know that the two year degree opens the door for a four year college.*
- *Not Sure.*
- *Help them understand how easy/effective it is to transfer to bachelor's programs. More extracurricular or just for fun activities hosted by the college.*
- *Camt think of anything*
- *Maybe have more connections to bigger colleges to help students transfer more easily.*
- *I know of a local student who enrolled in the fall and feels stigma from attending a community college. Perhaps more community outreach?*
- *Connect programs to the major industries/companies in the area so that a degree at TC3 would make the student more likely to be hired by those companies. Develop an apprenticeship program sponsored by specific companies in our area.*
- *I'm not local*
- *Offer some affordable additional short term (certificate) training programs*
- *Highlight the money-saving aspect of completing the first two years of required courses for transfer toward specific bachelor's programs.*
- *provide a bridge to local 4 year schools.*
- *Select ONLY students from Tompkins and Cortland counties.*
- *Perhaps more technical training oportunties*
- *Start in middle school by showing the path to their future through TC3.*
- *cost savings toward a college degree. guaranteed jobs.*
- *More widely publicity of its programs and careers of graduates.*
- *Visibility of course offerings at the Cortland extension center. The bus service is better this year. A good real time bus tracking app will be a key issue.*

- *1. TC3 administration needs to find avenues and support systems to assist them in addressing ways to bring TC3 BACK to the quiet, seriously respectful academic campus that it needs to be. 2. Offer more classes at the TC3 extension center. Offer day and evening classes at TC3 extension center.*
- *Lower prices. Coordinate more with local colleges. Hold classes in local high schools at night so that people don't have to travel so far and they can work during the day. Focus on more online classes. Provide more frequent transportation.*
- *Less expensive*
- *Continue to offer them transfer opportunities that they may be successful with. This is a great place. I attended and graduated and now I am working on an advanced degree in a very rigorous program and I am successful in my research and writing.*
- *My child took classes at TC3 after being unsuccessful at another college. She struggled with mental health and I would encourage other families to send students to TC3 if there were more mental health supports.*
- *Lower costs and more degree choices*
- *Local transportation options from both counties. Flexible class-times including nights and online. Educating high school students locally about the great local resource they have in their community. Allowing them to see how it is financially responsible to begin a college career at a community college.*
- *The atmosphere in the halls of TC3 can be a bit overwhelming for potential students as it seems chaotic at times.*
- *Encourage students from local institutions to attend TC3- quality education at a bargain price.*
- *Unsure*
- *Do more communicating of your strengths.*
- *Better transportation to the main campus or more classes offered in downtown Ithaca. Better/more marketing of classes offered.*
- *use personal stories of young successful people who started at TC3, and share them with high school students*
- *Better publicize the "track record" of successful transfers to four-year colleges -- list how many students transfer successfully, and the institutions to which they transfer. Expand the range of course offerings in Ithaca (vs at the main campus in Dryden). This is especially helpful for students who are working while going to school. Let's face it: there are more job opportunities in Ithaca than there are in Dryden. Students who do not have a car, and who need to commute to the Dryden campus via TCAT, have a difficult time matching work and bus schedules. There are far more frequent bus routes to and around Ithaca than there are to the TC3 campus.*
- *People want an education that leads to a good job. TC3 well positioned to do that.*
- *Emphasize the daycare services at TC3 to attract more young mothers who want to return to school.*
- *Work is changing and people have to be prepared, multi-skilled and ready to migrate to jobs. TC3 has to find a way to keep up with the changes. It must have very strong English, Math, Science, Geography and International Programs alongside with the technical programs and even aerospace. Offer quality instruction that help student come up with new ideas so they can grow in this changing world.*
- *Emphasize the high starting and career salary options for skilled vocations*
- *No suggestion excel*
- *More flexible scheduling (i.e. Saturday class offerings)*
- *testimonials of successful students of all ages*
- *I'm not aware of the current college environment or course offerings to answer this question.*
- *I live near TC3, in Freeville, I am never made aware of programming for the community or the offerings available. Do they do outreach? Do they even offer community programming? I don't know how they benefit Dryden or the surrounding area. Also, from the standpoint of a former school counselor, my students felt that TC was just an extension of high school. Having a single building comes with some advantages, but it is also physically reminiscent of a high school building. I'm not sure what the solution is, but it's definitely not an extension of HS.*
- *Be more visible with your marketing and share stories of people who took their education or classes to help them improve (not just financially but empowered them to think critically). It would be helpful if you offered Microsoft classes to the public/businesses, for eg. our office could use advanced excel training.*
- *Increased visibility and accessibility...increase micro credential offerings that offer clear path to employment and meeting the needs of local employers. Highlight transfer rates to 4yr institutions. Explore programming for community engagement with focus on lifelong learning.*

- *I was not a local student, so I am not sure how attractive it is to local high school/ community students. I would emphasize the local aspect and central location!*
- *Offer more vocational certifications so students can begin working at a living wage right away. This could increase retention.*
- *Offer more short-term education, i.e., bartending class, medical transcription, etc*
- *Financial Aid*
- *Discounted books to contiguous county students*
- *More outreach directly to the urban and rural students who are being left behind despite job growth in Ithaca and TC. College Now! is fabulous, but still underutilized by some school districts. Maybe grab high school students sooner - some intro programs for freshman and sophomores, e.g. + direct outreach to organizations like GIAC, Southside, Learning Web, the new Amici House, Cortland YWCA, etc. Also, establish formal internships with major employers in both counties linked to specific areas of study. Think seriously about offerings in trades, general construction, welding, etc.*
- *The reputation that the dorm has is NOT GOOD; it's getting better, but it needs to be brought up to better standards. Do you have RA's in the building; security? There has been too many reports of fights, stabbings and other not so attractive qualities coming out of the dorms (student housing).*
- *Tuition*
- *Talk about your cost vs other institutions. All 3 of our children got their 2 year degrees at TC3 2 went on to get 4 year. They came out with much lower debt.*
- *market to adult student population*
- *Transportation seems to be a topic of concern, such as schedules, etc... Maybe TC3 could invest in transportation directly for the students.*
- *Offer more interactive programs between TC3 students and local high schoolers.*
- *TC3's improvements over the years have been extremely effective in increasing it's brand and overall attractiveness. I am impressed with it's efforts so far.*
- *Put a new sign in the front of the turn so you can actually find the college*
- *Plan better and safe walking paths from campus to the Main Street, highway 13. Is there some type of college publication that features photos of the graduates and their accomplishments as a keepsake? If not, survey whether students wish such. Use today's technology. Connect local students to counties' resources for internships and jobs. Peer mentoring should be budgeted to include lunch talks (group events) on occasion at least once in fall, again in spring.*
- *More options for bus routes between TC3 and Cortland.*
- *Better transportation services from cortland More courses offered off-campus in local communities. Saturday or Sunday classes to attract adult or working students More on campus work opportunities*
- *More articulation agreements with other SUNY schools*
- *You need to get young professionals who started college at TC3 and then went on to either find a good job or were able to matriculate to another school and get a higher degree in front of local high school students. With 3 other colleges in the area TC3 gets lost and is thought of as "not worthy". Nothing could be further from the truth. There must be way more personal outreach made by individuals that the student population can identify with. That would not be baby boomers.*
- *Add women's lacrosse!*
- *give info on where tc3 graduates are accepted to 4 year colleges, put stories in local media of individual student successes. have successful students speak in local high schools. have chaplains for the main religions available to the students. make it easier for people of the same religion to find each other and meet without having to meet all of the criteria for being a club, for example provide rooms for group Bible study without being a club, look at the Cornell model of Cornell United Religious Works and try to duplicate it. make it possible for parents of local students and local religious leaders to be involved in helping with clubs and groups without having to be students themselves.*
- *Highlight courses available in Ithaca, on the Cornell campus and Cortland*
- *uncertain.*
- *Keep the cost down by offering more jobs on campus, and keep tuition lower than 4 year schools.*

- *Better bus schedule from Ithaca*
- *-Give them other reasons to come to campus (community events) -Broader range of class times to accommodate working students*
- *I found it to be very cost effective to take liberal arts courses which were required for my Bachelors degree.*
- *More programs*
- *More interaction with Cornell, CSU, and IC.*
- *Outreach to local high schools? Idk how much this is already a thing*
- *Maybe offer apprenticeship programs in the trades.*
- *Better transportation options. Do we have an attractive graduate hiring track record? If so, it needs to be communicated, or programming needs to be changed so we do.*
- *Better opportunities for students to participate in activities in Ithaca given the lack of social activities in Dryden.Almo*
- *Less crime/ fights drugs*
- *In addition to the employment opportunities the College makes possible for its graduates, the College might want to say more about its record of successful transfers to four-year colleges. Not only does this make economic sense for a family, the decline in four-year college applications has created a welcoming attitude for a growing cohort of students.*
- *They need to better understand the transfer options for students - where the graduates can go on for education and the cost saving factor*
- *Demonstrate, advertise examples of successful students to the local community. Get testimonials from employers, colleges that have had good experiences with local tc3 grad's. Advertise the financial benefits of a 2 year local community college education versus taking on a large student loan debt (which is one of the most serious problems facing young adults today)*
- *CONTINUE reaching out to explain the benefits of your programs and ALWAYS list colleges/ universities your grads have/are attending!!!*
- *OCC I think has the same question and concern...When I was in high school at the dawn of age the comment was OCC is a 5th year of high school. I know that is not the case so that thinking has to change. I am not sure if you go into the local schools to talk about your opportunities. I suspect you do. If so, maybe bring students or alumni with you to the schools. Maybe TC3 could host community events or events on campus that could get the community involved and interested in the school/campus, just to see the school in a different light. Sorry, not an easy question to answer...*
- *Offer a true college readiness course designed for high school students either entering community college or a 4 year school that high school students can take for credit and learn the real expectations of post high school education or career readiness. Programs that appeal to more rural high school students such as construction with concentrations in areas such as masonry, management... Welding programs More trades certificates and programs that appropriately fit the surrounding communities Electronics Hospitality that articulates to Cornell Create an atmosphere at the campus that feels more like college and less like "13th grade" Become more visible at well known community events or locations by tabling or offering information to both students and their families. I can't remember the last time I attended a community event that TC3 had a presence at.*
- *My perception is that the residence halls are rough. No real student life. You have to make it not feel like "13th grade" for local students - like they are truly having a college experience. Not just show up to one building (like high school), take classes and go home. My husband earned his BA from SUNY Cortland. Years later he attended TC3 part time to switch careers and earn an AAS in Computer Applications (mostly online, some in person). Part time students weren't really integrated into the college; not advised by faculty members in the department; no real opportunity to interact with faculty. He had previous experience at Cortland so knew how college worked but never felt like he was a TC3 student*
- *Safer updated student housing*
- *Provide more online opportunities*
- *Allow housing option to PT Students.*
- *For some reason they think it is an extension of high school, I'm not sure how, but they need to get the feeling it isn't.*

- *More community involvement by TC3 leaders in Tompkins and Cortland counties. There needs to be a better understanding of the programs offered and how they are a stepping stone to a four year college or career. Many are not aware of the broadcasting/media offerings or the culinary program.*
- *While your billboards are thought-provoking, providing additional ways for local students to learn about the opportunities that TC3 affords is a major step. I hope that the college maintains an active social media presence—that's important. Encouraging local corporations to provide additional scholarship money so costs are lower and publicizing the companies' commitment to education is a win-win for both the college and the students. Have a presence at community information fairs which may not attract prospective students but can provide useful information to parents. I don't know but does the college have a transportation agreement with mass transit companies like TCAT which offers reduced or free travel to and from the college? Reliable transportation may make TC3 very attractive. Consider providing childcare even in the evening so non-traditional students can bring their children to campus while they attend classes or study or participate in sports.*
- *more outreach in the community. promote unique situations, e.g. 16 year old taking courses, returning students studying a vocation. does tc3 partner with not-for-profit organizations?*
- *Emphasize that students can use TC3 for first 2 years of college at a great savings and with excellent quality. Also, work with local employers to see what type of skills they need and offer them.*
- *As more students attend TC3 from downstate, local students are less interested. Programs that connect local students with TC3 programs that help them towards there degree ate very helpful and should be built on*
- *Raise awareness about the value of the degree for employment, the quality of instruction (PhDs, practical experience), flexibility, and transfer opps extensive!*
- *Emphasize the good value for your money*
- *Likewise Don't know!*
- *Continuing to enhance student services and providing individualize instruction, such as group projects and academies (interest linked groups)*
- *More and updated labs, resources and environments to help students get direct hands on experience within their areas of study.*
- *Cut cost of tuition!*
- *Degrees they can't get any place else.*
- *Have you asked them - surveyed them?*
- *Providing a detailed video orientation on the website as to what to expect for fellow students, like a virtual tour of the campus.*
- *promote healthier eating getting fit*
- *Cut down on recruitment in NYC.*
- *Offer programs that will provide advanced training in automotive, electrical, solar, etc. fields - encourage partnership with area employers. Many students want to attend college, but they feel intimidated to go out of the area for "trade" occupations. If there were more opportunities for these types of positions, then more students would take advantage of them.*
- *Given that I live in Oregon, I do not have enough knowledge of TC3's activities on the local scene. I would think that, if not already offered (and I assume, like other progressive institutions, they are) evening, online and hybrid courses would be attractive, especially to working individuals.*
- *I don't know. Was great. Enjoyed each day.*
- *Visit more high schools.*
- *More scholarship opportunitoes. More class offer in evening for further level of study.*
- *Locals, I don't know. Plenty of students were from downstate when I was there, and that seemed to work well. For me, are athletics programs really all that effective a use of money?*
- *Concerts and meet and great functions.*
- *Make certain prospective students are aware of all the options at this 2 year school. Also, emphasize the quality for the price angle.*
- *not sure*
- *Times are changing. Declining populations. Less value for education. More competition from four year schools. Student surveys would provide better analysis*

- *Maybe a few more programs for the medical field other than nursing.*
- *Not sure*
- *Tc3 needs to come out to the agency in the community to find out the needs of the agency to fit with students graduating.*
- *Less out of area students. As a community college, there should be more local students. Some students choose to not attend tc3 for the fact there are many out of area students.*
- *Better Course selection*
- *Attend schools and spread awareness of the 2+2 programs. A lot of people don't know about them*
- *More classes available in downtown Ithaca locations.*
- *It could and should be free.*
- *I don't have a strong enough background or relationship with local students to give a good answer. Volume/frequency is generally an important and costly element in acquiring consumers. I'm guessing this is true with students as well.*
- *TC3 really provides two different roles - as both a career based college for those who don't want to pursue a 4 year degree, and as a stepping stone for those who will continue their education. It would be nice to see more info about transfers to other other colleges and highlight those success stories.*
- *Be straightforward about local job prospects. I got a degree in hotel and restaurant administration in 2005. The only way to make good money with that degree was to leave the Ithaca area. There are more hotels in the area now, but without real competition from relatively near markets, the rates of pay even at management levels are subpar.*
- *Advertise the fact that some of the courses are high quality with a good teacher student ratio that promotes individualized attention to each student.*
- *Concentrate on the local and or non traditional student. Possibly expand on programs in the health field.*
- *I think you are moving in the right direction.*
- *Offer more courses at branch locations (e.g. Ithaca)*
- *cheap tuition and credits transfer to other colleges*
- *The housing is not the best. That could be improved. TC3 should have it's own shuttle for students as well. TCAT is really the only option for transport.*
- *Offer More Business Internships in the area*
- *Ensure that public transportation or other ways getting to the college is easy and accommodates those folks who attend at night.*
- *TC3 needs to go to the area high schools and do some marketing of what they can offer, and how the cost of attending a community college differs from that of a four year school. As a parent of two adult children, I can tell you it makes a huge difference when paying back student loans.*
- *unsure*
- *I'm not sure.*
- *I know Residence Life has grown greatly since I've been there. I worked in Res Life at another community college after completing my masters. We were finding that many local students were going away to college because they wanted to experience of living on campus but why would they pay to live on campus if they lived 30-40 minutes away. We starting offering a "local" student discount for anyone living in Niagara or Erie Counties. It wasn't much and I honestly don't know if it worked but could be an idea. How do you show local students that TC3 is not "13th grade?" Perhaps you can use marketing to show how it would be different from high school. How do you engage alumni in the area? Do you have a mentor program? Do you connect students with internships that they couldn't get somewhere else?*
- *Need some basic courses back again on life skills, the student that are coming into the working world lack the basic communication skills.*
- *A more diversified class selection. Construction, Agriculture, plumbing. Not necessarily degree programs, but programs that might relate more to the communities needs.*
- *I'm afraid you're somewhat overshadowed by the presence of CU & IC! TC3 seems more attractive, however, for older students, continuing ed opportunities, immediate job-related relevance. Tout TC3's educational strengths, and healthy learning environment.*

- *I think more cost-effective housing would be very attractive to students. Additionally, more dining halls and on campus food options.*
- *Don't know. TC3 seems to be well known in all the local high schools now, but there's no such thing as too much publicity or too much information being disseminated.*
- *Offer more online courses and degree programs, mentor opportunities and internship/field placements*
- *It should just continue to have well qualified staff and instructors with a wide variety of skills.*
- *Visits or displays at local high schools to showcase their offerings.*
- *I don't know.*
- *It is a bit of a challenge with our school in a neighboring county. However, I think TC3 could stress the convenience of commuting from Onondaga County.*
- *Costs, more scholarships, faster time to degree*
- *advertise the success rate of students going on to 4 year colleges. A lower cost two years with a pretty high acceptance rate for placement at good 4 year colleges should help students and parents choose TC3 as a starting place to see if their student is really ready.*
- *Please ensure that classes that have an externship component fulfill the stated externship criteria (e.g. number of experiential hours outlined).*
- *Try gearing the programs toward local youth, not kids from the downstate region.*
- *Lower costs*
- *I am not sure, I was invited to one training where a professional team came in from California to train students in production of film. It was a lot of fun and super informative. I think that having more professionals from the industries that students are looking to be a part of would be a great thing to have more of.*
- *TC3 needs to follow through with their advertised services. Online training classes are often not what they claim and externships are poorly developed and maintained. Better support and follow up are needed for students especially for online classes. There should be more programs that support the occupations prevalent in the community and more short term Certificate trainings.*
- *I am unsure*
- *Lower your rates Have more ready to work vocational programs. We don't need a liberal arts community college, we need a college that also helps the community get back to work, get better jobs. I believe there are more blue collar jobs that need skilled workers than anything else They need to work with local brew houses to get a master brewer program going, including growing hops.*
- *Add lighting along the long drive off Route 13. That is so dangerous!!! Typically I come in the evening and the students walking along that driveway take their lives into their hands. With the solar power, couldn't these be added tapping into that solar power? Also, opening up access to Lee Rd, which I know is currently under discussion.*
- *It's already doing everything it can! My only complaint is that I wish that a quieter study environment were enforced in the library.*
- *Not Sure*
- *offering more programs that match market need for jobs. I wish there were more qualified graphic designers with web and digital experience in Ithaca. Can this be a new program?*
- *Offer more classes at the extension center and education in fields where there is actual employment. Also, it would help if you gave the finances when you are supposed to, like the other colleges in the state do.*
- *I think it is, actually In the past 26 years of my teaching, I have seen TC3 move up in the eyes of students who used to see Broome as the "better option." I don't hear that anymore!*
- *Continue with public relations and advertising of the resource that TC3 offers*
- *Increase the quality of the classes offered. Encourage professors to update materials & coursework, especially in on-line offerings.*
- *Food available even when classes are not in session?*
- *Stricter regulation of dorm environment (unless recently changed).*
- *Offer more education that focuses on the most in-demand jobs. Specifically, expand opportunities for students to learn how to program in ways that will position them to meet the current needs of employers.*
- *Invest in latest tech/tools*

- *Many local student go to TC3. Our overall population is declining county wide. Control the residents in the dorms better. Make it safer for local students to want to live on campus.*
- *more classes in evenings for those that work during the day*
- *Diverse course choices*
- *Stress your course transferability in more specific ways. Instead of just "you can transfer to a 4 year school," use specific examples. Specifically show SUNY GE credits that can be out of the way before ever attending that transfer school.*
- *A TC3 bus that would come to pick up students in Cortland.*
- *As a college now instructor, outreach to the schools guidance office to promote the classes offered and communicate degree programs (associates) which could be obtained before a student even graduates from high school. These students could start the degree program locally, with more help from the guidance counselors, and then be encouraged to finish on campus . I currently see college now as an underutilized resource at my school.*
- *Keep offering classes in different locations in the region.*
- *It would be extremely helpful if some of your higher average students could tutor high schools students to make the grade so that they too could be part of the TC3 Family.*
- *I'm not sure.*
- *If more people knew how beautiful and the level of education you provide, they would come.*
- *Bring classrooms up to date with regard to technology.*
- *Not sure*
- *1) More certificate programs 2) More programs where you can have paid internships that count toward your degree*
- *Transportation to downtown Ithaca and other centers? (Maybe you already have this and I am unaware?)*
- *Expand the degrees offered. Expand the course offering and times courses are available.*
- *I would like to see more local kids on the men's college team.*
- *Collaborations with BOCES and other entities to provide work ready certifications along with degree.*
- *I think it's become more attractive since I was in high school, but I'm not of that demographic, so I'm not sure. I was just telling my husband yesterday what a great value TC3 is, and that if young people didn't view it with a stigma, and knew that community college graduates excel after transferring to four year schools and save an enormous amount of debt, that it would be a good thing. Perhaps focusing marketing and outreach around those points.*
- *More programs at extension centers. Community education or lifelong learning programs, like cooking classes.*
- *It may be beneficial to host as many events for high school students at TC3's facility. As many students can't wait to get away from home, maybe if they were exposed on many levels to the quality education and facilities that TC3 has to offer they would be more willing to start their college education locally.*
- *Better monitor the quality of its teaching staff. My children have had some bad teachers but there was no indication anyone was monitoring them.*
- *Lower costs & work closely with students to meet student goals*
- *offer more trade classes*
- *College to career transition is important. If students can see that their efforts and energies will produce results (jobs or transfers to other programs), more students will be enticed to attend.*
- *Set up journeys that truly help them prepare for and sustain success.*
- *Individual classes seem a little cost prohibitive. For area residents who may not be looking for a degree, but for continuing education, an affordable set of evening classes would be great. Or perhaps better advertising in the community of events or speakers.*
- *Eliminate the problems with inner-city students and violence on campus.*
- *Additional buses from ithaca to the Dryden campuses would help. Also, housing assistance - living in ithaca is very expensive, but for many the dorms aren't a good fit.*
- *Crime more controlled in campus residences*
- *1. Some control over the housing needs to happen - high drug use in the dorms and students not feeling they are in an environment conducive to study 2. students need access to their funds early in the semester - I have gone to*

college in many states and they all release their funds within the first week of classes - It is the students money and the only reason I can come up with for the school to be holding onto it is that it is sitting in an account drawing interest for the school - I'm hoping this is not the case, but cannot come up with any better idea for why students are not receiving the funds that are sent to the school for the student . . . 3. More evening classes for nontraditional students 4. Classes offered at the extension center in Cortland - add more variety 5. The web site is not always user friendly a. the academic calendar does not include disbursement dates as most other colleges do b. The hours for some of the offices are not up to date - the bookstore in particular and the phone message is horrible - I called a week before Spring semester and the summer hours were still on the voice message!

- I feel there could be more involvement in the community is and further out reach that can be done, especially to places that might seem obscure
- More help assisting students with advisement
- better dorm situations
- Larger Ithaca campus
- I don't see that our Cortland site is being heavily utilized and it seems that local students, especially working adults would like this.
- I have no idea.
- I have heard horrible things about the dorms. Plus I want my child to go to school a tobacco-free campus. That is very important to me and my family.
- Not sure... the incentive of getting TC3 credit through HS classes is attractive... and should lure local students in.
- More evening classes for non traditional students
- Needs more arts programs, especially music and theater!!!!
- I had two children go to Dryden High School neither wanted to go to TC3 initially as it was considered grade 13 (their words). Our youngest did leave Cortland States after a year and a half as they didn't have the classes she needed and came to TC3 and got her Associates then went onto Empire State to get her bachelors degree. She did say she wished she understood how much money she would of saved going right to TC3. She wanted the college experience which I don't feel TC3 provides
- Become more Community oriented
- Continue offering a variety of degree programs.Perhaps in areas like pharmaceuticals,pre-med, music and theater art.
- Focus on the core values that local communities have and attract students from those communities.
- I do not feel that local students choose TC3 as much as they used to. Sometime Athletics will draw local kids to a school. Coaching staff for some sports could be improved to draw local students.
- Im not sure, maybe reach out to high school seniors. I am 25 and returning back to school after earning an associates degree after high school.
- Need more people trained in specific disabilities (ADD/ADHD, aspergers, autism, dyslexia, dysgraphia) - not just tutors but trained special educators in these areas. Too many kids, especially with dyslexia and autism spectrum, leave due to lack of support and understanding of modifications needed. These kids need a lot of support from trained personnel. Begin a performing arts program. Students interested in performing arts (music/theater) DO NOT and I repeat DO NOT get a lot of scholarships from 4 year universities (as compared to math, stem, computer, engineering, etc). TC3 needs to have a performing arts program so these students can pursue their gifts without going broke. Dryden, Cortland and Ithaca have a huge theater arts community. Your next build should be a theater that TC3 and the community can use for events. It is desperately needed in Dryden as the high schools is always booked. Community theater/arts/music could expand in our town. A program like Geneseo . <https://www.genesee.edu/academics/programs/Arts/Theatre/>
- Don't know
- If this is a community college paid for by community funds. DON'T Recruit internationally and DON'T recruit downstate or from big city areas. The kids that are going to your school should be from the communities that financially support the college. You should encourage more vocational training. You should NOT jam course that the student struggled with in HS down their throat. Give them a certification in something computers, Heating, A/C, Electric, Carpentry, Masonary that they can use to get a good paying job without going into University level of debt. Bring back sports you lost to title 9 for instance wrestling for women and men is very popular at the olympic level and we have had many olympians from cny. male and female.

- *Hours that work around work schedules online classes*
- *Stop bringing in low income students from drug communities*
- *??? School needs better communication between departments. Too often conflicting information is given from faculty, enrollment services, secretaries or student workers.*
- *Offer Bachelor degree programs.*
- *Do more outreaching to local high schools*
- *Utilize the athletic facilities more - the pool is under utilized for the community.*
- *TC3 should stay a community school. The dorms should not exist.*
- *Less violence in the residence halls*
- *Vocational courses; more selective with students accepted. It has become a scary place with some of the students that roam the hallways. Either be more selective or require a standard of behavior which should be routine for college-aged students. Destroying property, fighting, vulgar language, intimidation should not be accepted. Ri*
- *continue to bolster extension centers*
- *Get out to the schools and tell your story. Get kids on campus. With all that space there should be all sorts of events to get kids there to try things out. Sporting events, speakers or activities or music of festivals. There are needs of the local community, especially the community of color, that go unmet and TC3 could play a role. Are you bringing events or performers that are attractive to particular communities? Is that open to the community? Are your spaces and facilities open for us to rent or use or share or try out? Are you ready to be a part of the solution in local emergencies? Warming or cooling site during weather emergencies? Can the extension center provide some offerings that are low-key to build relationships with community members? Teens? Can your athletes have local athletes for weekend camps or intensives? Can TC3 clubs join with high school clubs? Can your students share foreign language conversation with high school kids? Can you promote big brother/big sister and work on transportation so that meetings happen on campus? What can you do for foster care youth and their families? Do you take local teens for summer jobs? Let's think about what resources you can share and what local efforts your students and staff can power up. Giving is part of getting. Your local reputation with teens isn't great but there is so much good there. How can that be changed?*
- *Advertise and build relationships locally. Most of the effort has gone into recruiting from outside the local area.*
- *Advertise programs more*
- *Having more programs that easily transfer to a 4 year school. What they have with SUNY schools is good, but I suggest more transferrable degrees. I just want to add that while most instructors are great, and I enjoy the varying professionalism, I had a few problems. There was a sociology professor who told our class who we HAD to vote for if we wanted to be teachers. She can't tell us who to vote for and probably shouldn't have even shared her own preference.*
- *I'm unsure of on-campus activities for students. The campus is somewhat isolated from close-by opportunities; would need to drive to get to various destinations (theaters, eateries, rec centers). When I attended classes at TC3 or have recently attended the campus for certain events, the appearance and first impressions weren't screaming "this place is holding high standards for its students and we care about your academic learning and safety." Sometimes the entrance feels like deserted, lacking presence. Persons smoking or vaping at entrances is unsightly - image doesn't hold high for academic standards. I think the college could also recruit community members and agencies to utilize the campus - meetings, conferences, fitness offerings, etc.*
- *That is a tough one. High school kids are just that - kids. They have been taught nothing of economics and personal finance in the K-12 curriculum, not one iota. They don't see the huge benefit of starting adult life without a mountain of student debt that they would have from attending a private 4 year school for all 4 years. The problem is that kids see TC3 as 13th grade. They see it as less exciting than living on the other side of the state or country and partying without their parents around.*
- *I think you are doing a good job. In the last few years you have been more inclusive which is very important. Your faculty is starting to be similar to the culture and diverse nature of your students. Continue in that vein with perhaps more advertisement on the venues that appeal to students. I think your expansions are going in the right direction. The fact that you have online learning is a plus as that is the direction of colleges these days.*
- *Promote your articulation agreements with other universities, RIT for instance.*
- *I don't know what kind of marketing you currently do so I don't have an opinion.*

- *that going to a 2 year is a good alternative, more info, and PR on 2 year school options and possibilities in area schools*
- *Provide lunch and learn programs. Give them something to learn outside of their studies, like job opportunities that are available and what it takes to land the job. Have local companies provide job descriptions and elaborate on what they involve. An example would be a more detailed look at the requirements to be a software engineer at Lockheed Martin in Owego or Syracuse, beyond the Comp Sci degree.*
- *More emphasis / depth of computer programming and IT-related classes*
- *Make a commitment to hire full-time faculty. Adjuncts are great but piece-mealing depts impacts programs and ultimately students.*
- *It could improve some programs that prepare people for the local economy - hospitality, tourism, viticulture, agriculture.*
- *Another bus route form Cortland each day & advertise it to the students & Cortland community.*
- *Sidewalks to town, more choices of food, better bus schedule to get to Ithaca (that is, do the on-campus students feel isolated), longer fitness center hours, and maybe more cultural events brought to campus that are available to the students and to the community.*
- *By catering to the local students as opposed to just those who live on campus.*
- *I don't really know. I wonder if transportation is an issue. I know TCAT goes there, but is it enough?*
- *Keep TC3 a "local" community college and get rid of the dorms.*
- *Dual credit is very attractive*
- *More on line courses*
- *Hard to say. What the college does now is pretty great. The outreach to local high schools is wonderful.*
- *use graduates of the local schools to help promote the quality of education they are getting and money they are saving. Especially if there are ones that wanted to get away and then transferred back after a semester or year*
- *Continue to offer programs that allow students to enter the local work force with skills tailored to the region.*
- *Better match between curriculum and local employer needs.*
- *Make the local HIGH SCHOOLS teach their students HOW TO READ. Until then, fire all the school superintendents and principals making 3 figures, and hire some teachers to teach HIGH SCHOOL GRADUATES HOW TO READ. The schools can follow the parochial schools low budget high success models. I know of plenty of local HS grads who would like to work at county or city jobs but can NOT pass a civil service exam. Totally pitiful. TC3 can offer some reading classes and civil service exam preparation classes: how to take a test since no one has taught you yet.*
- *A return to teaching different types of trades would be very valuable. Not all people wish to get an academic degree, a trades degree would be very useful for both businesses and our students.*
- *Offer more courses to prepare students to get local jobs by local employers*
- *Offer additional online courses; offer more courses at South Main Cortland campus*
- *I'm pretty out of touch with what young people need. It is nice to have programs for older students.*
- *I believe that TC3 could immerse themselves further into high schools in the area and encourage junior and senior students that a community college is a great place to start their college career if they are uncertain about their future career path.*
- *I think TC3 could be viewed as more attractive by developing a more structured alumni network that invites alumni of the program back to the college to talk about their experience and harnesses alumni interest in giving back by hosting job shadows, tours, mock interviews and internships. There are countless alumni in the local community that would love to give back but don't often get asked.*
- *Offer more certificate programs in the areas of trade, work with high schools and perhaps offer credit courses that actually happen at the college. Develop strong relationships with schools and students through a variety of events or having professors visit high schools. For adults, more opportunity for courses in Cortland*
- *To me what is missing for a lot of students considering CC is the college "lifestyle" that they might get elsewhere. Being in a busy city with lots of other students, off-campus living, etc. I don't see much that TC3 can do to change that atmosphere!*
- *More frequent bus service - especially in cortland county?*
- *Continue to showcase alumni and graduate success.*

- *More evening classes at the extension centers so that those who work in Cortland or Ithaca do not have to rush to get to Dryden after work or leave early from work for class.*
- *Not sure*
- *Have off site classes in Owego.*
- *Appeal to the TC3 cost vs. the first two years of similar courses at a four-year. Promote alliances with quality four-year institutions (Cornell, etc.)*
- *More offerings of classes off site of the campus. I would suggest evening classes at area high schools to expand the geographic coverage in Tompkins County*
- *Scholarship options and opportunities to return to school despite past experience (second chances?)*
- *We need to move TC3 into Tioga County. Create a satellite campus in Waverly at the high school to tap into the 35,000 people without community college in the NY-Penn Valley.*
- *More community collaborations and internships/ outreach/ mentoring*
- *Less drugs Less dangerous campus and dorms More mental health services*
- *More opportunities for lifelong learners More offerings for High School students.... not only for college credit but also for exposure to educational and vocational opportunities*
- *I do not know because I have not seen the literature given to area high school students to publicize the college.*
- *Keep an eye on the financial angle by offering courses and programs aimed directly toward live-able wage careers that are available in the immediate area.*
- *Make sure they are connected to local communities and don't feel isolated. I don't have a picture in my mind of the range of students. I think there is a notion among struggling high school students in ICSD that they can drop out of IHS and always finish their GED at TC3. TC3 may do something like that, but I think it reflects that people don't believe that the academic expectations are serious. Anything academic programs that connect students to employment and career opportunities should be publicized.*
- *Give more classes in off-campus locations. Improve the quality and quantity of transportation between Dryden and the rest of Tompkins County, as well as between Dryden and Cortland and even between Ithaca and Cortland. Provide more continuity of employment for your faculty, including full-time tenured jobs for those who seek them (this helps students as well as the faculty members themselves, because the faculty members can spend more time over several years with each student and get to know each student's strengths and learning styles).*
- *Don't know*
- *Better connections to local high schools. More six month or one year certificate programs in trades and technical job skill areas. Allow students to begin this in high school and complete at TC3.*
- *Appeal to life-long learners. Collaborate with Lifelong in Ithaca. Discount for older adults who take online classes?*
- *A broader extracurricular activities spectrum. Bands, arts, etc.*
- *More outreach?*
- *Lower costs. Do more outreach to share reasons to choose TC3. Find a way for career guarantee with local industry and set up internships that matter. TC3 does offer great options for students who can be a vital part of the workforce but often is not thought of as quality enough?*
- *Show how degree/courses lead to higher employment & higher income opportunities.*
- *Associate with a SUNY College*
- *I'm not sure; no experience in this realm.*
- *I think there is a lack of applicable professional development seminars in the community that TC3 could fill - especially in the areas Human service and general professionalism.*
- *Technical offerings for HVAC, plumbing electrical, carpentry, solar, building science, OSHA, EPA lead safety, etc. are available in Syracuse, Rochester, Binghamton but little or nothing at TC3 or BOCES. We have no one being trained in these fields locally and 1 year certificates would do a lot to fill the gap.*
- *This is very difficult as high school students see it as a default and believe their peers will think less of them if they don't go "away" to college. Perhaps a greater emphasis on the success of graduates. The University of Phoenix does this (and it is a very low-quality, expensive institution) and I have a feeling they have paid some high-priced marketing professionals to come up with this approach. They also tout flexibility.*
- *Not sure - I think TC3 does a good job with reaching students through online courses and various locations. I also appreciate the prep classes so that students can develop their skills in math, writing and English language.*

- *Emphasize credit transfer to 4-year institutions, particularly SUNY. Promote diverse, inclusive atmosphere.*
- *Offer certificate programs specifically targeted to community members who struggle with mental illness (those who may not be able to pursue a traditional degree program but who are still interested and capable learners).*
- *- Provide more transportation options to students to/from the campuses. - Make it easier to enroll at TC3 - Coordinate in additional areas with local and regional employers*
- *TC3 needs to develop curriculum to help with the demands of the market today; skilled manufacturing is an example where there are needs but not programs that are preparing people for that field*
- *You are likely already doing this, but maximizing articulation agreements (a wide range of options) would likely make it more attractive. I also think that you should consider ramping up arts and health education. There could be opportunities for fields such as Physical and Occupational Therapy Assistant programs and certificates in art, dance, and music therapy. Could be interesting partnerships with Ithaca College and SUNY Cortland.*
- *To be more involved with local schools*
- *Offer more locations with more in the area*
- *Looks good to me!*
- *Course offerings more tailored to the region's job opportunities.*
- *More publicizing in Syracuse area...it is not a known commodity*
- *I thought it had already re-branded as Tompkins Cortland. That could help.*
- *Connect degree programs with local & regional job opportunities.*
- *Need to have lots of options besides traditional methods of class.*
- *I think it already is.*
- *I think positive PR and information to students/families at younger ages about educational options outside of the "four year college" path. I think that partnering with area employers to demonstrate pathways to real jobs, and good careers/earning potential when students are younger would be a good strategy (middle school/freshman or sophomore year of high school).*
- *Programs that start in high school and directly lead to a degree or certificate program at TC3. For example, several school districts have CTE agriculture programs in the area. I'd like to see a degree program that can take those programs and correlate with a degree program at TC3. At the high school level, what can we do to develop programs that can lead to the TC3 programming available?*
- *Lack information to offer a meaningful response*
- *Advertise. TC3 does very little advertising locally and regionally.*
- *Highlight career paths into local jobs...*
- *Link courses and programs to needs of local employers*
- *Work with local high schools and parents*
- *Become more attractive for 'non-college' tracked students. ID practical/applied fields and provide training, certificate programs, AA when appropriate.*
- *Somehow convey the training-job pipeline more clearly. Like nursing, so people can see that if they invest their time and money into an education, they will have excellent opportunities for local employment.*
- *Timing of classes-- evenings; better use of downtown Ithaca center*
- *More saturation of programs and classes that would be attractive to various populations in the surrounding area.*
- *Provide more opportunities tied to vocational training as that is lacking in the area (other than BOCES). Improving the on-campus experience so that it more closely feels like a four year school.*
- *Showing the direct link between the education there and good local jobs.*
- *I believe that many local students do not understand that it could be a wonderful stepping stone to a four year institution.*
- *In my opinion, high school graduates making a decision to attend TC3 has as much to do with reputation as anything else. The programs offered at TC3 are really top notch. TC3 has done a pretty decent job of branding, but I think more work can be done here. When I ask high school graduates where are they going I often here TC3 and then a bit of an excuse why they have chosen this school. I don't know why this is, but I want to here kids be proud of this choice.*
- *Promote the trades education to disadvantaged population.*

- *Keep education attentions focused on local employer needs for programming and build fully diverse athletic program at TC3. This will attract students athletes locally.*
- *Not sure about specifics, but in general, engage in as much programming as possible that helps local middle-/high-school students from low socio-economic backgrounds "see themselves" as college eligible.*
- *A dedicated college bus or minivan limo service running every half hour from Cortland to the TC3 campus in Dryden.*
- *Develop micro-credentialing programs.*
- *Jobs programs.*
- *More work training AAS degrees.*
- *Maybe offer Japanese language? :)*
- *IMO, TC3's major problem is not something that TC3 can fix on its own, and that is its location. It's not easy to get to TC3 from many parts of Tompkins County, and public transit service is inadequate.*
- *Improve the pipeline between TC3 and local employers (ie, jobs).*
- *Work with graduate students in finding jobs upon graduation or help move on to a 4 year program.*
- *Brag a little! Show the value of a TC3 education.*
- *Offer more direct pathway to local jobs and provide information establishing the quality of their programs.*
- *Strong community mentorship program.*

Q7: What is the college's reputation in the community? What are we known for? (422 responses)

- *I don't live in the community so i'm not sure*
- *The college used to have a solid reputation amongst the local community. The push to bring in students from NYC and other inner city locations has tainted it's reputation, as can be seen in some high profile incidents at the college. Local students are now looking for other options*
- *High quality basic education and practical training, as well as flexibility in meeting community needs.*
- *I believe very good. Students taking the college credits in high school is a big plus for our students and community. The nursing program has helped our community in our Dr. offices as well as the hospitals in our area.*
- *Not bad. Nursing grads*
- *A good place to get a start on the future.*
- *A great place to start your college career or a place to return to college as a non traditional student.*
- *Very good when I was last there.*
- *Poor. Fights. Low quality of students being recruited. Lack of cooperation with local law enforcement.*
- *For people who have had children gone there, it's a great school. For older people that have not even Been on campus it's a place the New York City people come too. Not a positive.*
- *Excellent students, especially in nursing.*
- *Known for being easy to get in.*
- *A great start to higher education. A college that will invite students to attend. A college that families can afford to send their children to.*
- *I'm not sure. For some it's positive and others it's quite negative. There are a lot of misperceptions about TC3 and it's current students and the college isn't doing much to address it. It's know as a low cost local option but not exactly a high quality one. The marketing and outreach seem very superficial so the community doesn't really know what is happening, etc except for with bigger things such as the new relationship with Guthrie Cortland Medical Center and the Nursing program.*
- *I do not think the community knows much about what goes on at the college. Community is not informed and perceptions are limited.*
- *Farm and Bistro totally excellent.*
- *Highly respected. Our teachers are proud to be adjunct professors. Our students later towards graduation or just after realize how lucky they are to have completed higher level classes that are validated by TC3. Some students graduate high school with close to a two year degree and one two have one. They are extremely proud and it changed their life to pursue bigger things sooner.*

- *It is an affordable alternative for those uncertain about their future. It is known as an extension of high school and not very challenging.*
- *TC3 has lost its way in providing education to local and regional students. The community doesn't feel as connected to the college in many ways. In speaking with other people, it doesn't seem to have a good reputation. The buildings looks run down.*
- *For me ? 6 .*
- *There is currently a problem with an element that is coming to this school and communities, predominately from outside the Counties of Tompkins and Cortland with no intention of receiving an education or even having an intent of attending classes. This observation is made after listening to younger people in the high school and from administrators at our local SUNY, law enforcement and apartment landlords. I think that students should be vetted. If their high school grades do not reflect college requirements, then they should not be allowed to attend. This is not an isolated problem with TC3, but a problem none the less. This can affect an institution's reputation.*
- *Strong nursing program Courses made available for high school students Evening classes for adults Business and Computer course offering*
- *it is a respected school for higher education*
- *Good basic education and as a stepping stone to universities*
- *Providing a good opportunity for students that may not have the grades to attend four year colleges.*
- *Diversity*
- *Great way to start your college career locally.*
- *Used to be better. Now the feeling seems to be that there are students enrolled who degrade the experience for others.*
- *I believe the College has an outstanding reputation for providing programs to the benefit of the community. The nursing program in particular has been perceived as one of the best initial nursing programs. I believe the business programs are also seen as beneficial and of good quality.*
- *Thumbs up*
- *TC3 completes with Ithaca College and Cornell.*
- *The school isn't well known enough to have built an actual reputation. It's not known for anything as far as I can tell.*
- *Unfortunately, the students from downstate give the college a bad reputation. Drinking, drugs and crime are what I hear about most. Buses full of students come to Cortland to shop and they rip off the businesses in town. My son witnessed a knife fight in the quad at TC3 and several students have commented on the drinking and drug use that go on in the dorms.*
- *They have a great relationship with High Schools giving students the ability to get college credits while in high school. A huge step on life.*
- *I'm not sure and that is a problem*
- *TC3's reputation is positive to the best of my knowledge. The Nursing Program and Technology are the programs that I am most familiar.*
- *I think it has a good reputation within the community.*
- *ALLOWING STUDENTS TO NOT ATTEND CLASSES*
- *Opportunities for students to afford to go to college, and opportunities to continue their education at 4 year colleges through transfer relationships TC3 has built with them.*
- *Your farm to table program with Coltivare is supposedly good.*
- *To be honest, I think TC3 is often considered a good stepping stone into higher education, not always a destination. If that makes sense.*
- *low cost and local education.*
- *WELL THAT HAS CHANGED..... LOTS OF KIDS OUT OF CONTROL NOT A GOOD IMAGE.*
- *Associate's degrees at reasonable cost. On the down side, drug and crime problems that come in with some NYC students*
- *TC3 seems to have a good reputation in the community and is viewed as a stepping stone for traditional students and a nice option for adults wishing to pursue further education.*

- *TC3's reputation is divided among the community. Those who have been an active part of TC3's mission are proud and protective of how excellent TC3 can be, but it remains sarcastically "Harvard on the Hill" for many locals. Many people do not see or recognize the value or quality of the education TC3 offers.*
- *Affordable and available to local students in nearby counties.*
- *Being a good place for adults and parents to further their education with learning practical skills.*
- *I am not sure about the reputation in the USA but in my country have a diploma from this college give more opportunities*
- *The college has a good reputation, especially the nursing program. For the most part we have had 2 student interns that were hired for full time employment in the chemical dependency program.*
- *Some people who graduated high school locally see the college as an extension of high school, but most people understand if you take your education seriously you will benefit from attending the college.*
- *Being a community partnet. Great college!*
- *avenues for those with 'interrupted education' to obtain degrees; a launching pad for those who want to continue for a 4-year degree*
- *A stepping point between high school and a four-year college.*
- *Economical*
- *I feel it's nursing program is well regarded. Many nurses in Central New York went to TC3.*
- *Great value. Nursing program. Folks trying to transfer into other programs. Etc. so many great things!*
- *Recently I have not heard of too many positive things especially with students. One excellent thing is the partnership with Guthrie Cortland Medical Center and the RN program*
- *sustainability efforts*
- *Just from what I have heard it has a strong nursing program.*
- *Strives to meet student needs.*
- *TC3 is a good solid community college*
- *See response #5. Increasingly, however, TC3 is seen as a holding pen for unmotivated downstate students. I have heard this point from TC3 faculty, local employers, and students.*
- *it's a community college. non traditional students. nursing.*
- *Good. 5 above.*
- *TC3 is known for an affordable education after high school and also as a place where non-traditional students are welcome.*
- *Good Culinary Arts*
- *The "local" Community College. Known for the excellent Nursing program. Known for the culinary program and downtown TC3 restaurant.*
- *Nursing program. Good value for the cost. Giving people a second chance at a career.*
- *Expensive*
- *TC3 isn't known for it's nursing program.*
- *Good reputation. (Much improved from the 1970's when fellow high-schoolers would talk about going to "TeeHeeHee".) I know of many students who take classes to get a jump start on college, or attend while they figure out what they want to do. Others attend to make college affordable in the long run, taking fundamentals at TC3, then transferring to a college with higher costs but more aligned to their preferred area of study. And some stay for the degree and successfully find work in their field.*
- *Producing world class graduates that change the landscape of who they are and become successful.*
- *The college has a reputation as a stepping stone for some. It is also known for locals as a way to get certifications for some practical skills. I have also heard that the residential students have lots of behavioral struggles (fights, drugs, etc.)*
- *Positive reputation. Nursing program.*
- *A good community college. Usually for students who only want a two year degree or for upping their ability to get into a four year school as a transfer after the first year*
- *Seems to be generally accepted as a place to go for some course work and then transfer. Don't live in the residence halls.*

- *Affordable education*
- *Excellent Cost effective undergrad education*
- *High quality education, good teachers*
- *Nursing*
- *Generally good. Theater arts.*
- *TC3 has a good reputation of offering a diverse amount of opportunities, most notably the farm.*
- *Good. Education at affordable pricing*
- *Known for producing quality graduates that are prepared for further education or the workforce.*
- *Coltivare*
- *Accessible, quality instruction.*
- *Sports, small classes, good professors*
- *Nursing, child care*
- *TC3 is well respected in the area for providing practical training in specialty areas (e.g. nursing)*
- *Although TC3 vastly improved during the previous president and has improved some with the new president, the college needs to: 1) attract and retain caring and excellent instructors who are actually engaging and motivating students through out the academic year, summer and winter months, 2) the other issue is that students who want to or need to take summer/winter classes to advance their studies or make up for a course often find out that their class has been cancelled or that the instructor is someone who came to fill in because there was no one else available to teach-- to me this is not quality instruction, 3) quite often classes are extremely boring, old methods of teaching need to be updated, I believe most students do not want to be taught to, they want to experience what they are studying, and 4) hold cultural, diversity and bias workshops for faculty and staff. I want TC3 to be the best it can be given the resources it has.*
- *A way to take a few classes on your way to the next thing, either 4-year college, re-enter the workforce, or fill a gap in your skill set*
- *Nursing Culinary arts Excellent, affordable preparation for transfer to four year colleges and universities*
- *Strong nursing program, excellent broadcasting curriculum, and modern facilities*
- *local ok place.*
- *Very positive*
- *Honestly, I've heard rumors about drugs, students from urban areas involved in crime (in and around campus). As someone who now currently works at a nearby college, I know we get many transfers from TC, but in the more traditional majors (i.e., teaching, human services, liberal arts, etc.) and we have an excellent transfer pathway built around this partnership.*
- *Your reputation is good. You are known for a great nursing program.*
- *Affordability, sound academic programs: nursing and general studies (core curriculum), childcare. The college has a relatively high transfer rate to 4 year institutions (Cornell being a major example) Pleasant supportive environment with faculty and staff that are sincere and caring. Coltivare - excellent dining experience and event/conference space*
- *It didn't used to be a good reputation when I first became a student 15 years ago, but it has come a long way to better itself and its overall appearance to the community!*
- *Sad. Too many students flame out first year or semester. Known for nursing program excellence. Could work to include more ESL nursing students that meet criteria.*
- *Excellence in education, numerous alarms for incidents at the housing complex*
- *With the new farm to table program with Coltivare restaurant, TC3's name is out in the community more and that's an excellent way of building it's reputation.*
- *TC3 is a great place to begin your college career*
- *Very Good. Teaching emphasis*
- *Allowing students to live in the dorms that have criminal records or have the tendencies to commit criminal acts in the community.*
- *Sadly, I think that TC3 still operates in the shadow of Cornell and IC. Those who know and support TC3 understand the unique role it plays in terms of both affordability and access for students of all ability levels. For others, it's the*

"junior college." I'd like to see more marketing that highlights TC3 alumni - or those who have used it to "catch up" on job skills - who are moving up the professional ladder.

- *To my knowledge you are known for having one of the best nursing programs and giving students an affordable quality education.*
- *Great*
- *A great place to go for 2 years and then transfer to Cornell*
- *A: nursing program B: cost efficient*
- *good rep. known for human services degree.*
- *I don't know anything about TC3 although I've lived here 9 years.*
- *TC3 is known as a good college, with positive experiences from students. Although, the dorms do not. They have a reputation of being very unsafe and drug ridden.*
- *A good place to start if one is unsure of what they want to do.*
- *I believe that TC3 is truly a reputable, honest, and overall nice place to earn a degree in our community. As a Cortland resident, I often refer students to TC3, as I know it is either a nice final or beginning destination for their career choice. Having taken CollegeNow, and additional college courses during my bachelor's at TC3, I have always been truly impressed that it is in my backyard.*
- *For taking students who have a learning disabilities and give them a chance at college they may not ever had to go to college.*
- *TC3 is seen as a major educational institution respected for its quality of resources, instruction, faculty, and residential experience. It is known to prepare students not only for immediate work but also for gaining admission to competitive senior colleges and universities. It leads in hospitality with its Farm to Bistro star facility, Coltivare. It has a nice footprint location also at Tioga and Seneca Streets. It's visibility is appreciated in Ithaca and At Cortland's extension site.*
- *TC3 provides quality education at reasonable cost.*
- *Known for nursing and early childhood Becoming known for culinary program*
- *Inclusiveness*
- *Admitting anyone.*
- *An affordable way to get basic class work out of the way before you transfer on to a four year college.*
- *Earning credits while in high school. Coltevere and connections to Ithaca.*
- *excellent, provides great opportunities for all kinds of students-from the high school drop-out to the high performing high school graduate planing to transfer to a four year school with an excellent reputation.*
- *Being an international student, TC3 was a great experience and people appreciate the experience*
- *Reputation is good. Especially noted for nursing programs.*
- *Value for the cost.*
- *Quality baseball program, and dedicated students interested in getting ahead while keeping debt at a minimum.*
- *Cheap education.*
- *Those who are educated on our school know what we offer and how much of an assest our school is to the community. I believe people are impressed with our nursing program and Coltivare. Some have a less than favorable opinion on the school, but i feel those thoughts and feelings come without validation. I think we are in the same boat with most community college in that sense...13th grade.*
- *It provides a quality education for low cost.*
- *Great. The programs you offer.*
- *It's basically good. Coltivare is a great example of TC3 at work in the community.*
- *I believe that TC3 provides an excellent education for those who are willing to apply themselves. I have not heard good things about student behavior in the dorm facility.*
- *Good nursing program Affordable Kids go there from NYC Many non-traditional students*
- *Providing a good education and stepping stone to other higher educational opportunities at a reasonable cost. A place to find yourself.*
- *Highly valued, but understood to be in turmoil.*

- *Almost everyone knows of or is a former student of TC3. Our graduates are our best marketing tools and have spread our reputation for quality education at a reasonable price.*
- *The paralegal program seems to produce good results.*
- *Violence*
- *The reputation is high, particularly in terms of responsiveness to regional needs. The College has benefitted from skilled leadership, especially the long and distinguished career Carl gave to our region.*
- *Good*
- *High quality education at reasonable price*
- *I don't really know how to gauge it's reputation in the community. Probably some good, some bad. When I walk through the halls of the school and sit in the library I see some students who are serious about their studies and others who are not. Over the past few years, it seems like more students are less serious about their studies than they were 5-10 years ago. If graduation rates, employment rates, college transfer rates are good.....they should be advertised. If not and these measures indicate poorer performance over time then that's how I would gauge the schools reputation. I wish I could see these metrics.*
- *EXCELLENT!!!!!!!!!!*
- *From what I understand I think you have a solid reputation for providing quality education and preparation for a 4 year school. I think you are known for providing a lot of options for students.*
- *Good solid starting place for college students. Low cost but quality education.*
- *TC3 is known for recruiting a diverse population but not doing it strategically. People that I speak with around the community are confused about TC3's mission to diversify campus without concentrating much efforts on the local and rural communities surrounding it. It is critical to be inclusive and to add diversity, but to ignore or not to make the local community it's first and foremost priority. It seems senseless to relocate urban students, who aren't prepared for the isolation and rural setting where TC3 is located to then experience what seems to be a high rate of attrition. TC3 used to be known for many solid qualities it seems this has faded over time.*
- *Nursing program Culinary program -- the new farm Wine marketing*
- *Great nursing program Great athletics No so great housing reputation*
- *The college assists in supporting local students and providing opportunities for dual enrollment. However, I have recently heard that the campus is rough (fits in the dining hall).*
- *Everything I have heard is great. Of course, I add to that too. I good mouth TC3 whenever education comes up in conversation.*
- *Sound option for prospective students. Good options for employers to help with staff career development. Leadership Cortland and Tompkins is a rewarding program. Carl Haynes and his involvement in the community and welcoming style to TC3 employees.*
- *I feel TC3 is known as a reputable and affordable education.*
- *I think the reputation is a good one. The best way reputations are established is through the sharing of the positive experiences of people who attended or are attending. The TC3 grads I have met are productive members of my community.*
- *the 'in between' years, from high school to college (real college!)*
- *Generally, high rep. Value experience.*
- *Hospitality & culinary expertise is definitely more visible with Coltivare.*
- *good rep Good 2 year school especially for students transferring to 4 year schools*
- *In Dryden we know that when students return so will local crime. Local high School students call TC3 grade 13*
- *Known for quality instruction, relevance of degree programs, not sure if people are aware costs...*
- *Nursing program*
- *Outstanding !*
- *It is good among the local population but its proximity to Cornell eclipses the good that it does. It is seen as a last resort school.*
- *Because of the proximity of larger colleges/universities in the area, I hear a lot of people talk about the high quality education available at a lower cost. Most recommend students start their first year or two at TC3 to save money, then move to a bigger school. I agree.*

- *Diversity and inclusion of everyone.*
- *Good reputation - known for a good education at a good price so the student can transfer on to any college of their choice.*
- *Please make sure students that want to transfer take the correct classes especially chemistry. SUNY Cortland gets quite a few transfer students that have to take General Chemistry I and II over because they have taken the 100 level chemistry not the 200 level.*
- *I don't live close enough to the community to know what it wants*
- *having many degree options that are transferable to many 4 yerar universities*
- *Known for being a reasonably priced alternative for the first two years of a four-year degree.*
- *An excellent first step into the future - flexibility and support.*
- *In my visits back to family, my understanding is that the college has an excellent and well-deserved reputation. I think, from speaking with other relatives who've attended, the college is known for excellent foundational education, good specialized programs, and--for some--an excellent launching platform for those pursuing additional education.*
- *Has a positive rep from what I hear.*
- *Known for being a central community college with professors and staff that care for the students and are passionate about their careers and the future careers of their students.*
- *I do not know.*
- *Very nice, well established system with nice instructors. I am truly honored to have those as my teachers.*
- *Like OCC in Onondaga County, the "school of last resort" that accepts all applicants. Not really a bad thing.*
- *it has many years since i was involved with the College, but all seems to be more than sufficient and is highly commendable.*
- *I feel like TC3 used to be thought of as a high school graduates second choice because they wanted to get out and see the world and different fancy colleges. Now TC3 has proven that you can find what you're looking for right here in our community. I'm very thankful for TC3.*
- *I am not sure of the overall reputation. I think the school is well thought of, but I don't speak for any groups and its not a subject of conversation among most of my friends.*
- *I think TC3 is well respected, and with approved transfer opportunities to Cornell [and perhaps IC] it is a way for students withing to continue their education to get a good start to their college career for less \$ and smaller classes.*
- *Generally good-but it amazes me how little is known.In the shadows of many four year schools.*
- *Definitely known for the nursing program.*
- *Not sure, it has been a long time since I've lived near the school.*
- *Not enough effort to keep minority students in the college. A lot drop out for many reason.*
- *To my knowledge TC3 has an excellent reputation..... I wonder the number of students who go on to 4 year colleges?*
- *NOTHING, absolutely NOTHING...okay maybe the gardens....just maybe*
- *Nursing*
- *Most people I know think that TC3 is a good investment and provides a service for the community and the individuals who attend.*
- *Creating successful graduates.*
- *For me, it was a gateway to a four-year college.*
- *In my interactions, the College is viewed quite favorably. It is viewed by me and others as a valuable and often not fully recognized (underappreciated) community resource. The nursing program gets high remarks.*
- *TC3 is seen as a pillar of the community and a resource for a valuable, low-cost continuing education.*
- *Good way to get into other colleges without going into as much debt or to get a reasonably affordable degree.*
- *I have heard good things regarding the quality of the education and depth of learning the classes provide. I have also heard a lot about the Coltivare.*

- *Good - Nursing program Bad - Too many students from out of the community causing trouble. I have several friends who refuse to let their children attend, due to safety concerns. The reputation has been going down hill for a long time.*
- *I not sure.*
- *getting certification courses (EMT) getting a class that you couldn't take at another local college, at far less expense*
- *good place to start college*
- *Very good. Known for high quality flexible study.*
- *Good quality education without the high expense*
- *Video production in a program that may exceed Ithaca College in the "hands-on" aspect.*
- *The most recent thing I heard was a NEGATIVE comment. There are a lot of people in the community who feel that TC3 is the reason there are so many recreational drugs in the area. I think we need to take further steps to monitor what comes in and out of the dorms. The kids in the dorms are young adults. They need to act like young adults and adhere to the rules. IF they don't we need to take action....fines or community service may be a good place to start.*
- *Quality education close to home.*
- *The reputation that I got from the locals I met in the community was that it was just a bunch of disrespectful young college kids. Kids from the city who do not care about anyone but themselves who steal cheat and lie. There was always violence or the threat of violence from certain kids.*
- *I honestly don't know anymore. I know that I always speak highly of the college when I'm asked about it. The only thing I've heard was that Residence Life was a little messy at one point and that there was a lot of trouble.*
- *Very good place to start your education*
- *Nursing is well known.*
- *Good educational programs at an affordable price for working people*
- *It has a stereotypical Community College reputation i.e., community colleges are for dumb people. Or that TC3 is "extended high school."*
- *Excellent*
- *As far as I know, it is a well-reputed Community College in this area; I don't know how far away its reputation has reached. The nursing program stands out.*
- *Very Good place to get a degree. Some of your faculty however are outdated. Some of them do not keep up with current practices or current trends in their field. This impacts how students are prepared in the work force.*
- *Having a wide variety of options for not only 18 year olds, but for all adult members of our community.*
- *Solid rep. Great place to start the rest of your life!*
- *Affordable post secondary education*
- *Seems to be positive. Offering programs to residents of our counties.*
- *It is a respected and smaller option to students in Onondaga County.*
- *Good as far I as I understand. I took classes in graphic design (I have and engineering degree and an MBA)as well as my daughter who graduated from TC3. We both enjoyed the professionalism of the teachers. Not sure what the overall college is know for.*
- *Affordable and flexible local education*
- *It has a lot of positive things going on, but it's starting to get a reputation in the community of being a place that has gang activity and and drug use among the dorms.*
- *I have lived in this community for over 30 years and seen TC3 when it was at its best and worst. I have also worked in the local school district for many years and speak with kids who have attended there. ALL reports are that the dorms are just full of downstate kids who sell drugs and that the school is just an extension of high school, with no expectations. I discouraged all of my kids from going there, telling them to try BCC or OCC if they insisted on going to a 2-year school.*
- *Adequate as a community college*
- *not sure*

- *Great school with a competitive nursing program. Inexpensive compared to other options for college. Anyone can get in! (per my high school students).*
- *You are known to be a stepping stone to a 4 year degree. It would be nice to see more 2 year STEM and Medical field programs (that are not online).*
- *It is a good community college that has athletics for many students. They have many different majors.*
- *Gangs, drugs, inter city youth, not caring after 5pm*
- *Known for quality education as a stepping stone into a four-year college.*
- *Solid academics at an affordable price.*
- *Humanities and business studies*
- *affordable education. acting as an affordable starter funnel to IC and Cornell*
- *Being the cheaper education option. Having rampant drug activity in your dorms.*
- *Small classes, affordability, outreach to high schools, good way to start out in majors like engineering.*
- *Good value education and community resource*
- *For a while it seemed like an extension of high school to some students but now I feel students realize that it is a financial bargain to get two years done there before transferring on*
- *I know the new media, graphics and communications departments are amazing.*
- *Providing educational opportunities at an affordable cost.*
- *See, number 5. (Innovation - Farm to Bistro, Opportunity - Access to a College Education for Low-Income students, and Resourcefulness - College Now)*
- *Good first step after high school*
- *Not very good due to some of the residents on campus. The drugs are pretty bad. They have no respect for the people in the greater Dryden Community.*
- *nursing. graduates transfer to 4 year colleges*
- *A great reputation of having credits transfer to other universities*
- *For whatever reason, TC3 is known as second rate to OCC to kids from Onondaga County. I'm unsure why this is or what could be done to change that. I certainly don't agree, but that's the public perception.*
- *Great nursing program.*
- *Value for a good community college education.*
- *As a college now high school teacher, I see that often students graduate high school with a degree from TC3 and it is highly recognized in local communities.*
- *Job skills, opportunity for older students, competitive costs.*
- *TC3 is know by my students as a place in which they could start their first two years at a local school at a lower cost than most other colleges*
- *Unfortunately, it is seen as just an extension of the local high school. It's not fair or accurate.*
- *college now. but there is so many more impressive things there at the college.*
- *Great community partner invested of the well being of the Tompkins/Cortland Counties and beyond. welcoming to groups. Most importantly welcoming to youth exploring continuing education opportunities. Provides great resources for groups visiting for early college awareness programs and high School exploratory tours.*
- *Good education for the value of what is paid.*
- *Offering a great stepping-stone to students looking to enroll in a larger, more expensive 4-year school. TC3 provides a great, economical foundation.*
- *Being accessible to individuals with barriers to employment as well as a gateway to employment right in their community.*
- *You are now more open to working with the community to identify the need for programs that educate skilled workers for local jobs.*
- *Collaboration with other institutions of higher ed.*
- *I know you for ECE.*
- *It has an excellent reputation. It is k oen for its nursing program, radio-tv program. and business programs*
- *Stepping stone for those looking for career advancement/readiness.*

- *Right now, Cultivate and the ag and wine programs. Nursing. The media arts. The swimming pool...the new childcare center.*
- *Nursing program, bad, ineffective uninnovative or lazy teaching, unprepared students holding back the rest and various problems going unaddressed or ignored. Investment into apparent-vanity projects instead of workforce development.*
- *Nursing?*
- *Entry to four year educational goal*
- *very good, i think*
- *I think the college has a good reputation from everything I hear about it.*
- *Many students view it as an extension of high school. This is not uncommon, but families/adults view it as a great first option.*
- *Strong programs for nursing; early childhood; and culinary programs Often hear about significant drug use*
- *Students seem separate from the community. However, I have only lived in the area for 2 years.*
- *Known as a high quality school to launch a college education, and the teachers are excellent (in general).*
- *Offering a wide array of courses at a very reasonable price.*
- *Great reputation. Many people have attended/graduated from TC3*
- *1.The drug use in the dormitories 2. Students not receiving their financial aid until half the semester is over*
- *Having great standards and a good trusting relationship with the community.*
- *Nursing program*
- *dorm parties and relaxed curriculum*
- *Known for nursing program, but also for what community colleges offer in terms of a place where people who may not have been on the college track in high school can return to school knowing that they are supported*
- *Nursing program is a plus. Human Services degree and general liberal arts degree are needed and 4 year schools do not have these. Nice facilities. Negative reputation with the big housing apartments in Cortland.*
- *Nursing*
- *some students who live off campus in the Cortland Community do not reflect well on the school if their behavior is extreme*
- *Welcoming. Accepts diverse student population, especially inner-city, but I think that has its cons.*
- *Educating all... all ages, all abilities, all economic backgrounds.*
- *Good employer. Crime around campus*
- *Fitness center available to all. However the cost versus the amount of time closed or overcrowded is making it less appealing. Quality education, Superior nursing school (needs to be expanded!!)*
- *NYC kids who want to party and push drugs*
- *Known for being good and affordable stepping stone to achieving a Bachelor degree. Widely known for offering an exceptional nursing program and a strong culinary program.*
- *It seems that as more and more of the college attendees are from communities that don't share the same values that we are known for in this region.*
- *Unfortunately, some of the community feels that bringing kids from the inner cities has increased drug use and sales in Dryden.*
- *I have heard that you are well known for the nursing program.*
- *Good offerings for two year program. Nursing Culinary School Early Childhood*
- *Don't know*
- *Unfortunately since I went to the college many years ago, I've heard it has turned into a college that takes a lot of students from "the city" and may not be a good thing.*
- *Drugs and housing people for ill repute. zero tolerance do k9 sweeps in public areas and if the dog alerts on a person or room use probable cause and have a judge on site during the sweeps to sign a search warrant. This type of activity does not belong in the community.*
- *Nursing program*

- *You are known for being a drug college. I would not send my family to the college. We have heard many stories of drug sales on campus and now in the local community due to the students that are being transferred in from other areas for a free education.*
- *Nursing program Glorified high school*
- *Overall a good reputation. I think the college is seen as a good starting point for students beginning their college career.*
- *I liked that there were so many people that I knew from my own school of Groton that attended TC3 and some were in classes of mine and we were able to help each other*
- *Why did TC3 put their restaurant in Ithaca? Dryden needs more restaurants in our community. Please consider opening another restaurant in Dryden.*
- *Great academic programs, but violent resident life*
- *Right now, the reputation is down. Your nursing program is highly rated. Dorms have a terrible reputation.*
- *Coltivare (although coltivare community relationships with restaurants/food industry could be improved), good education, great and dedicated students*
- *I think that young people I work with don't see TC3 as an option for them. I am not sure what all is part of that, but your absence in the community is a part of it. The campus is as foreign as any other college campus to young people. I can't say what the reputation is in the community.*
- *Mixed. Mostly known for nursing.*
- *Mostly all I hear outsiders talk about is TC3 not paying land tax and the open swim in the pool.*
- *As a long-time local resident, I hear people say that the quality of education is not the greatest at TC3. Students aren't prepared to enter the current work world. Work ethic is poor. I've also heard that people aren't sure what goes on there. Are there opportunities (outside of taking classes) for community members to attend. Allow the community to better know you and your offerings to spread the word to family and friends.*
- *TC3 is seen as a very good nursing school that puts way too much emphasis on diversity defined by treating people differently based on the color of their skin to effect change that they deem morally superior while neglecting to focus on the fact that treating people differently on the basis of their skin is, in itself, immoral.*
- *Positive reputation. I feel it has actually become more visible to the students in the last couple of years. Initially you were known for your nursing program. Now your other programs have more visibility. Love the idea of wine marketing. That is an area that might appeal to the older population/the retired as will many of your other programs.*
- *Providing opportunities for a wide range of courses of study.*
- *I am not aware of any type of reputation.*
- *giving everyone a chance to grow, increase educational advantages*
- *Nursing program has good reputation. CASAC courses are important to the community.*
- *TC3 has a good reputation and is often a launch-point for students who are unsure of their college and career goals. It gives them a chance to get started and chart a path.*
- *Concurrent enrollment courses at Dryden HS. Farm to table culinary program. Strong Visual/Media Arts program and Film/TV program.*
- *High schoolers know it as a place where the less gifted students go. Knowledgeable and more experienced adults know it is a place where the saavy youth can get what they need at a reasonable price before transferring; if that is their goal.*
- *Taking everyone who gets rejected from Cortland*
- *Being a good community college.*
- *Although TC3 has a solid reputation, I'm not sure what it's specifically known for. I know that it has some excellent faculty!*
- *Quality*
- *At one point, the largest drug bust in Tompkins County was made in the TC 3 residence halls. The students who get kicked out of the residence halls and then move to the Cortland housing on Route 13 reflect poorly on the College. Was on a tour and the behavior and language of students in the dining hall was appalling. The amount of student debt incurred for a two year degree. The full time professor vs adjunct ratio. Have heard that there's lots of theft and behavior issues- campus police are busy. Lack of adequate enrollment, loss of income seem to really*

be catching up- TC3 is badly tarnished- in decline- not on the rise. Used to be an investment for the sponsoring counties- now see it as a drain on the sponsoring counties.

- *I think broadly it has a good reputation. However the board of trustees might benefit from more diversity as well as the TC3 foundation board of directors. I see a lot of the same old guard names on these boards. Might be worth considering for strategic planning purposes how to shakes up your boards and bring in newer, more innovative ideas.*
- *Thugs from "the city". I hear over and over that this is why people and parents don't want to send their kids here.*
- *Inclusive reputation, from high school to adult.*
- *Training nurses*
- *The nursing program, and being a great place to earn an associates with an avenue to transfer to another school after two years.*
- *Nursing program.*
- *Excellent. Great customer service and academic support for students.*
- *Reputation has always been strong as an educational entity with programs such as nursing, hospitality, communications, and computers. Reputation as an employer has dropped significantly with new leadership.*
- *Nursing and a VERY COLD POOL. Community outreach involves having things the community needs: wellness is one of those. Swimming lessons that don't make the local young families kid's lips turn blue by the end of the lesson. More arrests and rescue calls in Dryden. Might want to offer gym services to Dryden Fire Department.*
- *Good education but somewhat bad reputation for crime and drugs on campus*
- *Locally known as the cleanest, coldest pool in the two county area. Dryden High School on the hill :).*
- *A good value and provide opportunities for those that didn't necessarily excel in high school, but can use TC3 to improve their situation.*
- *First destination campus for many local/area residents (cost and geography); nursing program and business programs have solid reputations*
- *Photography class. Nursing. Coltivare.*
- *I believe TC3 has a positive reputation in the surrounding communities and the college is well-known for numerous programs including the highly-rated nursing program. The college does a fantastic job including the community in the various projects of the college.*
- *I think the college's strongest assets are it's alumni, faculty and students. Some of the degree fields I hear about most often are the nursing program, the Hotel and Restaurant Management program and Wine Marketing. I do believe Coltivare has struggled with transition, high food costs, response from team members and in the very early days, food quality. Each one of these on its own is easily able to be overcome. I'm still hearing of people not getting responses from the sales team: particularly one local business that called 6-7 times over the holidays to book a holiday party and ended up choosing another place because they never got a response. I also believe the students of TC3 could be one of the biggest viral assets for the restaurant but I think the price point for the meals price them out of visiting with their friends and family that could easily be a way to support their fellow classmates work.*
- *On the positive side, your nursing program and the ability to transfer to four year schools. Some people look at it as an extension of high school.*
- *I hear the most about the nursing program, being high quality and competitive.*
- *Nursing graduates*
- *A strong and viable option for local students to continue with postsecondary opportunities.*
- *The college has a positive reputation in the community. You are primarily known for the nursing program, which is very selective.*
- *It is the "go to" college in our community.*
- *Quiet*
- *I think it's good; could be better.*
- *A strong community college program*
- *Great stepping stone for those unsure of going into college - if they can "make it". Nursing program is gaining reputation and many social workers locally start in the Human Services program at TC3.*

- *The college is primarily known for ACE classes at the high school level but I think the opportunity for growth is there.*
- *Poor housing experience for serious students Recommend separate housing options for engaged students (letters of recommendation, regents track, honors etc)*
- *Inclusive makes them stronger.*
- *Drugs and crime*
- *Good for nursing. Good way to get a cheap year in before next 3 years at 4-year school*
- *I feel like the general reputation is weak.... I bring it up often as a wonderful asset got our community and feel most folks do not understand what it is an who all it serves and collaborates with.*
- *See answer to question 5. It has an excellent nursing program. TC3 is also a terrific first step for adults who wish to return to college either to obtain a degree or to change careers.*
- *Unsure*
- *I think it's good. TC3 is known for being accessible, a first step if you want to continue your education and aren't financially or academically able to go to a 4 year college. Also, known for being flexible enough that working people and parents are able to attend and that you assist people with school/life balance and help people stay or return to school and finish. Not sure what else.*
- *You are known for educating adults as well as young people, people already in the work force as well as recent school graduates. Please continue with that. One valuable service is educating students who will then go on to study further at Cornell and Ithaca College. Please continue to stress these links with other institutions.*
- *2 year degrees*
- *I think it's a good reputation, but I don't know why other than the training restaurant.*
- *Fairly solid. Known as a good place for students who aren't sure about college and those who need some extra assistance in order to succeed at college.*
- *Helping people to get into college; pre-requisit classes; workshops with excellent facilitators downtown; classes for job seekers through Workforce.*
- *Known for programs that prepare students for entry level positions in their chosen field/major. Also for allowing high school students concurrent enrollment.*
- *At IHS among upper and middle class college bound families, I think TC3 is (unfairly) considered lower status than 4 year universities. There's some elitism here, maybe due especially to Cornell, that I think unfortunately keeps some high school students from seeing TC3 as a good option.*
- *Ag programming and general ed?*
- *A valued resource the strives to accommodate via multiple locations and online learning opportunities.*
- *Serving students from diverse/non-traditional backgrounds, economically, learning styles, ethnicity, global outreach.*
- *Not much*
- *College has a strong reputation and is connected to various groups in the community.*
- *The "go to" place for many local adults looking to increase their professional value.*
- *Potential for good college education for an inexpensive cost. A good place to explore offerings and decide how to proceed with a major. Depending upon the professor, some excellent teaching is going on.*
- *Low cost. I think the nursing program is best know as being excellent.*
- *Cost-effective, nursing program, Coltivare partnership*
- *The culinary program comes to mind first.*
- *- Strong within Tompkins County - much less strong in Cortland county. - Known for nursing program. Silent in other areas.*
- *I honestly don't know.*
- *Array of programs offered*
- *Quality education and a family environment*
- *Diversity and inclusion Job skills Great place to get supplemental college credit or initial college credit before transferring to traditional 4-year college Adult student opportunities*
- *A high quality community college but operates largely under the radar.*

- *Most people in the Syracuse area do not know much about TC3*
- *Affordable college courses, and high quality facility for college and community use.*
- *TC3 has a great reputation for offering a high quality education at an affordable price.*
- *I have been impressed with the variety of students who attend the school and programs the college offers. The students who attend are generally positive about the school, which gives it a favorable rating in my opinion.*
- *Unfortunately, the reputation is that it is an extension of high school. Needs to be seen as the affordable college option.*
- *Good reputation. Many of our high school students attend after graduation to complete or start their degree.*
- *Affordable education and a stepping stone to higher education.*
- *I came from another nearby community and always had the view that TC3 was one of the strongest community colleges in upstate NY. I felt you were doing a great job providing concurrent enrollment programming in the high schools near me. I'm most aware of the students that come out of the hospitality program. Coltivare.*
- *The school's reputation with regards to the Nursing program is well respected.*
- *positive reputation*
- *I believe the college has an extremely positive reputation. The nursing program and business training get widespread recognition.*
- *Used to be very good. Quality starting point- even for transfers to IC and Cornell. Not sure today.*
- *I have no idea.*
- *I think the college has a very good reputation. The college is known as an affordable, convenient option for students seeking higher education.*
- *Access to education*
- *Strong reputation under the past leadership. I'm not sure what you are known for now with all the changes. Poor financial management seems to be pervasive.*
- *Good resource and option.*
- *Small school atmosphere that welcomes students from all backgrounds and various ability levels. A low-cost, high-quality jumping off place to get a 4-year degree somewhere else. A non-intimidating way to try college to see if it's "for you" or not. Known for high-quality nursing and biology - probably other things, too, but those are the ones that come to mind.*
- *ability to move quickly--- (in academic terms) to respond to community needs*
- *Good quality education at a Community College*
- *Good educational opportunities, but not great res life.*
- *Low cost way to seek a 2 year degree or get a good start toward a 4 year education.*
- *The most overriding thing that I hear in the community about TC3 is that the college has a number of students whose main focus is not on academics. I have heard many people say that the climate there is negative. (alcohol, drugs, etc.)*
- *See part of the answer to 6. I think the school is known for a high quality 2 year degree. When kids earn the degree at TC3, if they chose to further they education, having the 2 year degree helps them get to the next college of their choice.*
- *For providing a good education at a reasonable cost when college expenses are skyrocketing.*
- *Having a strong community connect.*
- *An opportunity for "next-level" job-ready skills training. An economic stepping stone to a four-year degree program, without the 4-year "sticker price."*
- *TC3 is known for a diverse student body and a good catchup program for new students who are marginally prepared for higher education.*
- *accessibility and affordability. I have concerns about how the TC3 community deals with issues of diversity and bias on campus (particularly in residential program) and how campus responds and educates it's students about sexual assault and title IX. I hear many concerning things from students, staff and faculty that I feel sure would be responded to differently at other campuses.*
- *Primarily as "13th grade."*
- *Good quality, low cost education.*

- *Good. College track courses.*
- *I think TC3 is an excellent school and my husband and I both attended and graduated there through mainly online programs in our 30s and 40s while raising a family. We found it to be a reputable school with caring faculty and staff and goals to improve the facilities.*
- *Affordable college classes that are of quality.*
- *In my experience, TC3 is generally well thought of in the community. One of the college's best PR programs is the Coltivare initiative.*
- *Very good. It's known for its success in getting students into 4-year programs.*
- *A wonderful 2 year school and recognized as foundation building to continue on to 4 year school.*
- *I think the reputation is the same as any other community college in any other community.*
- *Accessibility.*
- *More of a vocational college.*
- *Great professors. Diversity of programs.*

Q8: What is the most recent thing you have heard or seen about the college? (389 responses)

- *Concurrent enrollment offerings are pretty extensive*
- *Fights, stabbings, rampant drug use in the dorms ...*
- *An update on the new childcare center.*
- *The different college courses taught at the high school level to give students an edge up on starting college.*
- *Expanding the nursing program with evening classes*
- *My child takes College Now courses.*
- *Heard about physical expansion of campus.*
- *Declining enrollment based on students afraid to go there. Reputation*
- *Expanding their nursing program.*
- *Sports.*
- *Great facilities. A quality nursing program. Instruction from dedicated and informed professors.*
- *More athletic programs*
- *Expansion of the nursing program which is great but why aren't we hearing more from TC3. As an institution getting public funding especially from our two counties, there needs to be more transparency, outreach and collaboration.*
- *New child care center. Deans list students listed in Cortland press (finally...).*
- *Had brunch at Coltivare last weekend.*
- *WiFi is better :*
- *It seems to be improving and becoming more interested in assisting community members who need to learn new skills for the workforce.*
- *As someone who has recently had my child in daycare at TC3, I was disappointed with the antiquated paper communication of things that I thought were important enough to require text/email communication. The classroom is so tiny and there are too many children and not great communication with the staff and especially the director. The staff were really great with my child though. For how much we were paying, it did not feel like a good value.*
- *Do not know as wife and I retired and left NYS.*
- *The nursing partnership with Cortland Regional.*
- *Building a new Daycare (that awesome) on campus News about expanding your nursing program*
- *good value*
- *Change of President.*
- *I have heard that the dormitories/housing are tough environments.*
- *That it is a great community college offering great academic integrity*
- *Cultivare and the farming and culinary program. Want to visit when I'm in town.*

- *As above*
- *This survey is the most recent action from the College. I'm happy to share my opinions and input with you as you plan for the jobs of the future. Previous to this survey, I heard a lot of news regarding the College farm and the Coltivare restaurant. More people are eating out and they like the local products as part of the menu.*
- *Recently about Coltivare.*
- *I've heard students from other local schools repeatedly saying that the students who go here are weird or different. I think that's a good thing.*
- *Financial problems*
- *A billboard on NYS Route 11 south driving out of Cortland.*
- *Live too far away to say.*
- *Awareness of many local youth who attend there for the first 2 years of their education because it's more affordable, and who plan on continuing their education after TC3 graduation.*
- *My son likes the "Global" course he is taking with Kelly Wessell. He speaks with other students around the world. He even went into school at 7:30 AM on a holiday because the class was meeting.*
- *The signing of the Nursing program, that was exciting!*
- *Expanding their outreach to both Tompkins and Cortland County governments and businesses.*
- *WELL IM LEARNING ABOUT THE LEADERSHIP CORTLAND PROGRAM*
- *An article on budget contribution from Cortland County.*
- *The expansion of the nursing program and partnership with Cortland Regional/ Guthrie Medical.*
- *There's a billboard (or was) on Rt 13, and I've heard bits around about Coltivare, but that is about it.*
- *That enrollment is down.*
- *The president is starting a strategic planning process to determine where the college should go in the future.*
- *Some concerns having heard was the number of NYC students coming to TC3 which were also involved with bringing contraband to the college.*
- *TC3 offering continuing education*
- *Nothing, I live out of state. I graduated in 1983*
- *As a member of NAMI-FL and retired special education teacher, I want TC3 to be aware that I truly believe a freshman student with disabilities could have died on their campus this past Fall, 2019 because TC3 did not, but could have identified the student as not ready to live independent on campus. Please feel free to contact me at+16072801483 for more information. I do hope to here from someone.*
- *Coltivare's field to table! Biz offerings! Nursing degrees! Early Childhood educators! Human Service Studies interns! Child Care Center expansion!*
- *I graduated two years ago, so I haven't been checking up on the college recently. It seemed like it was going in an alright direction when I was there. Please don't raise the price for tuition, though.*
- *Article in paper about sports*
- *New president.*
- *That my password expired*
- *Rumors that incoming foreign and NY City students experience culture shock and do not complete the programs for which TC 3 has received tuition and housing funding.*
- *New President inauguration*
- *Bill board ads.*
- *Aware of the new day care facility and new President*
- *See response #7.*
- *Orinthia attending fab 5 awards.*
- *Its farm and restaurant.*
- *Excited about the new day care facility and the generous contributions from Art Kuckes.*
- *i really have not seen a lot about the collage. i think the collage should do more shows like the farm show in Syracuse or the State Fair like other SUNY colleges do*

- *Facebook postings (#MajorMonday) TC3 newest addition of collegiate recovery and the new "Recovery Space." Fab 4, new interns*
- *I have heard that the number of students is declining, which I don't understand.*
- *Panther*
- *Nothing. I don't hear much about TC3 at all. I think that is part of the problem, it is in Dryden and you don't hear much about it.*
- *the food pantry and the bikes and the buses to Walmart.*
- *This survey*
- *I really don't remember. However, Cornell and IC are in the news much more. I think that you need to market events, classes, and seminars to the local community with better marketing.*
- *Follow your social media pages.*
- *Budget cuts, fewer students, closed residence halls, dissatisfied staff, problems with building new day care facility, not much to do.*
- *Expansion of the nursing program to meet the demands for healthcare providers in the region.*
- *Wish there wasn't a waiting list for nursing school*
- *enrollment going down (as with all NY community colleges)*
- *Coltivari is well run.*
- *The TC3 farm and Coltivare.*
- *They have a new President*
- *Coltivare*
- *Game information for the men's and women's basketball teams*
- *I'm regular at Coltovere.*
- *Favorable publicity about the new President.*
- *This survey, which is long over due, and I hope you sincerely read through all the comments which are intended to assist.*
- *# of students who transfer into Cornell. That's quite impressive.*
- *Plans underway for building childcare facility*
- *This Strategic Plan survey*
- *Outstanding forward goals*
- *Dr. Orinthia Montague*
- *Nothing really.*
- *I recently saw the Arthur Kuckes Childcare center update in the news.*
- *It's an excellent, affordable, and supportive place to study. I personally know of three recent alums (two of whom are now doing graduate studies this academic year) who continue to credit TC3 as a college that helped to unlock their success. They have all had an overwhelmingly positive experience during their time at the college.*
- *The expansion of programs available and Colivare activities!*
- *Retention and enrollment terrible. Some senior executives are incompetent and have mismanaged money for years. Administration reluctant to face inadequacies within their faculty and dean-level staff, even when confronted with blatant disregard for decency or best practice. Some people are known alcoholics and engage in mendacious plagiarism in reporting. The college seems on the brink of failure.*
- *New president*
- *Difficulty in attracting students*
- *Expansion of the building.*
- *This survey*
- *New president, new child-care center. Same old financial hassles with the Cortland County Legislature.*
- *You have a new president.*
- *The new President*

- *it's been awhile. lol*
- *Can't think of anything! No bad news, no good. Maybe TC3 needs more or?*
- *I have heard that the new President takes an active role within the student body and has a very positive demeanor.*
- *The work Sara Watrous is doing.*
- *This survey! :)*
- *Getting a email update about what is going on w the college*
- *Progress on the new childcare center*
- *The construction of the expanding campus building!*
- *This is a very odd question, and I'm not sure what you are looking for here. The most recent thing I saw about the TC3 was that classes were cancelled due to weather, but I doubt that is what you are asking.*
- *New president*
- *Expansion nursing program and better structured Collegenow*
- *The new child care building and program that will be completed shortly and will help women with children have a safe place for their child while they get schooling. I LOVE it!*
- *College Now credit opportunity.*
- *the association with the College Initiative program for people who have been incarcerated to attend college which I fully support*
- *Honestly I don't keep track of things that happen, is very sporadic the times I browse the webpage*
- *sports program*
- *WordPro 6-week course. I made several complaints about the lack of information of the enrollment process. Your admission staff I would rate as a 1 (on a scale 1 to 10 with a 1 being the worst possible rating.) They were abrupt, and exemplified the classic complaints about the millennial generation. I was told to contact the professor, to which your website did not list. On three occasions over two days, when tough questions were asked, they said hold please, and did not inform me that they were transferring to another department. In short, I would have fired them.*
- *Sports stats.*
- *Restaurant*
- *The art exhibit at CRT in cortland and another in Ithaca. I enjoy following the instagram page.*
- *Not much. There is a new president.*
- *Sports*
- *The addition of Carbon-free power.*
- *I see information about the restaurant Coltivare that has a participation with TC3.*
- *New nursing program partnership*
- *Child Care center for students ans possibly non-students*
- *Day care update. I think communication is strained and most are not fully up to date on the college in general.*
- *The success of Coltivare is promising.*
- *Nothing lately*
- *This survey.....*
- *Most recent thing, my TC3 account had been archived :)*
- *Food bank for students*
- *The nursing program growth and affiliation with Cortland Mem. Hosp/Packer hospital.*
- *I work in higher education so I know of two specific programs that are terrific. Your push for student success and your pathway to SUNY Cortland seems to be successful. I heard a few years ago that living on campus was challenging at TC. Not sure if this is the case now. I also heard this about OCC. Residence life on a campus is always an important and challenging topic. I think a lot of good work is created in the halls to build community.*
- *Enrollment down which is stressful for faculty and staff because of layoffs.*
- *The last thing I saw personally at the college was an unruly dining hall. It was filled with offensive language and students acting horribly and inappropriately. The N word and other words were being screamed across the room.*

Items were stolen. It was uncomfortable and concerning. It was not an atmosphere that I'd want my kids to experience. It was disheartening that this behavior wasn't being addressed and was permitted/tolerated on a SUNY campus. I see Facebook ads about diversity. I have seen little of anything else.

- *I see the billboards every day on my drive home from work...*
- *Wonderful food pantry available to students*
- *I have noticed the new bill boards around the community.*
- *the appointment of the new head of school*
- *There is a lot of change going on and not all is positive. Community members have commented on diminished community involvement by leadership. New Childcare Center. Partnership with nursing program in Cortland.*
- *Spring Open house*
- *SUNY's Got Your Back. Transfer Mobility w/SUNY Cortland*
- *I think there was an advertisement for a program open to the public.*
- *its physical growth.*
- *Agreement to increase nursing students via grant from Guthrie.*
- *Cheyenne winning Rookie of the year at the Tompkins Connect Fab 5 awards*
- *My granddaughter who received B's and A,s in her high School classes, failed her first semester at TC3. More support for students with early intervention is needed*
- *Haven't heard much actually so perhaps a campaign?*
- *Partnership with hospital for nursing students*
- *I don't remember!*
- *It has been a while. The last thing I heard about the College was the inauguration of the new president*
- *The most recent news that comes to mind is the introduction of the new school president.*
- *The Farm!*
- *My thing is that the ed2go was more expensive than other places and over 60/alumni benefit costs a lot with the additional fees. I took a class at Fingerlakes CC and was not charged any fees for the over 60 program. I am an alumni of TC3.*
- *nothing really other than a shift in logo of tc3 to Tompkins Cortland community college.*
- *bulding of the new daycare center*
- *Don't hear much about TC3 down here in Broome County.*
- *New nursing partnership*
- *I have heard little, recently. I did visit the college when I was asked to give the commencement speech at the 24th anniversary of the college, and I was impressed with the progress since I attended in the late '60s/early 70s (in Groton). While I've gone on to my Bachelor's and Master's, I'm proud to be a TC3 graduate. Thank you.*
- *Honestly. I have not heard anything. But am older and not in that mode.*
- *My brother just enrolled and began taking classes this past semester (winter 2019).*
- *Nothing*
- *An ad for Coltivare.*
- *nothing but good news*
- *Remodeled, new degree options like farming and wine making. Restaurant options with Coltivare.*
- *An award was given to a young woman for excellence in the community. I saw this in one of the smaller local papers (not the Ithaca Journal).*
- *I have not heard anything specific lately as I no longer have any friends or kids of friends attending TC3.*
- *Nothing able to report. I am much older-foundation board and outside of those directly involved with school. It is out of sight-out of mind.*
- *That the nursing program is so much better than SUNY Brooke.*
- *Nothing of recent note.*
- *Heard they have new President.*
- *I think there is coordination with neighboring colleges and universities which is important*

- LOGO CHANGE
- I see a billboard in Lansing frequently. It's right outside the high school.
- People enjoying the sports programs.
- I can't recall other than this email.
- Your nursing program expansion and reports on enrollment and housing.
- Most of what I see or hear about the college comes from 3 sources... 1) involvement with Cultivare 2) new stories, which are often centered around budget and funding issues 3) advertisements and/or billboards.
- Nothing really since I don't live in the area anymore. I see e-mails sometimes.
- What ever I seen in the e-mails I receive.
- expansion of the nursing program to evenings (great!)
- I heard there was expansion going on a few years back. Which is a great way to attract more students.
- That is was having a difficult time financially
- additions to college
- New president.
- No a good question for me. Have not been staying in touch with local news as much as I should.
- I have known several individuals who attended TC3 and discovered themselves and what they were interested in studying for a career. It's a great "stepping stone".
- Articles in the Cortland Standard about nursing students/program.
- I try not to keep up with a lot of the news from the college after I left and I had saw that there was a stabbing at Res life because Res life is even more poorly ran then the school.
- That there is a new president, and I only know that because of alumni emails.
- A little to heavy on sports and not the basic life skills.
- I have seen that A LOT of Cornell and Ithaca College Students love Coltivare which is really excellent and is helping to create a better image of TC3.
- That it's facing a financial squeeze and falling enrollment; that it has come to depend on foreign (mainly Central American and Caribbean Island) students to fill classes, perhaps even to "break even" financially. .
- I have not heard much or seen much about TC3 recently.
- The nursing program which prepares students to become registered nurses, as well as other medical professions.
- Success of the student food pantry..
- Feedback from seniors on visit to TC3 library
- The food pantry's existence.
- Not sure.
- Downtown restaurant and new child care center
- Been stragglng to increase enrollment and getting funding from the counties that are supposed to support it. I will predict that at some time the college will become a 4 year college and people will come from far and wide to attend. It is in such a beautiful location and has the space to be a truly amazing campus.
- I have seen the variety of courses available on ed2go - very helpful for many local jobseekers!
- I heard someone that works for another CNY college make a comment that among the "college community" there is talk that they don't think TC3 will be around much longer due to problems.
- See above.
- Haven't heard much
- I heard on the radio that your soccer coach is retiring.
- I am a high school teacher teaching a dual-credit course so I always hear from Rhonda Kowalski (she's the BEST!) about grades, registration, etc. Great communication with teachers and an invaluable resource for helpful information.
- I see your billboard ads frequently.
- They are easy to work with.

- *There is no communication between staff/students. There are decisions being made without input. There is nepotism But on the bright side. The new agreement for nursing is great.*
- *Most recently.... Have heard that the new President is open to better community relations and improving the flow of communication.*
- *I am there twice a week with my homeschooled teen daughter and am very grateful that she can take college level lab sciences at an affordable price.*
- *New president. Coltivare stuff.*
- *That you do not like to be called TC3.*
- *Well, for me, it was paying for a swim class for my daughter and talking to the woman on the phone to help pay the bill. Victoria Zepplin was awesome with my daughters helping them with concurrent enrollment. I also have to say OUTSTANDING job on your graduation ceremony. You recognized the youngest graduate-my daughter, the oldest graduate, and all in between-a class act!*
- *Farm education is modern, hands on and high quality*
- *A friend of mine just retired from teaching in public school and has been teaching at TC3 and is really loving the college culture and atmosphere of both students and staff. Has had only positive feedback so far.*
- *announcement regarding survey over radio*
- *Mainly just staff development days & invitations to art events .*
- *This survey.*
- *Ads for Coltivare*
- *TC3 is looking to fill the dorms that they built and will take anybody in to fill them. TC3 also wants to create a walkway in a residential neighborhood to give access to the town better without regard to how it will affect the community. This was taken care of years ago and is now back and should not be. Again without caring about the Dryden Community. It is all money driven not educationally driven.*
- *food pantry solicitation for donations*
- *Upcoming event for instructors in August*
- *The newest & coolest thing is the farm to table program. I think that's really awesome.*
- *We went to an open house. Everyone was very welcoming.*
- *I see the recruiter at my school promoting TC3 as well as a former student who lives on campus returning to school to chat. He is doing well and about to graduate from TC3 and continue to SUNY Cortland.*
- *Its farm to table efforts.*
- *That there is a new College President who really wants to listen to the community in order to improve existing programming that would meet the needs of our students*
- *Just the number of courses offered to our high school students.*
- *Chalk boards...really? I haven't taught anywhere else using a chalkboard in over 20 years!*
- *Exciting professional development opportunities for concurrent enrollment teachers!*
- *1) Farm to Bistro 2) Enrollment at Community Colleges is down*
- *Articulation agreement discussions with IC.*
- *I think the students are hand held a bit. Coddled and assisted at a level that seems more like middle school than high school. Not sure how wide spread this is or if it is limited to a few professors but it seems excessive.*
- *The new daycare center*
- *Continuing education catalog*
- *I was at Coltivare yesterday for a wine tasting with Laura W.F. I'm there once a week for Rotary. I saw a job opening recently, and it wasn't a good fit for me. I wish that TC3 did more to engage alumni. I've literally asked to be solicited, and haven't been. We would make great mentors, donors, advisors, provide intern opportunities...This is an investment that I would like to see TC3 make. If you are doing any SWOT analyses as part of this strategy planning, the grateful alumni pool is a missed opportunity. TC3 changes lives, and I know people are grateful.*
- *Expansion of Nursing program, declining enrollment, financial issues.*
- *Sadly, I have most recently heard of the budget cuts being made at TC3, with long time employees being terminated.*

- *My daughter was unable to take general chemistry this semester when the professor was out with health problems. The course was just canceled. That is not acceptable.*
- *Conversation with currently enrolled students*
- *I have heard that there is some administrative changes that potentially can impact relationships that have been established. There have been decisions to move around, or change, jobs and job descriptions that can potentially damage healthy relations. I strongly encourage TC3 to carefully think about "top-down" decisions that may impact community members who have lived in the area for generations.*
- *Increased outreach with community partners; diversifying the staff to represent who they teach; help students comfort level and skills with sustaining success; listening to those they serve to assure they are responsive to the strengths and needs of those they serve*
- *Guthrie expanding a program to tc3*
- *Initiative to expand the food pantry and the daycare center.*
- *New president?*
- *News about the project to build daycare services and program*
- *1. people talking about how horrible the dorms are and how much drug use is actively happening in the dorms 2. the added slots to the nursing program targeting non-traditional students*
- *N/A*
- *Can't remember*
- *Articles about the great food program, Farm to Bistro, that you have.*
- *Nursing news. Partnership with Guthrie. Potential link with Ithaca College for 4 year program.*
- *I have a friend doing her clinicals in the nursing program. She thinks highly of her educational experiences.*
- *sport event, snow day,*
- *college opened a new daycare facility*
- *Heard that the dorms are not in good condition. I have heard that they are losing students. I have heard tobacco use is a problem and hasn't been addressed, which makes me think if there is other drug abuse going on. I have heard the food is very good.*
- *New college president.*
- *Collaborative effort with Guthrie Cortland Medical center nursing program.*
- *That there is talk of the nursing school being expanded. I have heard from several people wanting to get their nursing degree but they haven't been able to get into the very limited spaces available. also complaints about the fitness center closing so often*
- *Different clientele than ever before attending. No longer a Community College*
- *Daycare being built.*
- *I personally have witnessed fist fights in the cafeteria among the students. It was very disheartening to see. I also witnessed kids distracting the cafeteria staff while others in their group stole food. I have seen a student smoking a joint out in front of the school. I do feel that diversity is important, but I do not feel that security is sufficient to prevent the above type occurrences in the school. The curriculum is still good, but I would not recommend the school due to security issues.*
- *I'm really excited about the new childcare center. However, many community members still can't afford it, which is sad because it is an outstanding childcare center. The teachers are phenomenal. The director is amazing.*
- *Haven't heard anything*
- *See answer to question #7*
- *Drugs and housing people for ill repute.*
- *Haven't*
- *Expansion of nursing dept which should have happened many years ago.*
- *That my sister was accepted and will be attending in the fall.*
- *Issues with out of town students bringing drugs into our community. Keep TC3 a true community college!*
- *A fight on snapchat*
- *Budget/enrollment problems.*

- *new nursing partnership in cortland*
- *a billboard on Rt 96 between Ithaca and Trumansburg*
- *That the college has a budget crisis and poor enrollment.*
- *They are working on a new child care center!*
- *I've seen a billboard up promoting the college. Saw news story related to Guthrie Cortland Medical Center and TC3 nursing program. I have heard that student enrollment is down.*
- *The concern is the growing population and serving individuals outside the local population. This is not the reason it exists.*
- *The new partnership with Guthrie Cortland Medical Center to expand the nursing program. This is wonderful.*
- *Articulations with SUNY Cortland. Articulations with surrounding colleges is a positive move. Allows each institution to do what they do best and helps continue a positive enrollment figure at all institutions.*
- *Comments from adult students - flexible class schedules, excellent reputation for programs.*
- *Under funded by the Cortland County Legislature.*
- *that the school is loosing money, and their is less students attending,*
- *Receipt of the BIZ course offering publication.*
- *I am the principal of a high school that offers concurrent enrollment programs through TC3.*
- *There's not a place for needs improvement so I will note it here. I am a senior citizen who has enjoyed the afternoon water aerobics class for a few years and sadly had to stop attending due to the cold temperature of the pool. I know I'm know I'm not the only one who shares my feelings. On a positive note i attend and feel the senior fit class on Tuesdays and Thursdays is awesome.*
- *The groundbreaking for the childcare center! Much needed and will be utilized by many!*
- *My girlfriend is trying to get in. So I've been in touch with the foreign aid office a lot recently. I wish it were more affordable for people who can't qualify as NYS residents.*
- *Everything is updated to the standards for students of all ages & backgrounds.*
- *That it was closed last week due to bad weather, which seems like a responsible thing to do for a commuter campus. Sorry to not offer anything more....academic.*
- *Facebook posts*
- *Nursing program addition The addition of mental health counseling. The employment opportunities for higher level administrators.*
- *That the TC3 Culinary program has not ended up not being successful at building a pipeline of trained hospitality professionals for the region.*
- *A new day care facility being built.*
- *Farm to table programs*
- *New farm to table courses*
- *This survey would have to be the most recent thing.*
- *Partnership with Guthrie Cortland Medical Center to expand the Nursing Program*
- *Talk among community leaders and those actively involved in the community regarding the new president's lack of involvement in the community and questions about competence.*
- *The child care center sure picked a bad time to build.*
- *Crime in dorms*
- *Downturn in student admissions due to lower unemployment. Cutbacks in funding for various departments due to lower admissions.*
- *The renovations to the campus and on campus housing opportunities. I do think you have begun to offer more training/courses for blue collar skills jobs and I think that is important.*
- *Biz*
- *In the news recently, I have read about the hospitality and restaurant management program growing and gaining popularity. With the growing tourism industry and popularity of wineries in the Finger Lakes, I believe the college can have a positive impact on the future of New York State agri-tourism and locally grown farm-to-table programs.*

- *The college seems to be very much in a state of transition. This can be very good if the community (and especially the alumni) clearly understand the direction and are given the opportunity to support the direction. Thanks for embarking on a strategic plan, I'm excited to see where TC3 goes from here! :-)*
- *TC3 Biz, the expansion of the Nursing Program with Guthrie*
- *Most recent press has been surrounding the new president.*
- *Child care center is in progress*
- *Recent staff changes.*
- *That you are cutting back on adjunct instructors and course offerings, which doesn't really make sense to me. Also, the Cortland extension building does not seem to get much use anymore.*
- *High school basketball championship games in the gym.*
- *Most of my experience has been with the CollegeNow program for our high school students.*
- *I just heard about the Vector program - that is a great option for people.*
- *TC3 is hosting high school league championships.*
- *Horrific housing stories by multiple local community members including educators, parents of previous students*
- *Something about the new president*
- *Milk challenge*
- *I recall some funding snafu.... Usually what is in the press. Better local outreach to all ages is a wide open door for TC3*
- *The farm-to-table food service program and Coltivare restaurant.*
- *Your professional offerings continue to be impressive*
- *I was involved in the recent ALANA reception for people of color and TC3 was very supportive in helping to make that happen. Seth Thompson Dr. Montague, people at Coltivare and Tim Thompson are all appreciated.*
- *I heard that you wish to hire a Director of Student and Residence Life. I heard from Alternatives Federal Credit Union that you are cooperating with them in giving free help with people's tax returns. I heard that Healthy Food For All's collective of farms has TC3's Farm as one of its members. All to the good.*
- *in financial trouble*
- *Enrollment numbers declining.*
- *Took a session for job requirement.*
- *This email.*
- *The campus has gone through some great updates to the facilities. I have seen some billboards but there has not been a lot of info I have seen in Cortland County (Groton, Dryden, Richford) area about the outcomes and what the school offers. Maybe I am not paying attention or am not seeing the type of media that is out there but I am not the only person like me in my community. Are we being missed in messaging? Can we be included more in the campus activity? Can TC3 campus be THE place for events and programming instead of always CU and IC?*
- *The farm to table program.*
- *New President!*
- *Unpleasant news reporting about students not acting appropriately.*
- *I view its postings on the HSC list serve and noticed its many trainings/ certifications in the medical field that do address local needs as I understand them.*
- *I attended a panel last Spring that connected local employers/employment specialists with students. It was a great experience.*
- *I don't recall.*
- *I have seen very little except a notice to register for classes. I am not a student.*
- *Free classes for seniors*
- *Nothing recent comes to mind.*
- *enrollment is dropping*
- *- Struggling to find students and fill dorm beds.*
- *Nothing comes to mind.*

- *Recent event*
- *The farm to table and food pantry*
- *New President—committed, energetic woman of color Have heard that enrollment has been declining (after a spike several years ago) Community commitment*
- *New president announcement.*
- *I cannot remember seeing anything.*
- *New president is becoming significantly involved with the community.*
- *More TC3 liaisons from the CollegeNow program have been visiting our teachers in the district. Not sure what change has been made, but the teachers appreciate the opportunity for collaboration and communication.*
- *Met a student finishing a nursing program, graduating in May. Unsure where she'll go to school. Curious what support TC3 has for students who have completed their programs and are seeking to enter the workforce.*
- *The financial crisis it is in and the significant lay offs.*
- *Met the new president. She is very personable and is well spoken.*
- *Their leadership training program.*
- *I received the course catalogue in the mail, and we have them at my workplace. I've been seeing more of TC3 in the community with Deb Mohlenhoff's role change. I'm the parent of a 9th grader, so was pleased last week to see information about TC3 shared as an educational option for high school (concurrent enrollment) and as a good post-secondary option for students after graduation during a parent meeting.*
- *I have been to Coltivare and wondered if it was a worthwhile investment.*
- *News on the nursing program's new relationship in Cortland.*
- *Numbers down.*
- *Coltivare - a great asset to our downtown*
- *Mainly the publicity surrounding President Montague's selection as president.*
- *There is alot of rumor and speculation in regard to the college's financial stability and leadership. There is also alot of talk in regard to internal workforce due to the number of changes in senior leadership who have been let go in a time when enrollment is key. Too much change to fast. Not enough access to the President or engagement from her in the communities TC3 serves. People are very happy about the childcare center.*
- *Farm to table, Coltivare*
- *Controversy about linking the college to the Village streets with a trail through a cul-de-sac neighborhood.*
- *Coltivare*
- *Challenges attracting campus residential students.*
- *The construction of then new day care center.*
- *enrollment is down*
- *This survey is the most recent thing I have seen about the college. I can't remember what the last thing was.*
- *I know the farm to bistro is old news, but I continue to hear about it. Good program.*
- *CIU*
- *HS/College dual credit program is very collaborative with area HS making sure course are offered in HS.*
- *Hosting a fantastic "ALANA" event at Coltivare!*
- *Fantastic new childcare center soon to open. This is a huge plus for the college. Both for students and for faculty.*
- *Talked to a student about the child care center --this was a great addition!*
- *It is much improved since I was there in '04.*
- *The billboards on Route 96 south of Ithaca and on Route 13 south of Dryden — noticed them both today.*
- *Childcare facility and program.*
- *I am so impressed that the campus has implemented a "food pantry" for students who need food. Food security is one of our most difficult challenges right now. The fact that a student can go and get a meal for no money when campus food plans can be so expensive makes my heart full. Thank you for considering all students and the challenges they face when trying to meet their most human needs while getting an education.*
- *My cousin was accepted to study Biology there, and he's been very happy there so far.*

- *The most recent item that has drawn quite a bit of attention is the construction of a new day care center.*
- *It's "name change" from TC3 to the full name; the appointment of a new President*
- *Not aware of any good/bad comments*
- *Crime in the dorms.*
- *Farm to Table restaurant*
- *Nothing I can point to*
- *Farm to table program. Seems like a great initiative.*

INTERNAL STAKEHOLDER SURVEY DATA

NOTES: (1) Data are presented as reported by respondents in survey; no responses were edited for grammar or punctuation. (2) Totals may not equal 100% due to rounding.

Q1: What is your primary role at the college? (168 responses)

Faculty	47	28%
Adjunct Faculty	31	18%
Staff	90	54%

Q2: With the college's mission in mind, please rate your agreement with the following statements.

Mission: We serve our community by meeting educational needs, creating an environment for student success, and preparing our students and ourselves for citizenship in a global society.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL
The college's mission is realistic in light of its available resources.	18 11%	105 62%	28 16%	8 5%	11 6%	170
The college's academic programs, services, and enrollment are consistent with its mission statement.	9 5%	91 54%	38 23%	11 7%	18 11%	167
The college's planning and budgetary priorities are consistent with and supportive of the mission.	4 2%	40 24%	63 38%	25 15%	36 21%	168
The college's processes and activities reflect a commitment to diversity, equity, and inclusion that aligns with the mission and communities/constituencies served.	25 15%	101 60%	19 11%	6 4%	18 11%	169
The college's actions and decisions demonstrate an understanding that the college serves the public and has obligations to the public.	13 8%	88 52%	40 24%	11 7%	16 10%	168
The college engages with external communities/constituencies and responds to their needs.	10 6%	67 40%	35 21%	9 5%	48 28%	169
The college values and seeks to support our students, faculty, and staff with diverse racial, ethnic, gender, socioeconomic, immigrant, international, sexual orientation, disabilities/abilities, and religious backgrounds in our programs and services.	22 13%	112 66%	16 9%	6 4%	13 8%	169
The college actively develops resources for supporting our equity, inclusion, and diversity needs.	18 11%	97 57%	21 12%	5 3%	28 17%	169

Q3: Please choose the 5 most important actions from this list that impact the college's ability to fulfill its mission. *Mission: We serve our community by meeting educational needs, creating an environment for student success, and preparing our students and ourselves for citizenship in a global society.* (171 responses)

ANSWER CHOICES	RESPONSES
Increasing overall student retention rates.	140
Increasing overall graduation rates.	78
Increasing the retention rates of under-represented/under-served students.	53
Increasing the graduation rates of under-represented/under-served students.	36
Improving the recruitment of adult (24 plus) students.	58
Improving the recruitment and retention of high quality faculty and staff.	55
Increasing co-curricular engagement opportunities.	30
Increasing recruitment of international students.	26
Creating opportunities to gain knowledge, skills, and credentials in high-demand fields.	98
Developing programs suited to dual enrollment or early college courses between the college and local high schools.	28
Improving alumni engagement.	11
Increasing external funding sources (grants, fundraising, etc.).	59
Building/remodeling campus facilities.	58
Fostering greater engagement with and connection to the local community.	77
Improving the employment placement rate of students after graduation.	48

Q4: Please rate your agreement with the following statements related to college resources.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL
The college has the financial resources necessary to support its operations and to deliver quality academic programs.	0 0%	27 16%	79 46%	39 23%	25 15%	170
The college has the personnel necessary to support its operations and to deliver quality academic programs.	8 5%	52 31%	76 45%	17 10%	16 9%	169
The college's planning and budgetary priorities are consistent with and supportive of the mission.	4 2%	34 20%	59 35%	31 18%	40 24%	168
The college has a well-developed, transparent budgeting process.	6 4%	33 20%	58 34%	44 26%	28 17%	169
The college is able to meet its current financial obligations.	0 0%	14 8%	76 45%	34 20%	46 27%	170
The college devotes its resources primarily to maintaining the quality of the institution and its academic programs.	6 4%	55 33%	54 32%	19 11%	34 20%	168
The college delivers valuable programs and activities to its students.	26 15%	109 65%	19 11%	5 3%	10 6%	169
The college has sufficient physical and technological infrastructure to support its academic & non-academic services.	3 2%	58 34%	71 42%	19 11%	19 11%	170

Q5: Please list any other high priority goals that the college should address in the strategic planning process. (108 responses)

- *practical direct to work majors in line with needs of our host counties*
- *Focus on programs other than transfer programs. Retention. Being able to have enough staff in all areas to meet our mission. There's a lot of staff/faculty uncertainty and stress that should be addressed. The overall communication really needs work. I often feel like I work here but have no idea what is going on, despite the fact I'm involved and paying attention. Communication has gone backwards in some ways. I also feel like there is a bigger rift now between teaching faculty and non-teaching faculty than there ever has been (at least in the 9 years I've been here). It's hard to know where to start and what to prioritize since it seems like so many important things were basically not dealt with over the years.*
- *Finding different use for empty residence halls. For instance, a dual purpose independent living center for elder care coupled with the nursing program, a new LPN and/or other health services program.*
- *When we accept students, we need to help them plan a successful first semester. Handing them schedules that aren't workable sets them up for failure. We need a process that checks on them constantly, especially special populations. Financial aid and advisors need a way to work together to determine if it's wise for a student to continue when in financial trouble with little chance of success. Would a break be better? Students need constructive, frequent ways to interact and engage with the College and each other.*

- *A better online learning interface such as Blackboard Plus or Brightspace that supports modern online learning that students expect with video, dynamic content with imagery, stronger communication tools, and a clean and simple to use interface that is inviting and more personable. We can do better. Our online learning is inconsistent and not monitored. Most colleges monitor online classrooms for faculty attendance and timely communication. Also online curriculum and classrooms are set up so they all are consistent, so no matter which online teacher you take a course with the curriculum and classroom is the same. Also the set up of ALL online classes is the same so students do not have the extra hassle of learning a new professors organization, classroom terminology etc. We need more quality online learning that is student centered, not faculty centered. Stronger marketing of all programs and more transparent communication between external relations and the college community. More emphasis on promoting our activities, academic program news, students and applied learning. All program pages should have more student centered content. All programs should be able to more easily get their activities featured for the community. Right now there is a disconnect in communication. News gets sent, student stories are sent, and nothing is promoted online. This does not help raise awareness of all the amazing things we do. Also student names and tags should be used when possible for all activities posted on social media. An honest and transparent budgeting process that takes Chair communication and requests into account. This used to happen and did not happen at the end of the 2017-2018 year, which led to budgets cuts that were never explained to faculty and were not made with chair advisement. Chairs were completely left out of the process and there was no communication as there had been in the past. This is not right. More non-credit courses on campus and during the summer for people to benefit from and that would also promote academic program enrollment. The arts is a place where this is incredibly lacking. Also connections with vo-tech skills courses from OCM BOCES and more non-credit courses.*
- *May seem trivial, but the physical space of the college needs to be improved. If I am a parent, visiting with my child, I would be totally turned off by the outdated furnishings and buildings.*
- *Maintenance. We really look kind of shabby.*
- *For nearly 40 years the College relied on the local communities and counties to support this institution, until about 10 years ago when we started recruiting students from elsewhere. As we began to look statewide, nationally, and globally, we lost our focus on the surrounding communities. We should continue to recruit students from outside of our immediate area, but we need to redouble our efforts so that local high schools and community members think of attending TC3 as their primary educational option after high school, and not as a second, third, or fourth choice. We have good programs and we rightfully standby those, but we do not do a good job marketing our successes and removing the stigma of a community college as a second-class institution.*
- *I would like the strategic planning committee to look carefully at predictions about jobs which will be taken over or vastly changed by automation and artificial intelligence 10 and 20 years from now. As well as what will be new career paths for humans interacting with smarter machines. I know to some this may still sound science fictionish but I believe community colleges especially we need to be ahead of the trends in this.*
- *The college needs to get back to its roots - put the community back in community college*
- *Student retention, transparent budgeting*
- *As a faculty member, I would like to see more professional development, sabbatical leaves, more support for international programming, and better cross communication between all departments. I'd also like to teach in a classroom that wasn't missing ceiling panels and had broken chairs. Also, what are we doing to create "global citizens?"*
- *There should be a better focus on accountability across the college. Who is holding the people in charge of budgeting, forecasting, and planning accountable? Who is holding people in charge of recruitment accountable? We hired someone to recruit international students but to my and my colleagues understanding none of come to the college because of that position. How are the people in admissions helping to bring us students?*
- *Strengthen reputation and connections in the community, with area high schools/guidance counselors, surrounding areas, and beyond.*
- *Enrollment is down, the overall number of faculty members is shrinking, yet numbers in support staff and administration continue to grow. We need to address this "disconnect" before it sinks the college.*
- *The communities perception. Future collaboration with businesses. Reliable transportation for students living in Cortland County. Ways for students to become more involve with Campus happenings. Internships for students*
- *Needs better and more marketing. Currently lame!*

- *Communication with current students, potential students and alumni.*
- *The College needs to develop Institutional Learning Outcomes that help us advertise what our graduates can do.*
- *Address community needs .Possibly develop new programs supportive of community needs.*
- *Implementation of Guided Pathways. Faculty professional development in working with students from historically underrepresented groups.*
- *The college needs to strongly address their budgetary issues from the inside out not the outside in. We cannot focus on bringing in more students if we cannot address what is happening with unrealistic goals. We need to fix our infrastructure so students want to come to our college (and not the athletic building and administrative offices and child care center only). We need to pay attention to our classrooms, labs, bathrooms, and faculty offices as well. This is what our students see every day. We need reliable technology for all, not just those providing it.*
- *A motto used in sport that states sometimes you have to go slower to go faster, could be mirrored here with the student population. I believe we have to have less to get more. It is time to be more selective and get a better quality student population to bring back our excellent reputation and as a result, I believe even more quality students would be willing to attend here. We also need to do more recruiting from our own "back yard" and bring more local students to campus.*
- *Different ways to use resources like the empty residence halls. Different ways to draw the community in to using our facilities like the pool or farm. Find a way to use Coltivare resources to our benefit. Improve our enrollment services area and phone system.*
- *making athletics more of a priority. If we were a better "athletic" school, more students would come.*
- *Creating skilled programs to increase enrollment like BOCES such as welding, auto mechanics, etc.*
- *A better survey... I could not answer most of these questions, particularly #2 & #4 because it is hard to view the college as a whole. I often feel like some areas such as Enrollment or Student Services operate very differently from Academic Programs or the Budget Office. I don't know the college's "available resources." I am limited to my areas and these questions ask to look at a big picture I don't have. Some parts of the college deliver decent student programming while others don't, differences between Res Life, Enrollment, Student Activity and Academic events. Some areas/offices value diversity more than others, etc.*
- *Review the balance of money and resources spent on admin compared to direct service people (faculty, counselors, advisors, ESS, secretaries to the faculty). Is this balance where it should be?*
- *Begin and maintain more relationships to local leaders of fields (within the area and regional) in order to introduce them to the students who we are training to be future leaders in their own right. `*
- *Greater connection/collaboration with other local institutions of higher education - be part of the hub for higher education.*
- *Speaking to the staff that does the actual jobs about what is needed to complete their jobs instead of having people make decisions that haven't ever done the job.*
- *Figure out how to keep students around so that they can graduate. Or bring more students in with the intentions of graduating rather than transferring.*
- *The physical well being of the academic building needs to be better maintained. The ceiling tiles are disgraceful, the stairwells are not cleaned regularly, the bathrooms are not maintained as well as they should be and the carpets are all different colors. Visitors must have a poor impression of our facilities, which may discourage them from attending.*
- *Look at all physical facilities (buildings, etc) and their usage to determine whether these are still a benefit to the college, or whether they are a drain on its limited resources. If the latter, what can realistically be done to change that situation?*
- *Fewer administrative positions, more (full-time) positions with direct service (or teaching) to students. Using and paying adjuncts better.*
- *Having campus-wide conversations about what our priorities are. These are difficult conversations that will generate disagreement, but they are absolutely necessary. We need strong, visible, and communicative leadership from the top that engages, listens to, and is responsive to faculty and staff. We need many, many more*

conversations across the faculty/staff divide. This survey is not a good beginning to this process. We need face-to-face discussions led by Dr. Montague.

- *Providing opportunity for the greater Cortland and Tompkins communities*
- *Improve the way budget enrollment predictions are made. Re-focus on academic programming and students in the programs as the priorities of this college. They are the driving forces in any college and we cease to exist as a college if these do not exist.*
- *If the college brings them then we should serve them. The college's practice of bringing a student body physically and culturally separated from their norms creates a rich culture & diversity for all students here; but is also a problematic practice if this particular segment of students doesn't have the same success and retention rates as Tompkins & Cortland county students. There have been wonderful changes and growth in how the College address the needs of students who come from out of county and stay in the residence hall; i hope more will continue to be done. As well incorporating self-assessment practices into student learning objectives could help the College's overall ability to provide clear learning assessments/*
- *The budget has never reflected the most realistic situation to occur in the next year and it is important to get the budget correct for planning.*
- *One of the high priority goals the campus needs to focus on is retention and how to engage students on campus specifically our residential students. One of the reasons many of the residential students leave is the lack of engagement and activities on campus. I think that there should be more focus on student life and activities especially during the weekend.*
- *A high priority goal is retention amongst all populations on campus: students, faculty, and staff. I think for our campus to continue to grow and to build an everlasting, strong community, we need a much higher percentage of our students to make strides in their academic careers while they're here (whether that means ultimately transferring to continue their education or graduating). We also need enough faculty and staff to support this ongoing pursuit towards success and growth and to try to retain our employees who truly want to remain a part of this community and team.*
- *Student retention and success need to be addressed asap! Re-training staff or holding staff in ALL areas accountable for the work they should be doing. We have a lot of staff who are riding on the coat tails of hard working staff who lack effective accountability. We have staff members who don't do their job and it is overlooked. We have other staff who have to pick up the slack of these staff members working under par. The building has many updates that need to take place; including furniture that needs to be removed, old signage that needs to be removed/ updated, curtains that are stained and torn, dirty locker rooms and bathrooms that don't get cleaned enough, stained carpets that need to be replaced.*
- *We need to recruit more students - offer more than what we have - "trade" skills needed for our area and not necessarily a degree*
- *partnerships with local businesses and work force preparation*
- *We need to adapt and provide skilled labor jobs and practical training (the trades). In my opinion we have record low unemployment and a huge vacuum in skilled labor that is not being filled. The funding for the infrastructure and grounds have been depleted over the last 10 years and a new master plan should include major funding to catch-up on this neglected areas.*
- *improve classroom technology uniformly. many classrooms are not "smart" or could use some sort of upgrade.. a couple of classrooms i teach in a lot are starting to look shabby, or have old outdated, sometimes broken furniture. Room 267, 287*
- *I would like the college to think more about how to cooperate with other colleges. For example, 1+3 agreements (rather than 2+2) would work well for some specialized fields with tight programs.*
- *The faculty and adjuncts need to be more diligent in retaining students including calling and emailing each of them when they are absent from class. There should be more interaction between the students and the faculty/adjuncts in other ways besides the classroom. The full-time faculty should be present on campus full-time - not two or three days a week.*
- *The College needs to re-evaluate many positions on campus - how they are structured, what their purpose is, and who is in them. The College should give all faculty and staff a truly anonymous means of giving real feedback about the people that work at the college and their performance. The Board of Trustees should have first access to*

unedited results of a survey that asks those questions. I have no doubt that many faculty and staff will cite the same people/roles/areas as the ones that need attention and the issues that frustrate them. Also, we need to hire more full-time faculty so that ALL programs have a full-time faculty chair who has expertise in that field and can help foster growth and retention in their program area. Also, the College is in the midst of implementing Guided Pathways, so the Strategic Plan should underscore those goals, as well as those of the other broad initiatives that SUNY has been pursuing.

- *More academic support and intervention systems; more professional staff to do this work. Mandated, intrusive intervention/support systems for students on academic probation; more professional staff to do this work. Improving academic advisement; having standards/expectations and assessment. Our success/retention rates with many of our populations is very poor; that has to be the highest priority. Better communication. Clearer sense of who is responsible for what and a sense that those responsible are truly interested in helping and getting feedback. And, that those people are not completely overwhelmed but we ask them to do every day. Better, more specific surveys than this, prepared by our own faculty and staff.*
- *The college and upper administration need to better prioritize the use of its limited funding. The resources are there but are poorly managed and poorly allocated. A substantial amount of money is being wasted on non-essential staff in unnecessary positions. Instead of frivolously throwing money away by creating useless positions and retaining staff who have no place at an this college, focus on your employees that work long hours and weekends to serve our students. Support the staff who support our mission.*
- *Overall enrollment stability with both recruitment and retention; growth of other revenue sources in light of public funding declines.*
- *Attempt to attract adult learners to replace the shortfall in traditional enrollment.*
- *Falling enrollment.*
- *Appallingly high academic probation rates and the lack of an effective means of dealing with those students*
- *Fixing the exterior infrastructure.*
- *Students and retention, degrees and training that meet a new era. Supporting local industry for qualified and educated workers.*
- *Increasing communication and collaboration between staff, faculty, and administration----with any new initiative, technology, or goal, do not include faculty as an afterthought or as worker bees. For new ideas to work, it must be grassroots in design with multiple opportunities for questions, suggestions, and buy in. That makes the process slower and messier, but likely increases the longevity of the initiative's success. The roll out of the strategic plan should mirror the expectations of how a professor is expected to roll out a class: transparency in process and assessment, use of great deal of communication and dialogue, a clear set of goals and expectations, and many opportunities for active engagement by the participants.*
- *We need to enhance our capacity (staff and technology) to go after other/new sources of funding. There are a lot of opportunities that would allow us to offer better student services. There is a lot of red tape, confusion, politics which makes it challenging for those of us passionate about our work to do what we need to do. There is a lack of transparency, accountability and good governance.*
- *TC3 is a sprawling rural campus with multiple facilities. The college has allowed it's infrastructure to fall into disrepair and also fall behind in modern, safe, efficient aspects found on other campuses. The highest priority of the college should be to offer "quality". We have fallen behind, that needs to change.*
- *Building needs an overhaul. Heating/cooling, appearance like paint, clean and better lit stairwells, brighter classroom space, new furniture in classrooms, and bathrooms need to be updated.*
- *Major funding to improve infrastructure. Funding for facilities have been ignored and cut and it is starting to show.*
- *Recruiting, engaging, developing and retaining qualified staff. Increasing transparency. Increasing networking/partnership among staff and buy-in from staff.*
- *The facility is starting to show its age and with that age comes issues with the operation of the building. It would be prudent to start looking at some of these issues before they become problematic An increase in available technical programs for our students.*
- *Fixing the building to modern standards*

- *I strongly believe that the College needs to focus on all of the facilities (including what owned by the Foundation) to make sure that students feel valued. I strongly believe that some staffing shifts still need to happen, though I understand the complications that union policies put onto this. I strongly believe that the College needs to show that it values its young and/or dedicated professionals, who are often working harder and longer hours. From what I've seen, many of these young professionals are being held or pushed down by their supervisors. This will lead to higher turnover. It's cheaper to retain quality employees than it is to recruit them.*
- *More programs*
- *I believe there are communication concerns at the college, primarily among different departments. I hear a lot of faculty and staff complaining about other departments, but at the same time I don't think most of us really know what other departments do. Things end up being very siloed and the communication and transparency are not there.*
- *Build a sense of community on campus among faculty/staff/students. Students (based on the campus climate survey) don't feel like they belong on campus and I think we have lost the sense of "family" on campus. People work better together when there is trust, respect and appreciation. That has been lost over the last decade. Also, we need to continue working on building community connections. It is nice to see it becoming a priority again, but it's going to take a lot of work to get it where it needs to be.*
- *Many programs that have not come to light yet but are in the works seem well aimed. I feel there should be some focus on how to work with four year colleges to help split the amount of students available. With four year colleges taking more students in to keep themselves going it is changing the resource pool that we have at the two year college stage. The students that seem to be left are the students that will struggle to maintain focused. This, I feel, is the cause of retention issues. I feel these students need our assistance but if we rely on this based on retention rates we are setting our self up to fail. We need those students but need a bigger pool of success to even it out.*
- *Budgeting is the big one. There seems to be a lack of planning in the financial part of the college.*
- *Better tracking of alumni for employment data keeping and future funding opportunities.*
- *The college needs to address the inability to retain young professionals. There are multiple reasons why young professionals so quickly leave our institution, with one of the main reasons being inadequate supervisors. Too many times, and too recently, we have lost energetic and enthusiastic young professionals because upper administration ignored the writing on the wall; namely the fact that our Coordinators and Assistant Directors are brought in at a fraction of the salary of their supervisors, and are left doing all of the work with no support. What's worse is that upper administration is often aware of these situations and choose not to correct them. Our young professionals then leave our institution with per-maturely and with negative feelings towards the college. A high priority goal should be to identify the staff and faculty members that no longer care about the students, the institution or their departments and show them the door, and better support our young professionals who are at their desk long before their supervisors arrive and long after they leave for the day (if said supervisor actually shows up for work).*
- *Looking at the list above, one choice is, "improving the recruitment and retention of high quality faculty and staff". This is important. The issue is that we have lost numerous valuable/quality staff due to budget or managerial issues. Managerial, meaning the supervisor was the primary source of contention. We also have numerous staff doing what they can to be noticed and viewed as valuable, only to be overlooked time and again. There is a growing cohort of staff that have opinions and want to be involved and hope to build more of a career at TC3, only to be overlooked and trapped in their underutilized roles. We need succession planning and we have the strength to do that with the staff we have. Unfortunately, we either lose the quality staff before an opportunity arises or we have supervisors that maintain an old-school view of their staff members and choose to hold them back instead of lifting them forward and supporting such aspirations. While job titles and unions certainly play a role in this restriction, it also seems to be supervisor mentality. Perhaps a fear of competition. If we want TC3 to be successful, we need to tap into all of our sources and some missed marks are the above mentioned cohort that has a stronger connection to the student population, as the first line of communication between the student and the supervisor. Allowing more opportunities for professional development for support staff is also helpful and necessary.*
- *I think the college should look at more AAS program to support our communities. Not everyone coming here is going onto a 4 year school.*
- *Right-sizing full time faculty to course offerings. Incentives to encourage retirement and limiting involvement of retirees on campus. Improve communication and transparency. It's not clear who is on what committees, what the*

charges are, how committee membership was determined, for example. Ask departments to review every expenditure and justify it, explain why the task can only be done in that way and with that tool.

- *Our off campus presence--both online and in the extension centers.*
- *developing more programs that afford direct, well paying employment post graduation... mostly in medical fields, such as dental hygienist, OT assistant, PT assistant.*
- *Meet the needs of the local community*
- *-Offering more technical programs. There are some SUNY institutions that partner with BOCES and have spaces on campus where instructors can teach hands on skills. Perhaps one of the residence halls could be repurposed to accommodate such a venture... -Partnering more with local veteran's offices will help recruit military vets. I also think that technical programs have more potential to retain this demographic due to how the military is structured. This also allows the college and the veterans to take advantage of the GI bill. -Recruiting at high schools in NYC that offer the same majors that we offer. There are several culinary, writing, graphic media and business management high schools (just to name a few). We could be recruiting at places that have interests already aligned with ours. -Continual assessment of recruitment and enrollment practices. Since we prepare "our students and ourselves for citizenship in a global society" we need to be aware of the needs of the generations of students we are serving. The needs and way of thinking of today's 18 year olds are not the same as they were 20 years ago. The same can be said for students of all age groups. How are we keeping current? Does our campus culture reflect that? -Student employment and internship opportunity. Several of our students lack professional experience. When they return home they often have to rely on someone who knows someone in order to get a job. They may leave here with a degree but unless they leave here knowing how to conduct themselves in the professional world, the degree is useless. Paid opportunities would be a great way to create a culture of accountability, professionalism and respect among our students.*
- *Better access to resources and quality staffing to address student needs.*
- *residence hall program improving relationships with ICSD*
- *Improve technology Make sure the college is sustainable for the future revisit who we are don't leave our two counties and their communities behind*
- *Developing career-ready programs that speak to the needs of our community (HVAC, other construction-related trades, Physical Therapy Assistant, Occupational Therapy Assistant). We must draw in more local students, and our degree programs must correlate with local job needs.*
- *Integrating the FSA employees with the college employees. There is, and has been, a huge difference between the organizations; even though we are technically all one group. Difference...raise for college employees, no raise for FSA...not the best move in healing the divide.*
- *Development and promotion of academic programs. Development of faculty and staff. More full time faculty/staff. A clearer picture of what support programs are available for students seeking help and who to go to for this support. Reduction and consolidation of student success programs that duplicate efforts or invests substantially in one population of students while ignoring the vast majority. A free, 1 credit, on-line Freshman Success Seminar type class that anyone in NY can take offered spring, winter, summer and fall semesters. Applying resources to programs and services that are directly revenue producing (E.g. courses, student retention, student success, admissions) as opposed to programs and services that do not produce revenue. Identifying and defining the benefits of a Tompkins Cortland education and educating the community (promotion of) those benefits.*
- *Retention, Retention, Retention...and the high impact practices we know from research that support student retention (advising, orientation, engagement opportunities with faculty/staff/fellow students, experiential learning, service learning, etc.). Moving forward from archaic services and processes, philosophies, and policies that have not allowed our college to evolve with our student body.*
- *Developing a stronger relationship with Cornell and Cortland. Developing micro-credentials/ technical skills that are in-sync with the surrounding economy.*
- *put money and energy and people into the mission of the college which is primarily in education.*
- *Decisions pertaining to course assignments*
- *Maintaining aging technology in high tech programs*
- *More community involvement with our campus community.*

- Clarify what the Global program's mission/purpose is and how it fits into the college's structure. Who is our college's community? Who are we serving? To what extent are we preparing students for jobs in the region and what does that mean? (Do our programs meet those needs?) What kinds of courses, schedule, programs, supports, student activities, etc. do we need to have based on the various constituencies we want to serve (traditional age, adults, commuters, residential, veterans, non-degree, high school, etc.)? Are our academic programs, requirements, learning outcomes aligned with the needs of our community/students?
- Creating an honors dorm where students choice to live and maintain a 3.0 gpa or something like that. Offering a drug free dorm where students sign on stating that if they even one violation it will get them removed from the dorm. We need to give our students the option and pppportunity to be around similarly focused individuals. We need to support that focus. We alos need to work toward creating a more academically focused library area. Creating a learning environment is really important.
- Improving the process for creating new academic programs Improving campus morale, particularly the perception that the administration plays favorites based on personal relationships rather than value to the institution.
- Links to SUNY Cortland
- To provide a quality education for students seeking to better their lives.
- Rebuilding and commitment of resources for the recruitment efforts of students locally, regionally, and internationally. Involvement of multiple resources to reach the goals of enrollment.
- should do cost benefit analysis on a consistent basis to decide whether various programs and services are sufficiently beneficial to the students for the cost.
- Developing transparent policies that inform practices. Seek staff with expertise in specific fields instead of reassign existing staff with general higher education degrees/experience. Hire in house legal counsel to govern policy and practice.
- Morale of workers. Our leaders should drop their ego at the door, roll up their sleeves and walk in some of our shoes. When we interviewed them they were great. Now the job seems to have gone to some of their heads. View it as a responsibility, not a feather in the cap. We used to have a lot more input into decisions around here. Now we are simply told what's best for us. Ironically, most of us have been here a lot longer than many of the new administrators and care a lot more about TC3 than they ever will. Our leaders should be asking us what we need to do our jobs instead of making so many changes and decisions for us..
- Knowledgeable, accurate, timely customer service and processing of data, particularly in Admissions and Enrollment Services, to ensure positive first impressions for students and their families in their first experiences at Tompkins Cortland.
- While our enrollment services center is a one stop shop, which assists our students getting what they need, there continue to be major deficiencies in the operations of the departments within that area. There are many complaints about lack of communication to those who are trying to reach a person to have questions answered. There are many in that area who do not feel they need to put forth the effort to improve the environment, including those in manager positions. The area is so important to our campus but we fail miserably at conducting business, which makes some choose to attend college elsewhere.
- Supportive work environment for faculty and staff See #9 below
- Creating efficiencies and avoiding redundancy. Purposeful inclusion and intolerance for non-inclusive behavior and policies. Looking outside the immediate area for recruitment purposes. An over hall of the admissions, advising, and orientation processes. An over hall of the operations of 101.
- Improving physical and programmatic accessibility.
- Moving adjunct faculty into permanent faculty position

Q6: Please describe what you think makes the college unique. (121 responses)

- global history, culture of commitment to students. good place to work historically
- The faculty/staff are wonderful. There are some standout programs like nursing. More needs to be done to take the success from programs like nursing and translate it to other programs. We have great support services for a

college our size, such as tutoring and the library. After students go elsewhere, I often hear from them that those other schools have nothing on TC3 in terms of services to support students.

- You can reach any part of campus in a 7 minute walk.
- the farm, the restaurant, and our day care center- all at a community college
- The small family atmosphere that we have, which we could do a better job of promoting online and in the community. The great facilities we have that most of the community overlooks and does not know about. Those also need promotion. We have facilities in some programs that are better than area 4-year colleges. The family atmosphere gives students real support. The small size of the school makes us less intimidating and also able to make changes faster. It promotes faculty to connect with staff, admin and executive board more easily. Applied learning for students where they build real-life resume worthy skills while taking classes.
- The faculty, they are amazing and so dedicated to students.
- The people. There is a mind-boggling wealth of knowledge, skill, compassion, and dedication in this building. Most of the people I interact with are expert at their jobs, from cleaners to faculty. I love that anyone who looks lost will be offered help, without even asking, by the first person who sees them. I hope we never lose that.
- Over the last 15 years or so, TC3 has really began to present itself as a place a racial and cultural diversity, relatively unique in the community college system of New York. However, we have not done a good job of facilitating this diversity. We have simply thrown people together from different backgrounds and cultures, and asked them to coexist on one campus without any real attempt at integration. As a result, our campus has become divided into two separate cultures. We see this expressed most clearly with residential and commuter students. Without fostering this integration more effectively, we are leaving both populations underserved and isolated. Many of the residential students come and don't have transportation, and find there isn't always a lot to do, so they leave; many of our commuter students feel their needs and desires are being ignored while we focus on Res life students, and they leave. This is something we must address.
- To me what makes this college unique as an employee is the degree to which there is a genuine feeling of caring for each other (even if we disagree with each other) and as a result of this there is a lot of collaboration and help that goes on voluntarily (prosocial workplace behavior) that makes everyone's work easier.
- The farm program and its partnership with Cultavarie
- Community internally and externally
- Collegial environment. Able to be who you are and accepted for your individual strengths. Overall kindness and respect from everyone especially the leadership.
- Some of our teaching initiatives are pretty stellar - Writing to Learn, OER
- I'm not sure this is necessarily unique, but I work with amazing people and most of my co-workers are truly dedicated to the college and the students even in the face of an unknown future. I attended a mid winter presentation about COIL and it's something that supports the college mission and something cool about our school.
- small quaintness
- Commitment to student access, small class sizes, faculty engagement, veteran friendly, equity and access services and helpful and friendly staff.
- Personal connections and support. Faculty and staff that overall care and value the opportunity to serve and support students on their journey.
- Strong positive community who care about each other, and student success, and the continued and future success of TC3. Our programs
- Creative faculty and staff who truly believe in doing everything they can to support student success.
- That we serve two counties and that each is different. Our Board of Trustees is non-political. Farm to Bistro Program.
- Location, a community.
- It's unusual for a community college to include in its mission statement a commitment to preparing students for membership in a global society. I think this makes us unique, and strategic planning should maximize opportunities to fulfill this special mission of the College. Additionally, the College population is much more diverse than the

immediate area surrounding; this is an asset and we should continue finding ways to leverage this in classrooms, co-curricular activities, and in the community.

- *Our outstanding customer service and family-like atmosphere. I believe students feel accepted, heard and respected.*
- *Faculty and staff care about students and want them to do well. The personalized nature of our services is impressive and powerful.*
- *The location and the resources available because of this location. such as farms ,businesses,Universities and the local ecosystems.*
- *Size and intimacy.*
- *Tompkins Cortland has Faculty & Staff that genuinely care for our students and for each other. There has been a nice sense of community. However, the current climate of the college is consistently eroding this fellowship and has been turning it into a business-based institutions that is failing because we are focusing on \$ (and poorly done) rather than the output. Students will not come to a school that has strife and does not give quality. Students come where they feel comfortable and will get a solid education for their money.*
- *Having it's doors open to so many non-academic activities. Hosting neighboring schools sporting events, fitness center and pool open to the community, numerous community events.*
- *The dedication of faculty and staff to the students and their success.*
- *It's all in one building.*
- *Not afraid to make changes in the best interest of our future*
- *Close proximity to 3 other 4 year colleges. Class size One main building*
- *Diverse student population.*
- *I like the culture, however, I think we are recruiting in areas that are bringing down the reputation.*
- *We are able to respond to local employer and community needs with more agility than our nearby four-year colleges.*
- *Prioritization of student goals, as varied as they may be.*
- *I appreciate the diversity, and the desire to intelligently grow and expand itself not for personal gain, but to reach out to more communities and make itself available.*
- *The Culinary/Wine/Farming programs.*
- *Student support and our faculty and staff truly care about our students and their success.*
- *The college had a strong sense of community. Some of that is fading because we are operating with a "do more with less" process and because of this, we are losing our sense of belonging to a larger community.*
- *It allows students from a variety of locations to attend since there are on-campus dormitories.*
- *The association between staff, faculty and administration has generally been very good here. This friendly association makes it a more pleasant to work here.*
- *We are essentially one building in Dryden. We have a very large high school concurrent program. We have high academic standards. We have caring faculty and staff to support students.*
- *The higher gpa requirement for community colleges; the location being close to Cornell, Ithaca College & SUNY Cortland*
- *I'm not sure that it is unique. Some things that make it different are some of the programs offered, like Wine Marketing and Sustainable Farming, and the way they fit so nicely with the strengths and attractions of this region.*
- *The interactions between students, teaching faculty and non-teaching faculty. Here most students feel that they have someone to turn to for academic assistance, time management help, or personal guidance.*
- *Friendly, small classes; caring staff*
- *Where it is and the individuals it serves. Some community colleges really struggle with dissension and burn out. There is some of that here. Some community colleges have a really dedicated faculty and staff, and we definitely have that here. There are other community colleges with similar programs. There are other community colleges that are the same size and with similar ranges of diversity.*

- *It's physical location bridges two counties but is remote to their populations.*
- *Our students and their backgrounds*
- *The diversity of students*
- *The study abroad programs available to students. The farm to bistro programs, Coltivare and the TC3 Farm.*
- *One building and small class sizes.*
- *I think what makes the campus unique is the fact that TC3 is a community and the faculty/staff really care for the students/*
- *What makes the College unique is both the physical building and those who are in it. We have a diverse population, which might come as a surprise to some, given our rural environment. Also housing everything under one roof makes us unique and quite convenient. Both of these unique qualities help us stand out and be more attractive.*
- *We operate as a family and try to be as inclusive as possible in everything that we do.*
- *an atmosphere of caring*
- *Location and an attractive Campus.*
- *because we have dorms, people from outside the local area can be here, including international students. it creates more diversity*
- *I'm not sure if this is entirely unique, but the way we do learning communities with financial support encouraging faculty to take the time to really collaborate should be featured on our webpage and promoted at recruiting events, open houses, and entry-level advisement appointments. I also know from looking at other college's offerings that our study abroad programs are more diverse and faculty-driven than most. We hardly promote them at all any more.*
- *Its space - all enclosed.*
- *It used to be the case that we could pride ourselves on the individualized service and support that we provided to our students. In recent years, however, due in part to the ongoing erosion of our full-time faculty and staff, that is no longer as true as it once was. I often feel like it's the same two dozen or so people here who continue to go above and beyond while others just show up and do their 7.5 hours (if that) and then go home, regardless of the work that is left undone. We used to be a family, and had an annual TC3 staff/faculty picnic in the fall, and an annual dinner/celebration after the commencement ceremony in May. Both of those things are gone.*
- *Not much, any more!*
- *I think that the administrations ability to ignore the real problems at hand make it unique. The college retaining staff who have full-time obligations outside of the institution and dismissing staff who work themselves to the bone make it unique. The college turning a blind eye to supervisors who don't bother to come to work make it unique. Until this changes and people are held accountable, there doesn't seem to be an opportunity for this institution to recover from its current state.*
- *Individualized service to students and community - the experience.*
- *The dedication of the faculty and staff.*
- *It's people, location, and availability of student housing.*
- *The small class sizes and the familial feeling among the staff and students.*
- *It is a small community college situated as a kid sister to Ithaca College, Cornell University, and SUNY Cortland. We need connect and tap into being part of the SUNY system.*
- *We are serving one of the most diverse populations (age, race, gender, nationality, learning style, socio-economic) in the area. It is thrilling, in line with social justice, and can be transformative, for both the students and the people who work here.*
- *Small size. A lot of students talk about how they feel comfortable with how easily they can get to know their peers and staff/faculty. It's a very diverse student body.*
- *What makes the college unique is it's vast campus. TC3 under utilizes it's most unique resource. (Area, parking, forest, agriculture, athletic fields, etc)*
- *We are conveniently located between 3 four-year colleges.*

- *Nothing*
- *Our location*
- *Its interdisciplinary approach.*
- *I LOVE our students. I've heard SO many of my colleagues say "we need to stop recruiting in the city, that's not who we serve". In reality, the purpose of the community college has shifted since the 1980s when that was the case...we live in a global society and should truly have open doors to all. That being said, I do think we need to be more intentional about where we are recruiting-- bringing a ton of high-risk students of color from the city with little support and on-boarding does everyone a disservice.*
- *It's diversity*
- *Students often talk about how they feel supported and cared for by the faculty and staff at TC3. I feel that overall it is a very caring place.*
- *We serve a wide gamet of individuals and everyone is welcome.*
- *The uniqueness with the college is the ability our faculty has to reach the students that need the extra help and provide them with the information and preparedness to move on to a four year college.*
- *We tend to do a very good hiring people. People here seem to really care about the students We have a strong reputation*
- *The College is unique in that it is well positioned to be the educational hub of both Tompkins and Cortland Counties. Its location, along with its mission, make it the destination for students, traditional or otherwise, to begin their educational journey. They can enter our programs as youth and then feel welcomed back well into adulthood by taking advantage of our continuing education programs.*
- *I am not sure we are unique. I don't think we have kept up with high school students needs.*
- *We are small, but we behave as if we are big - relying too much on formal mechanisms for human-level, interpersonal interactions.*
- *I think our ability to institute new ideas effectively sets us apart a bit--during my time here I have seen the Farm to Bistro and ENGL098/ALP initiatives get off the ground and was impressed by how quickly our college embraced both.*
- *excellent faculty and staff that truly care.*
- *The numerous student support services that are offered - and our staff - I feel like a majority of the people employed at the College truly believe in helping our students to better their lives. Our faculty and staff and extremely approachable and actually care about our students.*
- *More resources coming from outside the local community*
- *I think that the layout of the campus is very unique. Having everything connected and in one building is convenient and creates less confusion for new students and parents. The fact that all of our residence halls are apartment style living is also unique. I don't know of any colleges that allow first year students access to full kitchens. It is normally treated as a privilege at other institutions. Here, it is a given.*
- *In the past, I would say the college is unique in the longevity of the faculty/staff at the college. That is changing. This is not to say that this change is bad but it had been my primary thought for what makes this college unique.*
- *size, personal touch, we care*
- *It is getting harder and harder to describe this*
- *Small size; however many of our procedures have moved away from individualization towards a more 'efficient', one-size fits all approach. This is moving away from our strengths.*
- *Small town setting with family-like atmosphere.*
- *Small school with a focus on student success.*
- *The personalized experience afforded to TC3 students is something that CANNOT be lost in our strategic planning process. Students come here and stay here because the staff and faculty know them, know their names, and go out of their way to support their success.*
- *- Proximity to Cornell/Ithaca - Farm/Coltivare - Location in Tompkins county which continues to see economic/population growth.*

- *we accept anyone - pretty much to attend college. That is special.*
- *The proximity to Cornell and Ithaca College and that some students attend TC3 hoping to be accepted into Cornell and Ithaca College and some students achieve this goal*
- *It's people*
- *The campus size.*
- *We use to have a higher full-time faculty to student ratio that led to strong relationships with students in our college community. Since flipping to reliance on adjuncts we are just a transient community with part-time students served by part-time teachers.*
- *We really do care. But it's just not organized or focused enough to result in systemic change and impact on student success. The heavy focus on liberal arts is different than most community colleges, which are diversified into technical areas too. Small college with big goals Nimble - able to change relatively quickly, easy (or used to be easy) to share ideas*
- *Our faculty and staff are very available for students. Our small size allows staff to get to know many students by name. Our drop in tutoring gives lots of support to all students very quickly. Our financial aid and admissions folks really care about how students are treated.*
- *The quality of some of our academic programs, the quality of some of our people.*
- *Hands on, personal service atmosphere that is open to those willing-able to be serious students in all phases of life*
- *The friendly and encouraging learning environment.*
- *What used to make it unique - several years ago - was the fact that it felt like a true community. Now, there is a cloud in the air. Indecision is rampant, and the building has lost its zest.*
- *Its 200 partnerships globally which provide tremendous student, financial and staff opportunity and diversity. We have not continued to nurture and capitalize on this unique part of TC3.*
- *Its role as a community college that can feed students both into a mid-tier state school (SUNY Cortland) and a top-tier Ivy (Cornell).*
- *There is an atmosphere of acceptance and cooperation to better our students educational experiences.*
- *The farm to bistro program and the personal connection we make with students.*
- *It's past history of progressive community education. Scenic location.*
- *Our uniqueness used to be that everyone knew each other, looked out for each other, fairness prevailed, and we worked well together. That uniqueness is gone.*
- *For the most part, faculty and staff are committed to engaging personally with individual students to support their academic success and adjustment to college and adulthood. Tompkins Cortland also works very hard to "walk the talk" with regard to inclusion and diversity.*
- *The variety of programs we offer. Our restaurant and soon to be child care center which provides students with a hands on experience.*
- *small class size, faculty accessibility (especially full-time) diversity of students*
- *When students are on campus during regular semesters, the vibe is very supportive of students.*
- *TC3 is truly student-focused/helping students.*
- *Wide range of students*

Q7: What does the future of the college look like to you? (113 responses)

- *dynamic and changing*
- *Realistically, I wonder how long the college can stay open. That's a depressing thought. I wish the future of the college looked rosy, but I cannot say that in honesty.*
- *The college has many opportunities, if seized upon.*
- *We will have to carefully choose what to focus on and do it well. We can't afford to overextend ourselves.*
- *I hope bright, but I am concerned about the future*

- *I'm not optimistic, mostly because of the economy and how it influences the college.*
- *Right now...pretty bleak.*
- *1) We need to focus on better integration of students from diverse backgrounds, and make TC3 an inviting place for everyone. We are currently underserving many students because the college is not leading this initiative. 2) I hope we continue to recruit students outside of our immediate area; however, the future of the college is predicated on removing its stigma as a second class institution for many of our local graduates. 3) I think we're in a better place than ever to reach out to local businesses and community leaders and help them fulfill their employment needs in a variety of ways. 4) I would like us to renew our focus on selective vocational education programs. We certainly cannot do everything, but having a few specified programs could really help the local community, and increase our enrollment.*
- *I think we need to become more versatile on how we offer education--maybe more evening and weekend classes. Maybe more hybrid classes that are mostly online but with some hours of in person contact, and also in terms of what we offer (I think the microcredential idea is definitely a good step in that direction) but still we should take care to preserve what we are good at--small classes, including those offered online, where instructors can give in depth one on one feedback and interaction with their students and have instructors which are dedicated to the time and effort it takes to do this. I also think we need to preserve our commitment to liberal arts classes as part of any degree. These classes may not have as clear a relation to a specific job but they enrich student minds and lives in a way they may not have an opportunity to get anywhere else in their lives.*
- *With enrollment way down I don't think it will be around in 10 yrs*
- *That really depends on the decisions made now -*
- *Hopefully it will be even better as we learn and grow in creating a more fostering effective learning environment for our students.*
- *I'd like to see more community involvement in the future - offering true "community" courses that are non-credit and are inexpensive. In other places I have lived, community colleges were a place community members could take a language course, a cooking course, a computer course, etc... I'd like to see TC3 represented overall at more local events - we could use a "re-branding" of sorts.*
- *I would like to see a continued increase in overall student body diversity, especially first-generation students. I hope to see that class sizes are still small. Maybe also the hallways a little more updated and not so many ripped chairs.*
- *At the current rate, the future looks dim with continued declining enrollment and layoffs.*
- *I hope that it's all of us working together to provide many years of service and opportunities for students as they work to achieve their goals.*
- *We need to be quickly adaptable, and to be realistically open to and aware of problems in order to address them. I am optimistic that we will work together to find ways to continue and to become stronger.*
- *Bleak. Let's build programs that bring students to the campus (at the same time as we work on retention). Let's start assessing all programs and initiatives (in addition to academic programs) to see what's working and not working. Also, before deciding to spend money on things like Salient, Full Measure, and now Starfish, let's look at the research on how well these approaches are working at institutions where they are already being used. Let's figure out what to do with the empty dorms. Faculty cautioned the administration about building so many, but no one listened to us. And let's collaborate better with recruitment so that, for example, when a staff member is sent on a trip overseas to try to recruit international students, all program chairs have met with her about their programs, and college relations has worked with the faculty in advance to create materials BEFORE the trip. Let's research what the other countries may be interested in and see what we can collaborate on together to make the recruitment process more successful.*
- *For TC3 to be know as a premier college. Development of some type of trade or another program to match our awesome Nursing Program. Have more students and alumni proud to say that they attend/attended here and they want to financial give back. Community and business partners continue to rave about the College.*
- *Without change there's not much of a future.*
- *The future college continues to be a diverse community of upstate, downstate and international populations, but reverts to its roots as a technical college: more microcredentials, more A.A.S programs and certificates, more programs focusing on technical skills in high-demand fields. We partner with local businesses providing an array of*

internship and experiential learning opportunities; we increase our study abroad opportunities—not just study abroad (international), but study away (within the US); we are known as a leader in the community.

- *Thriving residence life, highly specific majors to accommodate our local and global markets (more medical and trade-like programs).*
- *The future is in robust international programs, expansive concurrent enrollment, micro-credentials/programs to meet employers needs, and greater coordinated efforts to retain students.*
- *unsure.*
- *I am concerned about the future of the college if we are unable to increase retention and graduation rates.*
- *Without some sound, realistic changes - it looks rather grim. I'm a half-full glass kind of person normally, but it's more of a struggle to come to work and believe we can fix all the things that need addressing.*
- *I believe that depends on how quickly issues are actually recognized and addressed.*
- *More community involvement, programs that better serve the local communities, becoming a place where any person, any age, can find a program to fit their needs. We need to become the "go to" instead of the "stay away from" for our surrounding area.*
- *Not good, I'm hoping this changes*
- *Bleak but promising if some of the plans in the works come through.*
- *It is fading away unless there are programs put in place to draw higher enrollments from around the tri-state area.*
- *I would like to see a new cheery sign out front with better landscaping. Pendants as you drive through (OCC) is a very inviting college indicating each program. The main entrance should be changed to the athletic building or the current entrance more inviting.*
- *So far, there is more concern shown by the new admin about directing our efforts to where we can have an impact, and measuring results to take appropriate action. So I see a future where more efforts will end up bringing better results in the long run. This may take a while.*
- *It is scary time for all community colleges.*
- *Difficult to answer. If we can address retention, enrollment and budgetary issues and increase collaboration, and move into view of a great community college it would look pretty good.*
- *Scary! I'm nervous that there is not enough people working in certain areas to get the job(s) done to gain and keep enrollment. There are too many people doing 2 or 3 full time jobs, not taking lunches and not being appreciated.*
- *A college where more students are earning degrees rather than going elsewhere to continue their education.*
- *If budget issues do not improve, I believe the college will be having difficult times ahead. The budget issues have led to a strain between administration and faculty and staff. Not having faculty and staff replaced when retirements occur have added extra work for the remaining faculty and staff. This leads to lower moral. If things do not improve, I see the college really struggling in the future.*
- *Currently very unknown, but am hopeful.*
- *Bleak*
- *If we make are willing to make necessary changes, we can do a lot with what we have right now. Using the resources we have more wisely, rather than just trying for more resources, can go a long way toward reviving us and attracting more students to enroll here and want to come back. If we are willing to do that, and to respond quickly to needs in our immediate community environment by creating well-considered, well planned, and well-supported programs, then the future looks bright. New programs might be an area when pursuit of more resources is well-justified, especially if we are willing to give up other programs that no longer have the interest and enrollment that they once had.*
- *A little unstable. Hope new leadership sticks around and aren't overworked.*
- *A place where students experience a consistent culture and dedication to their success. Everyone the students meet, everyone who is on campus knows the college's mission, how they fit into that, and are trained in best practices. Everyone on campus feels challenged, held accountable, and supported to innovate, research, and provide excellent services.*
- *Greater focus on college programs to get people working or enhancing their professional abilities*

- *Bleak*
- *a place of rich opportunity with a diversity of access that matches the diversity of needs*
- *I am just hoping it stays open.*
- *Overall, I am hopeful yet concerned, as I think most of us are at this point. I am hoping we can push through this difficult time, and turn all of our numbers around for a brighter future. I think evaluating the degree programs we currently offer and reviewing the ones we do not have but could reap great benefits from would be key to grow with our society. With such a high volume of people attending college nowadays, we need to focus on not only retention and graduation rates but on if we have given our students the tools and degrees they need to be successful outside of academia.*
- *If enrollment doesn't increase I am not sure what the future holds for us*
- *bleak*
- *hmmf....*
- *That's up to our leadership.*
- *Bright! we got a really great reboot since Orinthia and her team came on board.*
- *I've been optimistic lately, but part of that is because we are finally making some changes.*
- *Questionable. Will there be enough classes for adjuncts? There seems to be a disconnect between some of the areas of the college with other areas of the college. As an adjunct, I don't know who to go to with a problem. The college is too departmentalized. I am not aware of any programs that are encouraged agencies outside of the college where we could provide services for them. I do know about Guthrie and the nursing program and College Now.*
- *Unfortunately, unless things change, it looks bleak. Evidence of the unfortunate direction we are taking is that the administration had consultants create this survey rather than have the "Strategic Planning Steering Committee" have any input on the survey questions. The questions asked are not all even appropriate to our situation and are not asked in ways that will allow the committee/consultants/administration to gather actionable feedback. It is interesting, also, that neither of the co-chairs of that committee is a member of the teaching faculty, and only 3 full-time teaching faculty members are on the committee.*
- *Many more students feel like they are part of the TC3 family. Many more students are successful academically. Staff/faculty feel that we have short-range and long-range goals they agree with, have had some input on creating, and feel they are contributing to.*
- *The future of the college looks dismal.*
- *Different structure and funding for community colleges in NYS I believe will be changing out of necessity. This will impact TC3 and how it operates.*
- *Many more classes targeted towards adult learners.*
- *Good.*
- *I would like to see the college continue to innovate in terms of meeting the specific needs of the employers of our sponsoring communities*
- *Scary, financial issues, enrollment issues, a big fear that we will close because we cannot move fast enough and have not moved to make proper adjustments and decisions.*
- *I would love to see us move even further in the direction of finding ways to more fully support our students' needs: academically, socially, emotionally, health-wise, and career-wise. Not a situation where we band-aid crisis, but actively and thoughtfully create an environment that bands our services and staff together in support of our student body.*
- *It will need to look very different and get up to speed in order to be and remain competitive. Upgraded facilities, more staff and faculty (with less burn out), and more services/programs for students. You can't keep having less staff/faculty doing more and more. There is a limit and I think we have reached/surpassed it. We need to be following best practices and not just doing things on a whim and be data driven.*
- *The future of the college looks bright. I believe after some time, the college will be forced to identify the trends, but also change along with them.*
- *Poor*

- *NOT GOOD. The problem with the reputation and behavior of some of our students is keeping local students away. I know many students and parents that that have not come to this college for this reason. I like the restructure of the top administration. We are WAY behind in developing new programs...ESPECIALLY with trades. OCC, CCC and others are moving fast in this area.*
- *We are at a crossroads and the outcome depends on the course we plot from this point forward. Less money should be spent on outside consulting and services and more emphasis put on engaging staff and allowing them to have input. There needs to be greater transparency, more networking, and continued professional development/advancement in order to attract and retain qualified individuals and get buy-in.*
- *We need to balance our recruiting efforts better. Let's look at high schools that match the programs we offer. Let's find ways to bridge the culture gap between our students.*
- *Great*
- *I want it to be a future of growth, increased retention, and better morale among faculty and staff than we have had over the past couple of years.*
- *More focus on community and business needs. What programs are needed in this community. Better use of funds. Less focus on outside vendors. How do we support those in house to better do their jobs and how do we make sure everyone is contributing to their best ability.*
- *Uncertain.*
- *Unemployment*
- *With the current President and new VP's and a supportive BOT, the future can be bright if the financial end of things are made more transparent.*
- *Tough economic times likely to continue New faculty and administration need to renew the culture set by the previous generation at TC3*
- *Unfortunately, if the college cannot recruit and retain students and staff, the future looks bleak.*
- *Rather bleak, but I am hopeful and have faith that things will turn around one way or another to get back on track. We have a great base, we just need the budget to support all aspirations. There are plenty of good/hopeful ideas out there, we just do not have the resources to pursue and support them.*
- *I would like to think that we can help students more with AAS programs so they can go out into the communities and get better paying jobs.*
- *Very uncertain; part of me things that in 10 years we will have several new credentials, a robust online presence, and expanded offerings at the Ithaca and Cortland centers. I hope that is the case, because I think we have to become more flexible in how we conceptualize college and how we operate to stay ahead of the curve. But another part of me thinks this college simply won't exist in 10 years.*
- *Visionary/futuristic are not high in my strengths. It is extremely difficult for me to even guess at what the future of our College will look like. With so many changes in technology, I feel like we may need to offer more online and/or FaceTime/Skype type classes. However, I do not want the College to become a "University of Phoenix" where there are never onsite classes. I feel that there is a lot of educational benefit by people actually being in a classroom learning how to deal with others.*
- *Better/Improved from today*
- *I am not quite sure. I think that a lot of that will depend on world changes within the next 5 years. More people are using online class options and the world is relying more on technology with each passing day. Politics may influence our enrollment as well. Students that have foreign born parents can be impacted at any moment in today's climate...*
- *There is a lot of uncertainty at this time.*
- *improved fiscal status, serving local community in more transparent ways*
- *hard to visualize this, I hope still here, but more that that I want it to be a strong choice with people.*
- *Continued focus on diversity; however we need to 'win back' our local community and be more responsive to their needs. Perhaps we should scale back our residence halls, and focus on the buildings all students use. I don't see resident students as our future. The quality of and number of online programs needs improvement.*

- *An all inclusive (staff-wise) organization that values all it's participants.*
- *Enrollment is down substantially and we need to figure out why and what to do about it or the school will continue its decline. I unfortunately see more administrators being hired with less faculty and staff to implement the programs. Along with this, I see faculty and staff stretched thin trying to accomplish more with less time and resources. I see work load increasing without any measurable increase in impact on student success. I see decisions being made that impact the community without the input of the community. This has been a trend in the last several years.*
- *I am uncertain. While I would like to be optimistic and hopeful, unless we turn inward and take a very long, hard look at our processes, procedures, policies, attitudes, and beliefs and provide much more space for dialogue, training, and reflection this isn't possible. Some crucial conversations need to happen about what we can stop doing to make room for more effective, high impact practices. We cannot continue to "do more with less." We need to focus the limited resources we do have on impactful experiences that will help our students learn, grow, and persevere.*
- *Feeder to Cornell Programs in agrotourism/ hemp/ wine/ marijuana (when legalization happens) Deeper connection with Cortland*
- *Looks like will need to shirk a little before growing back a little when more people go to college in a few years.*
- *If more international students (e.g., students identifying as Asians) and other students hoping to attend Cornell and Ithaca College are not attending TC3 then the college enrollment may continue to decrease*
- *Based on current practices we will turn into another Cayuga Community College (not in a good sense). If admin decides to re-invest in dedicated full-time faculty committed to success of the institution, I believe we could develop into not only a local, but global top educational resource.*
- *We all know what we're doing and why - we are moving in the same direction and making decisions about budgets, staffing, programs, initiatives, etc. based on a commonly understood goal.*
- *Not good if we continue to focus outside of our supporting counties to get students*
- *Different from the past!*
- *We become the introductory campus for SUNY Cortland, housing first year students and doing the work with them that Cortland shuffles off to TC3. SUNY and NYS CANNOT MAINTAIN 60 some campuses with 60 some presidents, VPs, Provosts, Registrars etc. Politicians will demand economies, most likely in scale. It cannot escape the attention of any efficiency expert that the current model is unsustainable and grossly inefficient at the macro level of organizational theory. Commitment to the 1960s model of local SUNY schooling MUST fade. Are we ready?*
- *I see this as a place to develop academically and professionally.*
- *I would love to see everyone truly love coming to TC3 again... meaning the morale of the employees to be heightened.*
- *I don't know, it is concerning.*
- *I am pessimistic about its continued function and existence on a ten year planning horizon.*
- *continuing to provide an excellent education at an affordable price.*
- *I have no idea.*
- *Re-introducing technology programs and apprenticeships.*
- *Bleak. Just another community college where people go to work, and are not as inclined to care as much about their jobs and students. It does not help that this new administration inherited a lot of financial problems. But what makes it worse is the emphasis of top-down management. We should be in this together.*
- *To continue to make positive impact for our community and region, the College needs to be nimble, proactive, and responsive to the realities of the local economy. Given that few jobs that pay a living wage are available in the area to those without post-high school education, the college needs to return to a focus on the needs of employers for job-ready skill sets. Micro-credentials are a step toward this mission.*
- *Hopefully the college remains open and starts to thrive as changes are made and plan is created to move forward*
- *Good if we intentionally work at building trust and communication among all who work at the college*
- *At the moment, bleak. I am hopeful and optimistic but cautious.*

- *Leaner, with more focus on CTE programs.*
- *More career focused programs*

Q8: What is the college's reputation in the community? (129 responses)

- *depends who is asked*
- *In many ways I think the reputation is strong. I hear great things related to the nursing program for example. Those who teach in the concurrent enrollment programs seem to have a great opinion. However, I have heard that we are referred to as "T-Hee-Hee." I have heard there are students who come here from Cornell and elsewhere to improve their grades, maybe in a specific class, and don't want to tell people they are taking a class here.*
- *People (parents of 18-24) don't know what the campus looks like today.*
- *I hear good things, mostly. Many community members question all of the administrative changes in such a short period of time. I like to say that it's a fresh perspective with new eyes. People seem upbeat.*
- *I have not heard strong responses from community members who have not attended. I feel we are overlooked by competing 4-year colleges and thought of as a school only for those who need more help. Many do not know of the wonderful facilities we offer and do not know what a great applied learning curriculum we have, which is special and something many 4-year colleges do not know. Students get to work in great facilities and build real skills. The college looks run down and the students can often be raucous in the halls. I feel when some visit it looks like a aging high school and not their idea of college, so they pass on us.*
- *I think it is decent with the older adult population and I think it is poor in the high school population.*
- *I don't know. I think it's very different in Ithaca vs. Cortland. I live in Cortland and I fear we're perceived as a budget problem there.*
- *It varies greatly and this is the problem. Most folks who are familiar with the college and our programs appreciate and respect it. However, the more underserved our local communities and schools feel, the more our reputation spreads that we are a second rate institution. The solution to this seems to be twofold: 1) ensure that the students who come to work campus, by and large, have a wonderful experience, and let the word of mouth spread. And 2) increase our efforts at positive outreach with the local schools and businesses. This is not just a matter of marketing, but applying practical services.*
- *I'm not sure I'm the best one to address this since what I hear is from people who know I work there but I think we have a good reputation.*
- *That we let the students do what we want and are not financially stable*
- *Not good!! Many people have commented that they are afraid to send their kids here.*
- *I do not know*
- *Cast away school. People don't take the school seriously. We are viewed as an extension of high school.*
- *Very positive*
- *Excellent!*
- *I think it depends who you ask. It seems that people who have actually attended TC3 have a very positive view, especially students who transfer to local 4 year schools. I hear a lot of negative as well, but it's generally "rumor based" and from people who are not actually connected to the community. This goes with my comment above - how can we become a stronger force in the community?? If students, faculty, or staff are doing great things in the community, can we make this known somehow?*
- *It seems to be two extremes. Either people love the school and recognize the great things happening the the classrooms or they hear about the problems and refer to it as the "hell on the hill."*
- *Frankly the college does not have a good reputation in the community any more. Local families are not pushing encouraging their children to go to TC3 because of the large number of inner city students, the huge drug problem, and the amount of violence including weapons. Families would rather send their college students away to keep them safe.*

- *Good.*
- *I don't think it's good. The place on the hill. Where you go if you can't go anywhere else. 13th grade*
- *Seems it needs improvement.*
- *I'm not sure. Anecdotally, though, I think it may not be as good as it used to be maybe 15 or 20 years ago.*
- *Varies depending on who are talking with. Some folks speak very highly of the college and some consider TC3 as a last resort on attending or sending their children here. Also that we are always having budget issues, and that we were not able to pay for the roof replacement due to not enough reserves, and needed assistance from both of the counties. Our faculty and staff members are highly praised. Folks speak highly of the College Now Program. Involvement in the community, serving on boards, etc.*
- *Catering to urban students at the expense of the locals.*
- *A mixed bag—talk to people in Ithaca, Dryden, and Cortland and you will get very different answers. Some good, some bad, some not unique to TC3 but that could apply to any community college.*
- *People who know what we offer see our value. Those who aren't, don't have as high of an opinion. I believe they think we're like a continuation of high school.*
- *I believe the College is well loved in the community, but I think partners would like to work with us more.*
- *not as favorable as in the past.*
- *I live in Cortland County. Mostly, I think the college's reputation is positive. I have heard occasional grumblings that we should not be serving downstate students, which I believe stems from a combination of both ignorance and racism. I think we could probably do more to communicate the power of learning that can occur in communities as rich with diversity as ours (cultural as well as geographical), as well as the concept of charge-backs.*
- *In the community, it is not great - if you are a true "townie", someone who is raised here and lives in the outskirts - there is a lot of bad impressions about what is happening within the school. People know you can get a good education if you can just come and go to classes and not deal with the "drama", but I know many that opt for a 4 year if they can afford it.*
- *Depending on who is asked, it ranges from TERRIBLE to EXCELLENT. I believe younger populations, especially high school aged, have heard horror stories from peers about the quality of students here and the behaviors allowed. This discourages them from even considering the campus as a place to attend. Older community members who are associated to campus for non-academic purposes think highly of it.*
- *Everyone that I have ever had conversations with has had the opinion that they wouldn't mind sending their kids here, but they wouldn't want them to live in the dorms. Also, communication is not the best. It is hard to get information when they are looking for it.*
- *It's not what it should be. It's a great college, but a lot of community members don't see it that way. Maybe give a little more of a discount to Tompkins/Cortland county locals.*
- *realistic tuition and a good starting point for High School graduates*
- *Good for certain programs (nursing) Poor overall in Ithaca and Cortland due to incidents involving our students.*
- *It has a positive reputation because of the way TC3 Police is able to handle the student population within the local community.*
- *I hear from area High School parents, teachers, that they are very apprehensive to send kids to TC3 due to the drugs, and reputation at the student housing.*
- *The college's reputation in my community is not good. It is seen as a school for students who have not achieved enough to go to a four year college.*
- *Ever changing. I think people have come to take us more seriously over time as a great place for any student to come right after high school, or much later.*
- *A neutrally fine institution*
- *As a non-local, currently unknown*
- *TC3 does not have a great reputation in the Cortland community.*
- *I don't hear much about the College. I have heard that we do not get much press attention, perhaps more of this would help change or highlight all the good things we have to offer.*

- *I feel like it is not good. People think that the dorms are dangerous and full of drugs and with all of the restructuring, declining enrollment and such people aren't sure whether they should send their kids here.*
- *A school you would go to with the expectation of transferring to a four-year university. Little intentions of actually graduating with a degree here.*
- *I believe we need to improve our reputation with our sponsoring counties. Over the last few years I feel we have neglected them in hopes of recruiting from NYC.*
- *Positive, but could be improved. There are some cultural (rural vs city) challenges.*
- *Not good; 2 out of 3 former students I talked to were not happy with their TC3 experience. :(*
- *Mostly positive at present. It seems highly respected in the business community.*
- *In my community (City of Cortland) the college has a good reputation as a place that makes being a nontraditional student an asset instead of a hindrance.*
- *Not sure.*
- *I hear contradictory reports. Students find it boring, but usually find a few people who really care and have helped them. Students feel like it's not a hard college to get into and so it's not a big deal to go and to graduate. They already feel "less than" by coming here.*
- *My perception is there has been many student related issues in the communities and there has been very limited focus on community based education programs*
- *Deteriorated in Cortland County -- there are perceptions that we have a lot of crime and unsafe housing.*
- *solid*
- *I think that overall, it's a positive reputation.*
- *Most of the high school students refer to the college as the college you go to when you don't get into or prepare for the college you really wanted to go to.*
- *TC3 has a great reputation in our community. Although some consider it a continuation of high school, for traditional-aged students, students come here knowing that this is a place of opportunities that can guide them to successes locally and beyond, if they try. I think we are also known for our tight-knit community, student support, and accessibility.*
- *I believe it is strong but am unsure.*
- *poor*
- *good*
- *The college has a bad reputation, the dorms especially.*
- *quality affordable education*
- *From what I hear, peoples' perceptions are really driven by their individual experiences with individuals at TC3. Students who have had good teachers think highly of us and pass that on. People who've had good interactions with people in rm 101 are appreciative, and they pass that on. Of course, they pass on their bad experiences as well.*
- *I am not sure? Students have a very long walk to the grocery stores and eatery's. There is no sidewalk and at night it is difficult to see students walking. It would be nice if the downtown businesses in conjunction with the college, had delivery service or some means for students to get transportation to downtown businesses..*
- *It has varied. A few years ago, there was a lot of negativity about the College in the news particularly with respect to the students living in the College Suites - that situation negatively affected how community members in Cortland viewed the college. In general, though, people that actually know the college well have an understanding of the value the college provides. However, we could foster a much better reputation that especially leveraged our strong CollegeNow enrollment and our excellent array of programs/certificates if we had stronger leadership and expertise in admissions and in marketing. And, of course, the Nursing program has an outstanding reputation in both Tompkins and Cortland counties (and beyond).*
- *People's perception of us is based on whether they had, or someone they know had, a good experience here. We can best improve our reputation by improving the quality of our services (which have deteriorated), improving retentions/success, and focusing on students in our service area.*

- *Certain departments, academic and administrative, have a wonderful reputation. Unfortunately our students have a poor reputation in our community, at no fault of their own. We have failed them in providing them with a safe and active environment for them to learn and grow. We recruit students from metropolitan areas and deliver them to a rural town without providing them with proper resources.*
- *Overall very positive - our diversity of students sometimes creates problems with our homogeneous local population and I think sometimes can cause perception issues. This is mainly related to campus housing.*
- *TC3's reputation is sinking.*
- *The college has a reputation of providing quality education, however it is often overshadowed by the assumptions regarding the amount of drugs and violence that exist on our campus*
- *Not good. I know many people who have chosen ccc over tc3 purely because of our reputation.*
- *Local high school students call us "Te - he - he" Old equipment, old majors, living in the dark ages*
- *I think our reputation is growing into a positive light again---I think our community is rooting for the success of our students, even if they don't know enough about our programs and campus.*
- *From those who have had positive experiences with the college, it is generally very positive. But there are a lot of negative misperceptions that people have as well.*
- *TC3 has the reputation of being a glorified high school. It is seen as a last resort to the majority of graduating seniors from surrounding high schools. The college has allowed the residence halls to stain it's reputation among the surrounding communities. The drugs, crime and coming and goings of non residents is both dangerous and irresponsible.*
- *I believe there are individuals and/or groups that think very highly of the college.*
- *Many local people from Tompkins and Cortland Counties will not send their children here. The reputation is horrible. Violence on campus, the smell of pot as soon as you tour the Res Halls, and we are expensive. We are not taking care of our contributors. We need to be looking to bring local students back to Tompkins Cortland. We need recruiting efforts focused locally, not in the city.*
- *Could be much better. I have talked to many that left the dorms and were not happy with the lack of discipline. Lack of common respect and courtesy also in the café and library and classrooms.*
- *A lot of people have told me that thwy habe gone to TC3 and loved it!*
- *Good education, troubled residential life.*
- *From my perspective, many in the community are still remembering the conduct troubles we had several years ago, and look down upon us, but especially our students of color. I think we need to do better at showcasing our students and their achievements.*
- *It is very good*
- *As someone who grew up in Cortland and currently resides in Cortland County, I can say that TC3 has had a split reputation. If I tell someone that I work here, I get one of two responses...if it is someone who has had a direct connection to TC3 they tell me how great they think it is. If it is someone who does not have a connection, they make comments about how hard it must be to teach there, or ask if I feel safe. I believe in Cortland there were several years when most people's primary views of the college came from police reports from the College Suites. I am glad that is no longer the case, but I think we need to publicize more of the stories of our amazing students.*
- *Harvard on the Hill, grades 13/14, dated. We aren't IN the community. We don't participate in community events.*
- *I feel the community relationship with the college is lowering. Part of this is the lack of connection with the community members. When I first started at TC3 there were community members that come in to use the facilities more. Most noticeable was the library areas. Now the use for the community is the work out areas and not much else. It seems it is unfriendly in other areas for the community.*
- *Not good*
- *I think it is more positive in Tompkins County than Cortland County.*
- *strong. Good academics Good place to work Care for our students*

- *The college has had a decreasingly negative reputation in the community. Being a resident of this county for over 20 years, I can say that people have begun to notice the atmosphere turn from open and welcoming to closed-off and isolated.*
- *Not overly positive. We need to boost the connection between the community and our students, especially in volunteer opportunities for students. The more interactions between the two groups, the better the reputation will be in the community. Word of mouth, in the community, is often negative. This is especially noticeable about our large population of students from New York City. Also, more press about the wonderful things our staff and faculty accomplish to show we offer a quality education that competes with four-year institutions. The only press we seem to have, especially in the past, is negative. We need to let the community know that our instructors win awards, give important presentations, and publish many types of work.*
- *It is not good right now as far as a local college. I hear local students do not want to come here and stay on campus due to perceived difficulties in our dorms.*
- *An incredible and affordable opportunity for community members to further their education.*
- *Mixed. The last time I talked with someone about the college, he told me about potential malfeasance on campus (about building permissions). A conversation with someone else had to do with the lacrosse team. People seem to really like the concurrent enrollment opportunities.*
- *I think it is mixed. When I tell people I work at TC3, many people praise the institution, but I also hear a lot of people say they have heard the college is having problems.*
- *poor:(Other than the nursing program, I feel the community doesn't see the value.*
- *I do not feel it is as good as it once was. Initially (years ago) we were considered "tee hee hee" or the 13th grade. Then there was a switch to "Harvard on the Hill." But I think we have slipped a bit and are headed back toward "tee hee hee." I think a lot of that has to do with the Residence Life area and our local communities not being familiar with students from outside of our local area.*
- *Poor. No longer a "local" community college We still do provide a quality education for those that attend*
- *I have gotten mixed reviews. I have spoken to community members that only use the facilities we offer (gym & pool) and they love coming here with their families. They don't ever have a chance to interact with anyone that isn't pool staff... I have met alumni that speak highly of the institution. They are appreciative of the connections they made while here. Other alumni have referred to the college as "A Collegiate Halfway House".*
- *It has not been good but I do think there are efforts being made to improve the reputation.*
- *mixed - we get good press, but local students do not come here*
- *average. community colleges always struggle with reputation. We need to get out there and show what we are*
- *Friendly staff Outdated facilities; not where you really want to be Focused on traditional students, less on adults*
- *I don't live in the community and can only repeat what I've heard. I will pass on repeating gossip...but will say that the reputation once terrible, improved somewhat, and is now has fallen back.*
- *A place where students go who cannot get into any other school or who are unsure of the whole "college thing".*
- *I think the college is well known for certain things and has a very strong reputation for meeting the needs of the community in these areas (e.g., providing well-trained nursing graduates that work in our local health care systems or for providing opportunities for high school students to earn credits or even an early degree). However, overall, I feel as though some of the "bad press" outweighs the "good news" about what our college contributes to the community. We need to refocus our energy on the community in community college and there are many ways to do this that involve all members of our community (our students, regardless where they are "from," our faculty and staff, our partners in business, education, health care, social services, etc.).*
- *Good (I live in Tompkins)*
- *it is mixed. a great opportunity for anybody but also " William George Agency on the hill"*
- *Not sure*
- *Caring and affordable.*

- *We were once know as a top tier community college based on merits of both its faculty and students. We were ranked with or ahead of SUNY Cortland and Elmira College. Now we are considered a part-time college servicing kids from the city. Local students now just go straight to 4yr institutions (even if not ready).*
- *I think the reputation is actually good, though that doesn't mean that people know all that what we do. The problem with not knowing what we do (or could do) is that they may not turn to us for the variety of needs that may arise over a lifetime.*
- *Problem dorms, not strong academically. CollegNow is good and the people at the college do care.*
- *Depends on where you go in the community - Our academics are considered strong in the general community, but that is being weakened by the expansion of collegenow, which makes people think of some of our classes on the same level with high school classes. I think our dorms have a bad reputation in the general community, and some in the community feel we have played a negative role in changes in the larger community, due to our students.*
- *Depends! If you are from an affluent family or school district, TC3 has some elements of being 13th grade, so to speak. For other students or families it is a chance to get out of upstate NY and a gateway to transfer somewhere else, but they are not coming back to Moravia, Solon, Richford, Marathon, Enfield, or Newark Valley for living. We do best if we continue our small-scale personal model, but that is always going to be labor intensive and \$\$\$.*
- *respected*
- *Varied and there is a lack of communication reaching the people of the two communities we serve. Although media represents us, when I am in meetings or hear people speak about academics the only colleges mentioned as players in our community are Ithaca and Cornell. In Cortland, it is only Cortland State. We are forgotten in the equation.*
- *Good to beloved.*
- *It is well thought of in the areas of nursing , criminal justice .*
- *seems to be better in Tompkins than in Cortland. Students seem to have stopped calling it Tee Hee Hee so that is progress.*
- *With high school students in close by towns its "oh your going to TC3"*
- *We are a mixed bag. First or last opportunity for quality education. Insulated--we at times create and assign ourselves meaningless awards and accolades that diminish our credibility in a very sophisticated higher ed community. We do not do a good job highlighting faculty, staff and alumni who are actually working hard and impacting communities. Many Ithacans know us in relation to Coltivare. Positive and well deserved accolades for this association.*
- *Depends on who you ask. Many are concerned about our future. Alumni love us. General community members don't know us anymore.*
- *Right now -- taken for granted without current awareness of what the college offers to students and the community.*
- *Not good*
- *overall positive*
- *What I hear most frequently is that people think it is a good school but not a good place for students to live on campus.*
- *Generally good.*
- *Well respected*

Q9: What should the college be known for? (125 responses)

- *practical and needed programs and academic excellence*
- *Quality. Great faculty and staff. Strong support services. A personal approach. Responsiveness to local needs.*
- *A robust selection of academic programs and aiding the transformation of community members lives.*
- *How hard this school is willing to work for students' success. Thoughtful planning, budgeting, and follow through.*
- *Wonderful stocked facilities, for example the art programs, that offer technology that many surrounding 4-year colleges don't have. Amazing applied learning opportunities that offer students real world resume skills that could*

also earn them scholarships at 4-year colleges. Caring and supportive faculty and staff that are truly focused on student success.

- Academic success of its students.
- Moving people from dead-ends to jobs/careers that pay a living wage.
- Quality, high standards, and a place where people go for personal investment, success, and to accelerate their lives in the right direction.
- I would like us to be known for an accessible and realistic path for people who either need to change careers or those who want to attempt a college degree from a socio-economic background there that is not the norm. In a time when inter-class mobility in the US is actually really low, I feel like we should be known for lifting people up and helping them achieve their life goals. Secondly to that, I'd like to see us also be more known as a place where you could take a course or a few courses for fun or for a specific interest without astronomically high tuition. I think we could do better at publicizing this second part.
- Our degree programs
- Nursing program and ability to transfer to four year college with a strong background and excellent preparation.
- academic rigor
- Producing skilled, life long learners. Highly motivated individuals that improve their chosen work place
- Innovation. Diverse and international students. A place to grow.
- A school that truly puts students first and is also innovative.
- Excellence! Preparing students for the future, high quality instructors.
- A stepping stone to higher education for students in our supporting counties based on the quality of education, strong academic standards and transferable courses to other SUNY colleges.
- Changing lives, opening doors for opportunities that make our community and world a better place.
- Quality education, positive environment, relevant, focused/specific job (more trades focused?) training, and a reputation as a strong basis for further higher education.
- Creative, academically rigorous programs of study that prepare students for transfer and careers -- also, we should be known as a college that adapts to the needs of the community by identifying problems, and then developing solutions, and then implementing those solutions. For example, what needs in our community might one of our empty dorms serve? Could we build a vocational or high-tech program that uses one of those buildings? Could we grow hemp and conduct processing (or research) in one of the buildings? (Other SUNY institutions are working on similar projects.)
- High quality, affordable community college with wonderful faculty and staff, that has a high graduation and placement rate. One that is financial managed well and facilities and technology are kept updated.
- Opportunity for those who cannot attend 4 -year schools to get an education and get into the workforce.
- Much of what I said above in question 7 answers this, as these are aspirational. I would like the College to be known as a place one can receive a meaningful, high-quality education that results in tangible improvements in future prospects—"I went to TC3 and got X degree, had X experiences, and now I am able to do X—if I hadn't gotten this degree/certificate/etc, I wouldn't have been able to do this." TC3 should be seen as a sound investment—a good investment for students and reciprocally invested in the community.
- It's outstanding academics and community engagement
- The College should be known as a place where students will get personalized attention, external partners will find allies, and faculty/staff love the mission of the school.
- programs that serve community needs
- The college should be know for personalized attention to student learning and growth.
- Strong academics and training, great community ties. A place a person can go to further their education without going into massive debt and without feeling like they are leaving their home area.
- Being a positive part of the community. Strong connection to the local and surrounding areas, producing respectful and highly educated students, strong and strict policies regarding behaviors, a place for all to feel safe and welcome to attend.
- Outstanding academic programs and a good "college" experience.
- Credits that transfer and athletics.
- Integrity

- *Excellence in education. Excellence in preparing students for their career or further education.*
- *Diverse academic programs for all kinds of needs and desires.*
- *Safety*
- *It's academic rigor and quality faculty.*
- *Responsiveness and results.*
- *Inclusivity; a place to go to meet educational needs that don't align with the programs at traditional four-year institutions*
- *Commitment to serving the public in a manner that exudes one of the highest examples of excellence.*
- *For finding a career in a working field that is aggressively hiring.*
- *Nursing. Innovation, starting point to transfer to other institutions like Cornell.*
- *Helping our students grow, succeed and obtain jobs.*
- *Providing an alternative, but equally valid, higher education opportunity compared to four-year universities.*
- *The college should be known for working with its communities by trying to provide programs that will fill employment positions in the communities. We should also be known for our academic programs, both AAS and AS. We should also be known for working with students to help them achieve their success.*
- *Quality education but at an affordable price.*
- *academic program offerings that are updated (not "old school" ways) so students can turn around & get jobs after graduating; a community college that academically prepares you to easily transfer to a public OR private 4 year institution*
- *The programs that especially complement the local region's strengths, as mentioned in no. 6 above. It should also think about adding programs that coincide with current concerns, like programs that support high tech manufacturing, and more programs themed around environmental sustainability, like careers in solar energy.*
- *Academic excellence and high employment rates after graduation.*
- *Caring faculty & staff; quality education.*
- *Consistency. Everyone knows how to do their job well. Students should always feel confident about what they will get from any staff or faculty member (full-time or adjunct).*
- *As stated, community focussed programs to give people a start at 4 year degrees or to qualify for employment opportunities*
- *A good educational experience.*
- *Excellence in academic programming and degrees*
- *its ability to well serve its diverse population of students*
- *High quality programs for students.*
- *High academic standards*
- *The college should be known for the excellent service the faculty/staff provide. There should be an emphasis on the campus being community based*
- *I think the College should be known for its supportive community and supplying the building blocks that students need to be successful.*
- *Educating quality students and responded to the needs of our community that will help to employ these students after graduation.*
- *high academic standards*
- *quality at a reasonable cost*
- *Innovation and adaption to fill the vacant jobs.*
- *quality, affordability, kick ass programs like nursing*
- *Accessible, high-quality education*
- *Caring for the student. Meeting their needs.*
- *Academic excellence. Graduates who are ready for employment. Excellent transfer rates and graduation rates. Flexibility and support that allows non-traditional ("adult") students to pursue degrees/certificates successfully.*
- *Academic challenge with outstanding, personal/academic support. When you come here, you become "part of the TC3 family"; we'll look after you and do all we can to help you be successful.*

- *Education and opportunities.*
- *Changing lives, serving the community, social justice in access to education*
- *Academic excellence.*
- *Providing quality affordable education.*
- *Cost-effective, quality education and a caring community*
- *Education that is right for the current job needs, flexible and helpful for the community, we need to be known for flexibility and reacting to the new modern approaches. We need to be student centered, really student centered, be their for them to help them succeed. Show students the path into their possibilities.*
- *We should be seen as a rock of the community, providing a stable and community-minded academic presence available to anyone who needs us.*
- *Small class sizes, student support, community feel, etc. Staff that cares about students and goes out of its way to support, challenge and motivate them. A place to start over or try again (especially for non-traditional students).*
- *A quality rural community college that recognizes trends in the jobs/career market and prepares it's graduates to meet the needs of said market.*
- *Quality education at a fair price. THE place to go to begin your college career.*
- *Education that will support locals in the local economy.*
- *Helping*
- *Being a good employer, preparing students for employment, and being responsive to the needs to local employers*
- *Student Success*
- *Quality education and extracurricular activities*
- *The college should be known for being there for students who have nowhere else to go, who choose TC3 for financial or family reasons, who are doing all they can to make advances in their lives. We should be known as a resource that helps the community.*
- *Strong education. Caring faculty and staff. You're never alone and someone will always be there to help you reach your goal.*
- *Community, friendly*
- *improving the education of the community*
- *An institution that serves everyone.*
- *The college should be known for welcoming students and community members from all walks of life, and offering them a safe and engaging place to learn from each other and grow.*
- *I have pretty much said in question eight. Our college needs to be known for quality education that rivals four-year institutions, from instructors that are accomplished and care about student success. We also need to be known for having a strong, positive connection to the communities around us. Perhaps, if we had this with Cortland, they would be more willing to support the college.*
- *Good academic programs that foster a student to be independent and able to go out into the world and succeed.*
- *Student learning.*
- *I think people in the area should see us as by far the most convenient way to get an education--and people outside of the area should be drawn to some of specific programs that are unique to our school or area, such as Nursing, Farming, and Wine Marketing.*
- *Great educational opportunities for a bargain price! Great way to step into a 4 year school. "test drive" college.*
- *I think we should be known for being the place where everyone can come to turn their life around and/or continue to learn about life and learn and/or upgrade skills. I also would like to see a bigger connection between our students and our local communities - i.e. volunteering at local schools, senior centers, nursing homes, etc. - anything to help our communities know that we are THEIR (the community's) College.*
- *Enriching the knowledge base plus the social and economic health of the local community*
- *High quality degree's.*
- *It's ability to be inclusive and demonstrating a focus on student needs, retention and ability to effectively connect students with successful paths after TC3.*
- *Outstanding community college that supports and develops solid students*
- *Awesome transfer options Where you go to get ready for a job*

- *Student success, community involvement, just and fair treatment of its employees.*
- *Providing inexpensive, high quality education that meets the needs of our community. Low cost is important as many college bound students are seeking to minimize their use of student loans, it is becoming a national trend.*
- *The college should continue to be known for preparing high quality academic preparation for careers and transfer.*
- *- Farm/Coltivare - Programs in agrotourism/ hemp/ wine/ marijuana (when legalization happens) - Diverse mix of students in terms of race and rural/urban backgrounds*
- *great opportunities for a diverse education, where people can come, learn, grow and go anywhere. (If they are willing to do the work while they are here)*
- *A step toward enrollment into Cornell or Ithaca College and a place where motivated students may receive a second chance to attend college*
- *Cutting edge and a first choice not a fall back after their "first choice" didn't work.*
- *Dedicated full-time faculty concerned for the success of their students.*
- *Academics Supportive Environment Responsiveness to Community Needs*
- *Great academics for a small price. High expectations of behavior for our students which translates to more retention because students want to stay.*
- *The top priority should be that we are accessible to everyone in our local communities and responsive to their needs. Strong academics, strong student life - something everyone associated with the college is proud of.*
- *High quality academic programs that lead to effective transfer. We need to focus on the students here to help themselves. There are many here for reasons that are not in alignment with our educational mission, they are escaping something, or fulfilling the needs and desires of a parent. We can provide modeling and support for those mature enough to handle those choices. Many are not ready in semester one or two. How do we deal with that cohort, those not engaged enough or mature enough or serious enough to make the effort---not excuses.*
- *A positive post secondary experience*
- *A place to start or restart your college experience, Advancing academics (ESOL, 2+2, Career Programs) Career training, a place to advance academically, unique international/global opportunities, advancing your career path or restart as an adult, lifelong learning and growing, pursuit of an interest, a place to explore your capabilities. A place to pursue all of these areas and have help to do it. (Student Success/Childcare/Financial Support/Housing/Transportation) Seamlessly and efficiently...*
- *Its innovative agricultural programs strike me as its current best selling point.*
- *quality of educational opportunities.*
- *Solid foundation for less money than a 4 year institution would cost.*
- *It should be "that's awesome your going to TC3 since you already have some credits there that you got in high school. You can graduate early!"*
- *Progress. Using research to inform best practice and emerging trends--then, activating them.*
- *I would hope Academics first.*
- *Quality relevant programs and a diverse, welcoming, inclusive environment.*
- *High quality customer service and academic programs. Customer service should be our #1 priority*
- *Excellent Academic education within a supportive, inclusive, creative learning environment*
- *I would like for it to be known for offering relevant programs to the community, and for being a welcoming and supportive environment.*
- *It's ability to teach anyone who wants to learn.*
- *High job placement or transfer to other college's upon graduation. Respect for diversity.*

Q10: If you had a magic wand and could make one change at the college, what would it be?

(126 responses)

- *Figure out the retention issues. Figure out the budgeting process so we are not constantly told we are in horrible financial straits and having to do more with less staff and less resources. I'd also deal with the physical plant--the dorms, the main building, problems with heating and air conditioning, furniture falling apart, less than acceptable wifi and technology services (such as not being able to print from a personal laptop).*

- *Reduce the cost of housing to be competitive with other community colleges and create doubles on a floor in each residence hall to increase campus engagement.*
- *Only one? There is so much more that could be done to improve the global office- more personnel, more frequent touches with international students, more help for study abroad programs Here's the second- a movie theater/stage for student entertainment and performances. Third- money to support students and staff*
- *Higher enrollment!!! Update the college with a remodel so it doesn't give a bad visual impression.*
- *An endless endowment and some body please update the physical appearance.*
- *I'm really sick of magic wand questions. But, for what it's worth, I would implement meaningful 360 degree evaluation of everybody. Employees' opportunities to review the people they report to are meaningless. My boss can tell their boss anything they want to. The people in our unit would tell a different story.*
- *Beyond the obvious of "fix the budget," and many of the aforementioned statements in questions 5-9, I would make sure that all our personal--faculty, adjunct, student services, etc.--is student centered and student focused. I don't believe that this is currently the case. Most are, and most do an outstanding jib, but we have a large enough population that are simply overwhelmed and overworked, or simply not invested, where it's creating significant barriers to student success. Some instructors find many students, especially those who are struggling and need more attention, very easy to overlook, while in other cases, it's almost as if they are setting students up to fail. Until we establish a system where the majority of students have a really good experience and feel proud to be part of the TC3 community, then we will not fix our reputation in the community, we will continue to struggle with recruitment from the local area and overall retention numbers, and we will certainly not be living up to our Mission.*
- *I suppose it would mainly be technology and classrooms --because this really is a magic wand kind of wish. I'd like to see all faculty get up to date computers (I teach online and I think my laptop is over 5 years old--possibly much older since I think it was used when I got it, it has only survived this long because when I work at home using it I use my own cooling pad underneath and take very careful care of it otherwise). classrooms also--so many could use up to date display technology and seating that is flexible so that space can easily be rearranged to be in a circle or smaller groups. While I have my wand, it would be so nice to have heating and cooling be reasonable and equal everywhere in the building. And in terms of offerings to students--I think it would be so great if we had a residential hall or unit that was built for students with families. I have had several students who were single parents totally derailed in a semester because of a crisis involving finding affordable housing. And then there are those who find it way way out in the country and have unreliable transportation who might also do better if they could actually live next to the college like younger more traditional age students do.*
- *Admissions and welcoming process that portrays to students we are excited they chose TC3.*
- *Money --- state and county infusion as the original mandate had intended*
- *Increased funding*
- *Faculty & staff prayer groups. Even though the general work environment is positive, the spiritual dimension is missing. There are a few christian employees, but imagine if more would demonstrate Christian principles like: considering others before yourself, kindness, grace & love. It would be amazingly safe and enjoyable work environment with a higher purpose in mind.*
- *There are so many things, but one thing that many faculty have talked about it some sort of "faculty and staff focus" or internal newsletter. Faculty are doing incredible things outside of the classroom - presenting at conferences, receiving grants and fellowships, and of course innovating things in the classroom. We often don't know unless it's mentioned casually or even a Facebook post.*
- *I'd like the college to feel more like a community as it has in the past.*
- *Students with respect. If we could improve what is expected from students and follow through with it, this might improve the quality of students the college is attracting , which in return would improve the desire to want to be a part of the college community.*
- *Meet the full financial need of federal aid eligible low income students.*
- *I would like a restorative justice model for dealing with students so their would be a way for students that have made mistakes to become productive community members without us acting like we are "saving" them by giving*

them another chance. I feel like we have more work to do around acknowledging our privilege and understanding that others did not have those privileges and perhaps need more support without judgement.

- *A level of enrollment, retention, student success, and the resources to make it all happen.*
- *The administrators, after the waving of this magic wand, will listen to the faculty about their concerns. (This is happening much more now than it used to, and that is a good trend.)*
- *More students that want to attend here.*
- *Overall improvement of first impressions.*
- *Win all the grants. No, but really two things: -A complete overhaul of the residence halls—single rooms is a bad idea for college students; yes, it's a selling point, but it's not doing our students any favors. Also, magically eliminating half the halls and the cost of them. I don't think we're ever going to average over 500 beds and I wish this was all the College was financially liable for. -An increase in international students. It's a win-win for everyone at the College.*
- *A thriving and established culture in residence life. I would love a community of resident students who engage in our community.*
- *I'd change the vending machines so they distribute those magic wands. My one change would be to improve the facilities of the campus.*
- *more finances.*
- *Faculty release time to be used for the implementation of Guided Pathways and ongoing professional development for faculty to support learning facilitation pedagogy.*
- *This is a silly question, really. There are too many things to address - but financial/budgeting reality and stability rather than inaccuracy. Faculty and staff are tired of taking the brunt of mistakes and having to "find" money and having to deal with extra stress above and beyond their positions.*
- *To have the entire campus operate using the same model and philosophy that the Athletics Department uses. Hold every employee accountable for their job duties, have a positive and optimistic attitude, work together for the good of the whole, prioritize student success with guidance and assistance, expect and accept nothing less than the best that can be given, have a strong passion for what you do and avoid negativity.*
- *Communication.*
- *Get rid of all of the ugly paint colors and just overall fix up the building- new curtains in the hall!*
- *Increase enrollment retention and graduation rate*
- *Higher enrollment rates, and fill the dorms to maximum capacity to benefit the college.*
- *The dreary entrance*
- *More full-time faculty; fewer administrators.*
- *Increased pay for PT faculty and higher academic standards.*
- *Add support staff (greeter at main door and in faculty suites)*
- *Have people from all backgrounds feel ready and encouraged to (eventually) access all programs offered at the college.*
- *To offer a " Web Connection" course outline for those who may have two or more passions that may be in different fields.*
- *To improve the overall campus and make it more friendly to visit. There aren't a lot of areas to lounge, sit around or experience the outdoors.*
- *Increase our enrollment, a lot can be fixed, improved and supported with more money.*
- *Necessary funding to provide a level of staffing and support to operate at a level that we are truly capable of operating at.*
- *Having input on the changes that are occurring to my job and department before things are just decided. Too many people are making decisions when they have no idea of the process and/or procedure and why it's done the way it's done. Change is ok and sometimes needed, but change without knowing the impact on jobs isn't always the best avenue to take.*

- *Bigger social media/internet presence.*
- *Increase the budget!*
- *Offer some non-credit workshop offerings geared toward personal enrichment, or publicize our extension centers as potential meeting spaces to rent, with the idea to get more of the community into our buildings and see what TC3 is about and has to offer.*
- *increase in funding from NYS*
- *The way that adherence to "academic standards" is handled. The greatest blockade to student success on this campus is ironically, Student Success (note the capital S's). Their main goal seems to be to blame, humiliate and exclude students rather than to support them. For example, when actual class failure is not involved, and a student is not using financial aid anyway, the 50% completion rule for classes attempted rule should not apply. A "W" is not the same as a "WF", an "F" or a "D." In fact some students who withdraw from their classes have A's or B's in those classes at the point of withdrawal, and have made very adult choices regarding the decision not to continue in their studies due to changes in their life or goals or other circumstances that make it nonsensical to finish out one or several classes. At that point they have most likely already paid their complete tuition (or at least owe it). So what right does the college have to brand them because they acted according to well-considered life priorities, especially when their performance is in fact, not at all academically deficient? Also, there are many other cases when a student may have had a single bad semester (failing grades) out of several other preceding semesters with quite acceptable grades, and this happened 5, 10 or even 15 years ago. We still insist that they go through the indignity of completing the student success survey and meeting with someone to discuss their performance. This creates a barrier to students wanting to come back. Many of them probably end up enrolling at other schools where they are not subjected to such an ordeal as a condition of re-starting their college studies.*
- *More funding for college preparedness such as tutoring, more groupings for ill prepared students both in and out of the local areas.*
- *Better budgeting.*
- *Training according to a consistent vision that we all have helped create.*
- *Assess where full time additions to program staff or faculty can enhance the delivery of education that would be useful in the local communities.*
- *One, get back to recognizing students and academic program drive a college. Two, create accurate budget planning and projections*
- *allow adjuncts to serve in multiple roles--eg adjuncts teaching "developmental courses" have a deep interaction with first semester students and utilizing those relationships to anchor students while also taking advantage of adjuncts' proximity to students in tandem with other abilities adjuncts have/bring & more solidly remunerating adjuncts for this extra work would be a win win situation for everyone.*
- *More full time faculty.*
- *More scrutiny at the administration (primarily budget area) and less scrutiny of our support people.*
- *I would put more funds towards student life/campus activity. I think the campus lacks school spirit and a lot of this could be achieved through campus programming.*
- *To allow an easier, more transparent process for employees at all levels, in all unions, to be able to grow and advance in other positions over time.*
- *I wish we had more money to make more things happen. A lot of what we have is old and out of date - I think students would like to be in a newer more up to date college.*
- *the administration and faculty*
- *reversal of the enrollment trend*
- *new carpeting in areas in need of repair, new furniture in rooms that need it*
- *More full-time faculty.*
- *Knowing everyone and what they do.*
- *To be honest, if I could wave a magic wand, there are 3-5 specific people whose positions at the college I would immediately eliminate. A few targeted eliminations could actually help the morale of the college because it would show us that the administration actually listened to the feedback that many of us have tried to give about these*

people. That said, generally speaking, we have a solid academic foundation - very strong academic offerings at the college and a strong faculty. However, in my view, we have lost focus on this and spent way too many resources in recent years on projects/initiatives that were bad uses of money and human resources (Vector immediately comes to mind - how much did that program cost per Vector student when ALL costs are added up? What about the Network program - how much did that cost per student and with what academic success rates for those in the program, especially when you consider that ODESS added a full-time member of the office a few years ago ostensibly due in large part to a need to support that specific program - although, that position has turned over about four times in as many years, which is also telling? And, how much did we spend on that app that we have since abandoned - TC Connect/Full Measure?). On the other hand, Pathways had outstanding success rates and yet the administration decided to eliminate the Pathways Coordinator position and farm support for the Pathways students out among those who work in the Student Success office. Some of the decisions made here in the last five years or so with respect to personnel and use of resources have been incredibly frustrating. I am very hopeful that the high-level administration will truly take this opportunity to listen and reflect on what faculty and staff have to say.

- *Our mission is flawed - our primary mission is to serve the people of Tompkins and Cortland Counties. We need to focus on that and only invite a small percentage of students from outside our service area. Get rid of staff/faculty who do not work hard and/or are not competent (after trying to help them). Don't overwhelm our best folks by giving them much more to do than is reasonable - day after day, year after year.*
- *I would grant administration the ability to see that some faculty and staff clearly do not have our mission or our students success best interests in mind. It's obvious to see who is there for a paycheck and value their other obligations more than the college.*
- *Adequate resources to execute mission.*
- *Raise the academic standards for incoming students.*
- *Increase enrollment.*
- *Better enrollment. But that won't occur until the issues of the external impression of our students is addressed and retention is improved (partially by addressing the probation issue)*
- *The aesthetics. Get rid of the dirty carpets, brighten up the halls and fix the exterior infrastructure, especially the parking lots and roads. Its starting to look like an abandoned mall.*
- *Cooperation and communication - work together to make things better. Communication and money.*
- *That we would have some budgetary relief in the future--- the faculty is working at 110%, with far less course release time, sabbatical, many retirements without a new hire for replacement, serving on multiple committees, less chances for professional development in their field, lower payscales, and very high-need students. I love this place so much, but often think, "how can we sustain this effort?" "How can I do this for 10 more years?"*
- *Set up a system to assess the effectiveness of our academic and non-academic programs and then make decisions based on the data, including student feedback. Establish a data driven, collaborative process to advance various student success and well-being metrics. This would require dedicated staff and technology. Staff/faculty should be held accountable for meeting goals.*
- *Each department would be suited to serve the needs of the college/students.(Not the dorms) Run like a business, lay out the needs of a campus of over 200 acres, 3500 students, multiple facilities/buildings. Compared to other colleges(similar size/students), how many faculty are needed? Human Resources? Administration? Facilities/cleaners/grounds? Security/police? Secretaries? Support staff? Adjust accordingly*
- *That all students know that we are here to support them. If they aren't sure where to go to get help, all they need to do is ask.*
- *Add trade programs, more internships with local business and enforce the basic rules of conduct. WE ARE NOT HELPING YOUNG PEOPLE GO OUT INTO THE WORLD WHEN WE TREAT THEM LIKE CHILDREN....they are young adults and need to be treated that way.*
- *more students*
- *See question 7. Also, a Director of Admissions is an important thing to have. Especially during a time of turnover in the department, during a big enrollment month like January, and while new staff are being trained. It's also very important as a college to keep your word to employees. To make them feel valued and empowered. As soon as you*

lose that, people stop going above and beyond for you. And that trait of our staff has long been a defining one, role modeled by our leadership. If I could wave a magic wand, I'd instill that again.

- Increase enrollment coupled with high job placement
- I would swish my wand and change the "out at four" culture that so many have. 8-4 is not convenient for so many of our students, and they could really use support after 4.
- None now
- I would change the budget-planning process so that it is a more accurate projection each year, instead of constantly being wrong and ending up in a deficit over and over. This inaccurate process then leads to so much cutting, fear about jobs, etc. I believe it has had a huge impact on faculty and staff morale and the overall atmosphere at the college over the past several years.
- Better access for students to be members of the community. They are isolated here and I truly believe that's why many leave. They don't feel connected.
- Unity amongst all that work here.
- A better plan for financial security.
- Terminate the 5 - 10% of deadwood that exists in all areas (Faculty, support and administration)
- I would grant upper administration the courage to make the decisions that should have been made years ago. It's time to accept that some people are not successful in their roles, and no amount of training or mentoring will help them. Some people do not belong in an academic setting, and some people do not have the demeanor to work with our students. Stop giving them second or third chances. Stop creating imaginary positions for them to hide behind. Stop questioning why things are not working or seem to be getting worse. Have the courage to listen to your students, staff and faculty and have the courage to make the necessary changes.
- To have the budget to accomplish everything, of course. Student retention and success, structural updates, and career movement opportunities for support staff.
- A balanced budget.
- Improved communication, greater transparency, greater collaboration/fewer silos, more opportunities to engage with the College leadership. "Regular" people invited to currently "exclusive" meetings. Middle-management doesn't often know much about what happens when their staff are engaging with students, for example. Merit-based pay increases so that hard work is rewarded, not just time in the saddle. More legitimate assessment and evaluation.
- This was hard, but I think if I could really change one thing it would be the level of anxiety at the college about the future. We have worked for the last three years with a cloud of uncertainty hanging over our heads. We learn about our friends and colleagues who were let go and escorted out of the building, and are left wondering whether the hammer will drop on us today. The administration's communication about this has been less than adequate, boiling down to literally "Trust us" at the spring opening day meeting. That really only added to the level of anxiety we are all feeling. The work we do is already challenging, adding a thick level of uncertainty and anxiety on top of that makes it all the harder. I know the college can't wave a magic wand to make it go away, but I think the communication from administration can help make it less pervasive than it has been.
- increase enrollment.
- The ability to add classes/programs more quickly than is currently possible.
- Sell/lease half of the dorms to an outreach program
- I would wave the wand and make everyone less afraid change. I think that we have great potential but everyone is to afraid to make a move. People are afraid of losing their jobs but don't really know what to do in order to help the situation. The idea of change during times like this seems scary because it means we all have to learn new tricks but that's the point of working in Higher Ed. As technology and human understanding progresses the way that we process information changes with it. Old methods quickly become obsolete. Part of our mission is that we prepare "our students and ourselves for citizenship in a global society". We can't do that if we are afraid to change.
- More resources to address student needs.
- Increase state and local funding
- More vocational programs

- *I would do away with the setup of the College, the Foundation, and the FSA.*
- *Direct marketing of individual academic programs.*
- *Providing unlimited funding to support the students educational experiences and the hiring of qualified and diverse faculty and staff to serve our students, enabling them to provide high quality academic and co-curricular experiences.*
- *90% of the instructors were full-time and were at the school because they enjoyed the work.*
- *that students take more responsibility in caring about , mentoring and helping each other.*
- *Increase the enrollment of students identifying as Asians*
- *A way to make everyone who works there feel as though they are on the same team working towards the same goal. None of the "you got more than me" mentality. It's hurtful and sets us back. We're only as strong as our weakest link. We can't be begrudgingly resenting others for their successes. We need to be trying to succeed in all areas.*
- *Hire full-time faculty and let them propose and develop initiatives from the ground up.*
- *I can't choose one :- (*Staffing and Processes (while I hope all have good intentions, sometimes individual interests or power may override what may be best for the college or limit our ability to be creative... do we sometimes get in our own way?) *More technical programs*
- *Close up the atrium over the Baker commons lower level and create an enclosed tutoring area. It would help quiet the library and create a better environment for tutoring. It would also create more quiet study rooms big enough for two people max.*
- *I'd make everyone (including me) have confidence in the ability of others to do their job. We have too many people that are experts on everyone else's jobs, to the point that we ignore our own professionals because we think we know better than they do.*
- *Loaded question to say the least....Let us start by making the college open for business 5 days a week. Any politician who comes to campus on a Friday sees a series of vacant parking lots, empty hallways, and closed doors with no lights on. How long do the politicians tolerate such a part-time campus as we exhibit? We cannot go back to sponsors at all levels and ask for resources, until in this climate, we can show efficiency. At this time we have a climate that is going to be the dream target for some right-wing hack. We are walking into a trap, perhaps sleep-walking into the buzzsaw. Lazy, overpaid, underworked...you know the drill.*
- *I can't think of anything currently.*
- *Remove unperforming faculty and replace with people with good work ethic and creative ideas.*
- *First-Transportation*
- *The removal of Tim Denismore from his position and his replacement with someone with both a higher level of technical competence and a higher level of compassion and empathy.*
- *offering more courses at our extension centers.*
- *I would like to see each student have a mentor on the staff - someone to really build a relationship with and who could help make a positive difference in the students' lives.*
- *Improve staff relations. Build a cooperative team focused more on student needs than personal agendas. Positivity and good citizenship trickle down.*
- *I would revert the place back to an institution lead by down-to-earth leaders that cared about learning, who wanted to get to know all employees, listened to all employees, no matter their status. We are the college's best recruiters.*
- *Student behavior - the language and accepted behavior is horrible for a "institution of higher learning".*
- *Instill a sense of ownership, pride, and initiative toward increased competency in some staff areas.*
- *A pot of gold at the end of the rainbow so we can implement some needed infrastructure updates, provide more robust programming in our residence halls so we can build a positive reputation surrounding this area of the college.*
- *Hire more full-time faculty and increase programs that promote education about diversity and skills in communication*

- *I would make the admissions and onboarding processes much more efficient, customer-service oriented, and fun.*
- *Sufficient monetary resources.*
- *Creating more full time faculty positions instead of as many adjunct faculty positions.*

Q11: What degree of change do you believe is required for the college to fulfill its mission? (164 responses)

Average Number 64

STUDENT SURVEY DATA

NOTES: (1) Data are presented as reported by respondents in survey; no responses were edited for grammar or punctuation. (2) Totals may not equal 100% due to rounding.

Q1: Please rate your satisfaction with the following Tompkins Cortland Community College services:

	VERY DISSATISFIED	GENERALLY DISSATISFIED	GENERALLY SATISFIED	VERY SATISFIED	TOTAL RESPONDENTS
Sense of community on campus	10 5%	20 9%	133 60%	60 27%	222
Sense of belonging on campus	13 6%	21 9%	119 53%	72 32%	223
Social Opportunities on campus (programming, campus activities, etc.)	16 7%	27 12%	121 55%	61 27%	222
Academic Advising	11 5%	29 13%	90 40%	95 43%	223
Overall quality of teaching	8 4%	18 8%	110 49%	90 40%	224
Sense of safety on campus	7 3%	9 4%	99 43%	110 49%	223

Q2: If you were applying for a job, internship, or transfer to another college/university, how many faculty or staff members know you well enough to provide a letter of recommendation? (244 responses)

None	28	13%
One	31	14%
Two	62	28%
Three	48	21%
Four	19	8%
Five or More	36	16%

Q3: What college services or programs do you use regularly? (192 responses)

- *Tutoring center and blackboard*
- *The library, the computers, and the food pantry. there are lots of other resources in plan on using regularly, but I'm new and I haven't found the time yet*
- *counseling services,advisor, tutoring center,*

- *Libary*
- *food pantry*
- *I am in the College Now program, so I generally do not feel much of a part of the college's social life, as I just come in for classes, studying, and lunch with my friends.*
- *Fitness Center, group fitness classes, and the field house*
- *The library,*
- *Academic advising*
- *The tutoring center and area in general in order to concentrate.*
- *Blackboard*
- *MyTC3*
- *Blackboard*
- *The library , just to study & go on the laptops . Sometimes go into study rooms at the library also . Sometimes tutoring . Sometimes the writing shop .*
- *All of them!*
- *None*
- *Fitness center*
- *Going to talk to teachers if need be.*
- *Counseling*
- *Blackboard*
- *Library. I'm an online student.*
- *The tutoring Center*
- *Baker Commons, ODESS, Student Activities*
- *Library, OER resources*
- *Baker's center*
- *None*
- *Tutoring*
- *None*
- *Tech Support*
- *- Pantry - Microsoft Imagine*
- *baker center*
- *Most*
- *I use the Tutoring sometimes, and the study rooms. Occasionally I will ask for help with gas to commute and it's very helpful. I also use the tech office if I have any problems with my account or I'd card, and the food services provided on campus occasionally.*
- *Weight room, red center*
- *Baker center*
- *Tutoring*
- *Odess*
- *Baker center*
- *Blackboard, tutoring center, career advisors, tech support, library.*
- *Just the library*
- *None*
- *I don't know.*
- *Commons*
- *The library and gymnasium.*
- *Baker commons, tutoring center*

- *Tutoring center*
- *None*
- *Baker center*
- *Library*
- *Tutoring center*
- *Counseling center, recovery services and lounge, library and computer lab.*
- *None*
- *The pantry*
- *The tutoring center*
- *I visit the TC3 pantry, it really helps to have access to free food so that I can save money for more important things!*
- *Baker center, food pantry, used to use bussing but I can not rely on Copland transit anymore so I need to work to maintain a car.*
- *Library, tech,*
- *Blackboard*
- *I used a lot of writing center.*
- *Fitness Center, Baker Commons Tutoring Center, Library*
- *Baker Commons*
- *Bakers common*
- *Counseling center, library, career and transfer services, food pantry,*
- *Room 101*
- *Library*
- *Tutoring Center, offiCE HOURS, and baker center.*
- *Library*
- *I use the pool*
- *Tutoring the library writing skills center and math lab*
- *None*
- *My TC3, Baker Center, and Library.*
- *Library*
- *Bakers common*
- *Library*
- *Food Pantry and Pathways Adviser*
- *College library*
- *Food pantry, gym, recovery room/meetings, baker tutoring*
- *Pool*
- *Library and tutoring*
- *N/A*
- *Pathways global office food pantry*
- *The tutoring service, the fitness center*
- *Tutoring center*
- *Library quiet area, academic advisor, transfer services*
- *Computer and tutoring*
- *Library, health center, college groups*
- *Baker center tutoring, library, the pool*
- *Computer library*

- *Mental health counseling, advising, library, disabilities office.*
- *I use the tutoring center everyday.*
- *Advisors and tutoring*
- *Library*
- *101, counseling services(ally), campus police,library,tutoring, equity access*
- *Baker Commons Tutoring Student Success*
- *Tutoring Center, TC3 Eatery, the pool, Baker Commons, on campus events (Grocery Bingo).*
- *Student Success, Baker Center, and librarians*
- *I use Tc3's library and database search, Blackboard, student email, and general website features. I try to stay in contact with an adviser pretty regularly.*
- *blackboard and*
- *Advising, Food pantry*
- *Baker Center Tutoring and the food pantry*
- *Baker Commons Tutoring, Panther Pantry*
- *Silent rave, tutoring program*
- *Tutoring and Career Coach*
- *Gym*
- *The library it is my first semester so I haven't branched out to other services*
- *The baker center*
- *N/A*
- *i use the meal plans and the dorms.*
- *RHA,*
- *Room 101*
- *Photo Lab*
- *Blackboard*
- *food pantry baker commons accessibility services*
- *My tc3 email*
- *i use the baker center as a place to study with a few of my classmates*
- *Library, Cafe (studying), Counseling, Transfer services*
- *The Baker Center*
- *Writing center is I use the most and it is very helpful. I am very happy that our college has this problem!*
- *pantry*
- *I use the Library to print off papers.*
- *I use blackboard for my online classes. I plan on checking out the bakers center.*
- *Health Center, Tutoring Center, Library*
- *Library*
- *None*
- *Tutoring.*
- *Not a lot, I can't think of any*
- *I use the lunch room and vending machines.*
- *Tutoring center Microsoft services*
- *library*
- *Online tutoring*
- *tutoring, when it is available.*
- *Tutoring Center*

- *The baker tutoring center*
- *Student success offices. They are very helpful. Alaina is such great help*
- *Tutoring Center*
- *Mental Health Services Student Health Services Food Pantry Baker Commons Tutoring Library Fitness Center*
- *The pantry*
- *The cafe is probably the only one.*
- *Wifi*
- *Fitness and student centers*
- *newly created space for the many of us that are adult students in recovery. I would like to add that if you were to survey all of the adult students, in my opinion, because I know dozens of them that would not answer, at least a third of the adult students have had some sort of addiction issue in their past*
- *I use Black board, email, and wiley plus everyday.*
- *One on One Tutoring*
- *bakers common, SGA and PTK*
- *Black Board*
- *Odess, Library*
- *Tutoring in the Baker Center*
- *Tutor center, math*
- *Online courses*
- *The services that I have use(d) regularly are the access and equity services and the baker commons tutoring services*
- *Bakers commons tutors, advisors, counselling, food pantry*
- *I was using childcare until Johanna left and Casey took over. The prices became outrageous and as Casey says, they haven't been raised to her satisfaction yet. She is trying to make TC3 in alignment with Suny Cortland standards. If you ask me, that's crazy! Most people that go to a community college, cannot afford that, besides, most children that are in the childcare center are not there for a full day everyday. A couple hours in the morning here, a couple hours in the afternoon there, really isn't benefitting these children much. A director of childcare should be more warm and inviting to parents and children alike, Casey is cold and and unrelatable. Hopefully changes are made before the new building goes up because I feel like TC3 is going to lose money on that venture.*
- *n/a*
- *n/a*
- *Academic advising, library, Mac labs*
- *baker center-tutor*
- *College Library*
- *tc3 mail*
- *Advisement and career planning*
- *Baker Center Tutoring*
- *Tutoring Center, Panther Den*
- *Tutor Center and Study Room at the library*
- *Baker center tutoring drop in*
- *Transfer services Counseling Time management and organization coaching*
- *The food pantry*
- *The weight room.*
- *Library, Online tools*
- *Tutoring.*

- library
- Food pantry and the advisers in the offices.
- Baker Center Tutoring
- Health office, buses
- None
- Learning center, tutoring
- I used to hang out in the Fireside Cafe when there were Frozen Hot Chocolates. The Panther Den is my regular hang out place now. I love the free pool table.
- Baker Center Tutoring, except the writing center.
- The MyTC3, Counseling and Mental Health Center, Accommodations,
- Baker Center
- I speak with my advisor when I need help. I talk to my professors when I don't understand things or just want to talk. I use the library and they are very helpful.
- The quiet study room in the library, printing, VA coordinator, global office (study abroad)
- I use the tutoring and the library almost daily.
- baker center
- tutoring center/library.
- Library
- Haven't used any yet, but I would use the Mental Health/Counseling office
- tutoring center blackboard email library services
- I'm currently enrolled in the Vector Network Peer mentor program. I also attend counseling on campus. The library and its quiet zone are quite helpful. I've gone to campus police to report an incident that made me uncomfortable, and I've gone multiple times to recover lost items.
- Food services, student services
- Library.
- Library
- Printing/ library
- Baker commons

Q4: What college services or programs are the most helpful to you? (184 responses)

- Library
- There are a lot of resources I think are super useful and cool, the mental health resources and the food pantry are great
- baker center
- FOOD PANTRY
- Tutoring Center (with its wonderfully supportive staff) and my advisor, Victoria Zeppelin
- Athletic center
- My teachers
- None.
- Most import the tutoring center, helps me with homework and any assignments.
- Pathways scholarship
- Tutoring center
- The library service is excellent here . Res life associates can also be very helpful such as the RA or RD .
- All of them!
- None
- Clubs

- *Baker Commons*
- *Financial aid Bookstore*
- *Counseling*
- *Blackboard*
- *Online courses. The library.*
- *The Tutoring Center*
- *Baker Commons, ODESS, Student Activities, Walmart Vans*
- *Library*
- *Night/ Online Classes*
- *Tutoring*
- *None*
- *Pantry*
- *baker center*
- *All*
- *Meting with my advisors and teachers are the most helpful service I think TC3 has. Everyone is understanding and ready to help with anything a students needs help with.*
- *Tutoring*
- *Baker center, daycare*
- *Tutoring*
- *Online tutoring*
- *All that I mentioned previously in this survey*
- *Library and the study center*
- *None*
- *baseball team*
- *All associations with the scholarship I am receiving*
- *The library*
- *Tutoring center*
- *Tutoring center*
- *None*
- *Library*
- *Tutoring center*
- *Counseling, tutoring and recovery space/ meetings*
- *None*
- *The pantry*
- *The tutoring center and library*
- *The pantry.*
- *Baker center for sure! I will miss that the most.*
- *Vector program*
- *Vector space*
- *Most of the time I go to the people that I could go and talk about my problem. I also love hanging out with friends at the student center.*
- *Fitness Center and Tutoring Center*
- *Baker Commons Tutoring*
- *Tutoring center*
- *Counseling*

- *Food pantry, food truck, student center*
- *Tutoring center*
- *Office hours and tutoring center*
- *Counseling*
- *I think the tutoring services are a great tool*
- *Counseling*
- *Tutoring*
- *Library and the Baker center*
- *Library*
- *Printing*
- *Library*
- *Food Pantry? It's not really that great, but it's free and it does help.*
- *Baker Commons.*
- *Tutoring*
- *Tutoring and recovery meetings*
- *Everything*
- *N/A*
- *Pathways*
- *The tutoring service*
- *Tutoring, and library*
- *Academic advisor*
- *Private study room*
- *Library, tutoring*
- *Tutoring, library computers*
- *Advisors*
- *All the ones above. And just the fact that faculty and staff are always willing to help.*
- *The tutoring center and the staff there has been amazing.*
- *Tutoring*
- *Library*
- *All the above*
- *Baker Commons Tutoring*
- *The Tutoring Center, Baker Commons*
- *Student Success, Baker Center, and the librarians*
- *Mainly blackboard for online classes, the Pathways scholarship, and advisement services.*
- *marketing advertising*
- *advising, food pantry*
- *The tutoring center, food pantry and acedemic advising.*
- *Tutoring*
- *Tutoring service has helped me out so much*
- *Tutoring*
- *Tutoring center and the gym*
- *Microsoft word and other free programs*
- *The counseling center is most helpful to me.*
- *N/A*
- *the meal plans*

- *Student Success*
- *Heath Center*
- *Tutoring Center*
- *My advisor. Any my professors. I am taking mostly online classes and whenever I have a question I email them and they answer right away*
- *screenwriting method*
- *writing center*
- *Tutoring center*
- *the tutoring center is helpful*
- *The baker center, the tutoring center*
- *Writing center and food pentry. Not*
- *pantry*
- *I have been thinking about using the tutoring center but, I've never tried it.*
- *Blackboard i love the flexibility it offers me to persue going to school, while being a parent of three.*
- *Tutoring Center, Health Center, Library*
- *Library*
- *Student Center.*
- *I don't really use any. I've used tutoring before and it was really helpful.*
- *The ability to talk with me instuctor outside of class.*
- *Tutoring center*
- *library*
- *Online tutoring*
- *tutoring, when it is available*
- *COmputers in the library*
- *The baker tutoring center and the food pantry.*
- *student success office (Mrs. Alaina) Admission office(Mrs. Leah) and advisor (Sophia) these three women changed my life with her help and support.*
- *Tutoring Center*
- *Mental Health Services Student Health Food Pantry Fitness Center Library*
- *The van trips*
- *The tutors are nice*
- *Wifi*
- *Fitness, student, and tutoring centers*
- *recovery space*
- *Black board, email, wiley plus.*
- *Tutoring*
- *bakers Common,SGA, PTK*
- *The academic advising is very helpful, and my advisor is amazing.*
- *Tutoring in the Baker Center*
- *Tutor center. Librarian Barbara!*
- *Reciprocal Tuition credit for hosting internships.*
- *The TC3 college services that I find most helpful are the baker commons tutoring center and access and equity services because the people there are very helpful in what I need assistance with which is really nice.*
- *pathways, tudors, counsellor*
- *individual study rooms, very helpful!*

- *n/a*
- *n/a*
- *Academic advising, library, Mac labs*
- *PATWAYS SCHOLARSHIPS CLIFT-COTTERILL SCHOLARSHIPS FINANCIAL AID BAKER CENTER ADVISORS STAFF/FACULTY*
- *Library*
- *tc3 mail*
- *Advisement and career planning*
- *Baker Center*
- *Tutoring Center*
- *Tutoring Center and counseling center*
- *everything is great.*
- *Councelling*
- *The library and the food pantry*
- *The weight room. The career coaching room sounds like it would be very helpful.*
- *Library, Online tools*
- *Tutoring*
- *bookstore*
- *The main office is always so very helpful when I have any questions.*
- *Tutoring and student services*
- *Online classes*
- *Buses*
- *tutoring*
- *I used to hang out in the Fireside Cafe when there were Frozen Hot Chocolates. The Panther Den is my regular hang out place now. I love the free pool table.*
- *Baker Center Tutoring Center for math.*
- *Counseling and Mental Health Center*
- *Tutoriing Center*
- *The library is the most helpful. They will tell you where you can go for help, even if it's not about homework.*
- *James Janke the Veteran's Benefits Certifying Officer*
- *The tutoring mainly math tutoring.*
- *baker center*
- *tutoring center/library*
- *Online library*
- *The Academic Success help*
- *tutoring center blackboard email library services*
- *The baker commons is a great place to get help on assignments or figure out how to print something out. I like the get connected fair. I used to be in all sorts of clubs in high school, so it makes me happy that there are opportunities to get involved on campus.*
- *Student Serivces*
- *I wouldn't say services. I have amazing advisor Patty Tvaroha and most of my professors are very helpful to me especially professor Decker and Angela Martin. I know I can always come to them with anything and I very much appreciate it.*
- *Library*
- *Baker commons*

Q5: What college services or programs do you wish we had? (141 responses)

- *I'm not sure yet*
- *A chemistry tutor*
- *More musical opportunities, as that is my area of interest.*
- *Infant care*
- *More activities, more everything*
- *Dedicated help for alumni to find employment after graduation.*
- *Wish the pool had easier access/times and was advertised better, wish there was a gaming club.*
- *Something with online tutoring*
- *Drivers ed.*
- *I wish it was a dance team or step team or cheerleading team . Something that would get females attention on this campus . Not everyone is Athletic enough to do sports such as basketball or lacrosse.*
- *People who would rather help students rather than kick them out.*
- *I can't think of any*
- *Longer computer lab hours. Tech support on weekends.*
- *an ASL class, and more class available over the summer.*
- *I wish there was a program for those already in the school to have a mentor besides just incoming freshman*
- *More books, Forensics*
- *Night Nursing Classes. The majority of the students are entering their second or even third career or are supporting a family. This country is in such a need and TC3 has such a great program that it would really benefit the county by offering a more flexible schedule or allow for a bigger class size.*
- *Learning how to drive & getting my drivers & permit*
- *Free education*
- *better transportation*
- *I wish there were more opportunities to connect with outside companies for internship/career opportunities.*
- *More music programs*
- *An area for non traditional students*
- *More diverse programs for students coming from Nya*
- *None*
- *All presented nowadays programs are very useful*
- *Better tutors*
- *More info available on tutoring/ Better caf food*
- *Fall break lined up with ICSD break*
- *None to think of*
- *None*
- *Better cafe*
- *Buffet style cafe*
- *More interesting seminars and talks from experts.*
- *Not sure*
- *More events for non trads*
- *Better academic advising and help with applying to a 4 year school*
- *Not sure.*
- *Bussing of our own.*

- *I wish we had international club,*
- *Group fitness classes for students*
- *More clubs*
- *Robotics team*
- *Local transportation*
- *More gym programs for more in shale people*
- *Pretty satisfied with everything*
- *Athletic tutoring*
- *I have no idea*
- *I'm not sure*
- *Food from the TC3 farm for poor students.*
- *Theater programs*
- *More jobs for students*
- *Football*
- *No idea*
- *Larger silent work space with access to computer*
- *None tc3 almost comes to perfect*
- *I'm sasitify with what you have.*
- *Computer lab*
- *Kinesiologiy*
- *I'm really satisfied with what's available*
- *More diverse programs*
- *More things for the older students to feel comfortable to participate in*
- *Access to printer on personal device*
- *More one on more help in classrooms.*
- *I wish that TC3 had more opportunities for tutoring services for non traditional students who can't make it to the college until after 5 pm*
- *A community for people with Computer Science-related majors and Cyber Security classes on days other than Saturday.*
- *More variety of clubs/better information online regarding them*
- *More choices for online classes. I am unable to finish my degree program at Tc3 because classes like calculus are only available online, and only during the hours I work. Being a parent and a full time worker, I don't have the time to show up three days a week and still keep a job. That's my only concern, but I think it's a pretty big one.*
- *Advertising one day as an advertising agency*
- *No-charge printing. I would also like to see a mortuary science program...very limited options for NYS students pursuing a degree in that field.*
- *I wish we just had more clubs. I honestly believe that a club for just men to come together and speak about life and speak about important things like paying bills, being there for our family, our relationships with our family.*
- *New movie night outs*
- *More food options*
- *i wish that we had a debating club.*
- *Mentor program*
- *affordable living*
- *Everything is great*
- *tech functionality music*

- *I'm not sure... sorry*
- *Not sure*
- *i wish that the college had a dental hygiene program*
- *More social events, formal, fun gatherings or celebrations.*
- *I am not sure*
- *More social events , home coming , more events for kids on campus*
- *More Social Events*
- *A ASL program. I feel working in the human service field it would be helpful.*
- *Better cafeteria options.*
- *Zoo Center.*
- *I'm not sure.*
- *idk*
- *More tutoring*
- *more accounting/business tutors*
- *More Money*
- *more commity engagement more buses running from Ithaca*
- *I wish you had more blue collar programs like collision repair, mechanics, construction, welding, etc.. this way we could have more options other than traditional degrees*
- *Clothing closet for students in need of general clothing or in need of something nice to wear for an internship or job interview*
- *Access to getting tested for stis*
- *i wish mytc3 and blackboard would actually work because my personal experience with all the online stuff here makes it trash.*
- *Better wifi*
- *Wrestling program*
- *Accept more people into the RN program and dont discount people because their gpa has dropped because of classes unrelated to the field as I was on the waitlist with a 3.2 gpa then received a D+ in math 100 which I did not need to take dropping my gpa to 2.9 which denied myself for the program without them even looking at the two B's I received in A&P that is my opinion of what happened.also when I was denied entry I was in A&P II and it totally took all of my energy out of pursuing school work but got a B in A&P and let my other science suffer med micro bio. now 2.7gpa*
- *A system better than Black Board.*
- *One on one tutoring for Math 120*
- *Programs that accurately assess knowledge and allow for certain courses to be waived. Better reciprocity when considering transfer credits from 4 year colleges.*
- *The college services/programs that I wish you guys had were music related programs and cross country/track program*
- *free printing*
- *support for adult/ non traditional learners*
- *Longer hours for dining/ more vegetarian and vegan options. Recycling.*
- *TC3 HAVE MANY PROGRAMS AND THEN SOME, THE COLLEGE PROVIDE PROGRAMS THAT WILL HELP MOLD AND SUSTAIN A STUDENT THROUGHOUT THEIR ACADEMIC STUDIES SO THAT THEY CAN GET THE MOST OUT OF THEIR EDUCATION WITH LESS STRESS. I CAN'T THINK OF ANY RIGHT NOW.*
- *Theatre Group, theatre class*
- *a place where people of color (brown,black...) can go and express concern of racism made by professors, students or the rest, person we have to be talking to has to be of color*
- *Not Sure*
- *Expand the Cafeteria with more food choices, ask us what WE would like to eat, Have more clubs, More school spirit*

- *monthly meetings for non traditional/older returning adult students*
- *I don't know enough about college programs and services to answer.*
- *More on campus jobs, more interactive events with commuters and on campus students,*
- *valet parking*
- *Student services availability for night students*
- *More stress improving programs for students and possibly staff. Everyone gets stressed.*
- *I wish I had more chances to meet people in the same degree course and more options for ESL class.*
- *I think there should be a club or meeting of some sort with shy people or ones that don't have too many friends so those people don't feel as lonely. I wish we had better lockers. I can't fit my bag in there, I have a hard time fitting books, anything too wide. Or do special, smaller but thicker lockers for people who have helmets, like motorcycle helmets.*
- *A quiet place or the adults to study and gather for intelligence talking with one another.*
- *LGBT safe zone, Gaming Club, Bigger place for students to be able to place music and hang out then the Panther Den*
- *A quiet place for the mature adults to study and socially gather new educated tutors in the Writing Center*
- *I wish there were more things for students to do when they weren't in class. So many people leave on the weekends because there is nothing to do unless you go to Cortland or Syracuse. there is never anyone in the student center anymore so you can't talk to anyone about it. They should hire a person to be in charge of it again instead of just students.*
- *More clubs/activities that are beneficial to students would be helpful.*
- *none*
- *Better use of blackboard Some professors use it like it should be used. It helps keep things organized and its a great tool to communicate how I am progressing. I like to log in and see what it owed and when. I like to see my grades posted. It gives me a sense of accomplishment. My issue is that professors are very inconsistent with the use of blackboard. Some will request assignments be handed in, or some want them submitted on blackboard, or through email. I understand that they all teach differently but to be more consistent with the use of blackboard would be a great way to help students stay organized.*
- *A GSA/LGBT group. I'm currently working with fellow students to establish a club with a proper advisor, funding, meeting place, and goals by the end of this semester. I believe all LGBT people that attend TC3 need a place to meet other people in the queer community. I wish we had a pen pal mentor system. Not exactly a meet in-person mentor program, but something that aids the same benefits. It should be online, and students can communicate with other peers about issues they're facing, academically or personally. Mentors will go through training, and they will direct their mentees to resources on and off campus if needed. I think this program would work well for students like me who have social anxiety or trouble finding time to meet with someone regularly. This communication could be through email, or it could be on another client completely. It could be anonymous. The mentors might not necessarily need to have "regular mentees". They could swap. It could be available for one-time assistance.*
- *Better breakfast*
- *More student activities*
- *Better communication between different offices.*
- *Swim team*
- *Hockey or at least an ice rink*

Q6: What THREE words characterize TC3 for you? (198 responses)

- | | | | |
|----------------------|---------------------|-----------------------|----------------------|
| • <i>Small</i> | • <i>Chemistry</i> | • <i>unhelpful</i> | • <i>convenient</i> |
| • <i>Progressive</i> | • <i>Diverse</i> | • <i>Active</i> | • <i>Friendly</i> |
| • <i>not</i> | • <i>Community</i> | • <i>Opportunity</i> | • <i>accepting</i> |
| • <i>Great</i> | • <i>Good staff</i> | • <i>Unadvertised</i> | • <i>Interesting</i> |

- Community
- Close minded
- Oppertunities
- Great
- Melting Pot
- Fun
- Oppurtunity
- Learn
- Approachable.
- Friendly
- Welcoming
- Friendly
- Convenient
- Boring
- expensive
- rural
- Disorganized
- local
- Diverse
- Convenient
- Fun
- Caring
- Safe
- Family
- Convenient
- Baseball
- Community
- Home
- Tompkins
- Fast
- Interesting
- Fun
- Fun
- Diverse
- Effective
- Great
- Cheap
- Helpful
- Im
- Community
- Convenient
- Easy
- Community
- Safe
- Safe
- Community
- Opportunity
- Community
- Community
- Excellence
- Small
- Accessible
- Kind
- Work
- Loyal
- Community
- Helpful
- Sucess
- Take
- Opportunities
- Chaotic
- Success
- Welcoming
- Stepping stone
- Cheaper credits while in a 4 year school
- Knowledge
- Helpful
- Resources
- Fun
- Athletics
- Cheap
- Excelent
- Amazing
- Awesome
- Large
- Supportive
- Amazing
- Empowering
- Safe
- Helpful
- Community
- Conveinent
- Diverse
- Simple
- Opportunity
- path
- Hope
- Accessible
- Quality
- Beautiful
- Affordable
- Chill
- Quiet
- Informative
- Genuine
- Affordable
- Informative
- Small
- Educational
- Friendly
- unprofessional
- Affordable
- Home
- amazing
- Encouraging
- Diverse
- Helpful
- not diverse
- Good
- Affordable
- Friendly
- Diverse
- Great
- empowing
- Fun
- Safe
- Good
- Vast
- quiet
- Helpful
- stress
- Strong
- Inspiring
- opportunity
- Community
- Diverse
- Boring
- Average
- Just
- Cheap
- Committed
- nursing
- opportunity
- Supportive
- Welcoming
- Learning
- Opportunity
- Fun
- Professional
- Knowledge
- Frustration
- Diverse
- supportive
- supportive
- Caring
- AFFORDABLE
- Useful
- not
- opportunity
- Welcoming
- Dry
- fun
- Kind
- Diverse
- Community
- Network
- Perfect blend of diversity
- earn
- Welcoming
- Community
- Convenient
- Great
- yikes
- Opportunity
- Engaging
- Nearby to attend college
- Busy
- education

- Quiet
- convenient
- Small
- small classes
- Small
- Diverse
- Community
- Community
- non-typical student
- Diverse
- Small
- family
- Safe
- Safe
- Efective
- Empowering
- diverse
- Streamlined
- Bumbling
- Supportive
- Quality
- Nice
- misunderstanding
- Community
- Education
- Safe
- innovative
- Community
- relaxed
- Diversity
- Joyful
- Over powering
- Relations
- Informative
- Friendly
- Pleasant
- Advise
- Flexible
- Helpful
- Resourceful
- Accepting
- Aggrivating
- Boring
- yikes
- small
- Hopeful
- diverse
- Fun
- Supporting
- Safe
- Welcoming
- Supportive
- Helpful
- Flexibility
- Class
- Friends
- Dirty
- Cortland
- Safe
- Active
- Helpful
- Safe
- Peaceful
- Cheap
- For
- Easy
- Involved
- Not
- Tradition
- Inexpensive
- Fun
- Empowerment
- Local
- Inviting
- Successful
- Save Money
- Vision
- Nice
- Friendly
- Safe
- Understanding
- Caring
- Comrodaery
- Faraway
- Caring
- Community
- Confidence
- My
- Safety
- Disorganized
- Inconsistent
- Homely
- Small
- Wisdom
- Caring
- Opportunities
- Academics
- Academics
- Small classes
- Quality
- Awesome
- Helpful
- Amazing
- Welcoming
- Comfortable
- Caring
- Friendly
- Accepting
- Caring
- Inexpensive
- Compassionate
- Connected
- Easy
- accessible
- Opportunity
- Supportive
- Aesthetic
- Calm
- Caring
- Quite
- Green
- reliable
- Caring
- reliable
- helpful
- Friendly
- Caring
- Helpful
- abusive
- helpful
- Nice
- welcoming
- Opportunity
- Challenging
- It has nice teachers
- not stimulating
- Stepping stone
- Convenient
- Homely
- Multifaceted
- Successful
- satisfying
- Interesting
- Brave
- Liberating
- Helpful
- challenging
- Friendly
- apathy
- Nice
- Encouraging
- live-changing
- Helpful
- Welcoming
- Small community
- inclined
- Like
- Success
- too
- helpful
- Comfortable
- Supportive
- New
- Hope
- Learning
- Success
- Future
- Redundant
- Welcoming
- welcoming
- accessible
- Involved

- PRACTICAL
- Welcoming
- diverse
- opportunity
- Safe
- Strict
- caring
- Poor
- Uneventful
- Affordable
- Knowledge
- Easygoing
- learn
- Supportive
- Caring
- Affordable
- Helpful
- expensive
- Helping students
- Cozy
- Teachers
- Confusing
- swearing
- Helpful
- opportunity
- Active
- sciences
- Isolated
- community
- Excellence
- Kind
- degree
- Green
- Comfortable
- success
- Quick
- Helpful
- Comfortable
- Community
- enough
- Productive
- transfer
- Multifaceted
- Education
- Good dorms
- antiquated
- Friendly
- Future
- Confusing
- potential
- Interactive
- confident
- Challenging
- Helpful
- Careless
- Educational
- Communitive
- Energized
- Welcoming
- Helpful
- Compassionate
- Challenging
- Helpful
- Sense of Community
- Boring
- petty
- isolated
- Ambitious
- expensive
- Helpful
- Academically successful
- Educational
- Future
- Helpful
- Togetherness
- Comprehending
- Cafe
- Social
- Fun
- C,C,C
- Affordable
- Divided
- New beginnings
- Amazing
- Opportunity
- Quality
- Me
- Broke
- Community
- Sure
- Chaos
- Helpful
- Confused
- Networking
- Crazy
- Comfortable
- Friendly
- Success
- Amazing
- Honest
- Affordable
- Sound
- Interesting
- Perseverance
- Fun
- Cool
- Supportive
- Team
- Community
- Money
- Friends
- Unhelpful
- TCAT
- Amazing
- Staffed
- Understanding
- Communicative
- Kindness
- Athletics
- Convenient
- Empowered
- Great
- A begining
- Helpful
- Uplifting
- Great
- Helpful
- Helpful
- Helpful
- Educational
- Outstanding
- Nearby
- Helpful
- Advocational
- Not very organice
- nursing program
- Stress
- Inclusive
- High-Tech
- Boring
- community
- Different
- Comfortable
- Hopeful
- Strong
- community
- New
- Helpful
- Welcoming
- Willing
- Traumatizing
- Hopeful
- Community
- challenging
- Diversity
- Rewarding
- Provides the most needs for students
- Nice
- Loyal
- Understanding
- helpful
- Classes
- Honor
- Okay
- Informative
- success
- Honest
- ageist
- Caring
- Homey

- success
- Success
- Growing
- Dramatic
- reactive
- Highschool
- Growth
- competitive
- Caring
- Zooming
- Inclusive
- Everyday
- Future
- Experience
- Community
- Connection
- Hassle
- Energetic
- helpful
- Community oriented
- CONVENIENT
- Refreshing
- enough
- opportunity
- Fun
- Money Hungry
- comforting
- beaurocratic
- Unique
- Helpful
- Interest
- Resourceful
- degree
- Informative
- Outstanding
- Community
- Intuitive
- wow
- Great teachers
- Friendly
- Swearing from the teenagers to be inappropriate
- crampt
- Staff
- Friends
- expanding
- Alright
- passion
- Understanding
- free
- Opportunity
- Close
- sense of accomplishment
- Townie
- Nice
- care
- Reliable

Q7: Does the college do a good job of communicating information to you? (217 responses)

Yes	186	86%
No	31	14%

Comments

- *Because I receive emails and texts about everything*
- *I've been able to schedule appointments and get feed back from my teachers pretty easily so far*
- *You guys gave over 8000 dollars from my account to a relative of mine because he called and asked for it. I was not notified. I only found out because it said that my account was emptied into a third party account on my bill. This was very illegal, but left me with no recourse because i'm poor and could not hire a lawyer. The only thing done to try and fix this was to add a note to my account that said not to deal with my grandfather in any way. I checked my next semester here, and THERE WAS NO LONGER A NOTE ON MY ACCOUNT, MAKING IT POSSIBLE FOR IT TO HAPPEN AGAIN. This school is by a LITERAL definition, a criminal institution.*
- *I receive lots of clear and exciting emails, and the texts and emails about weather are clear.*
- *I get emails all the time about activities around the campus*
- *Emails if anything is happening*
- *Reasonable communication through email.*
- *Yes, because I receive information by my email or through text.*
- *The only complaint I have is with the financial aid office. No one has clearly explained how to deal with the loan and aid services. I'm not able to do a lot on campus and when I email, I always get a different person and not a clear answer.*
- *Didn't know how to access/use pool of gym till the end of the second semester, couldn't find the counseling until then either.*
- *I choose no, because there were multiple miscommunications between the advising staff and myself for the program I want to be in.*
- *I get emails , text messages , sometimes even phone calls if it's urge & one of my professors or a TC3 staff need my assistant*

- *For snow days, students & faculty get texts & emails! When a class is cancelled, students get a text, email, and a note outside of the classroom!*
- *I was not explained the rules, or conduct process and was taken advantage of.*
- *The emails are very helpful*
- *Teachers and emails help explain confusing information.*
- *The college sends text alerts, emails, put up flyers/posters, tell the teachers to inform students about need-to-know events.*
- *Email & text*
- *Updates through email*
- *I've had issues with on-line courses and the black board going down. I spoke with a professor about it. He was able to properly trouble shoot the issue and relay appropriate Information concerning the matter.*
- *Most information is sent to both my email and my cell, and the teachers are very good at keeping the student up to date on many things.*
- *Text Alerts*
- *Electronic synced with Text is great.*
- *When I was struggling no one reached out to me - I did not feel like I mattered*
- *The only bad part is communicating bills/tuition. At least for me, I don't believe I have ever gotten a bill that has been accurate due to something. I have always had to come into 101 and have them explain why my bill is (usually) showing as being thousands of dollars more than it really is.*
- *i wish there was more notice for things but i get emails for every activity on campus*
- *I never had a problem that wasn't solved*
- *I get emails from the school when special events are going on and when school is closed or delayed. Communication is key and TC3 gives that to me.*
- *I feel like I am always involved during events and when I need help.*
- *Lots of emails about events and closings*
- *I was kicked off campus last semester , and I wasn't informed until I called to register for classes*
- *The emails are direct*
- *I can find any information I need at TC3*
- *I get notifications about the school that lets me know what's going on*
- *Text and email notifications*
- *rave alerts tell me everything i need to know*
- *Constant emails informing you about things going on.*
- *They would send emails or text messages in case of any upcoming events*
- *I receive a lot of emails*
- *The text message system*
- *Sends out texts when classes are cancelled and lots of emails about events*
- *I receive email notifications about a variety of events*
- *It's good at giving me information*
- *The emails are helpful.*
- *Often when I receive emails about fun events it's too late for me to attend them! I've missed a few cool events because the emails are sent the day of, maybe even an hour before, and I missed them.*
- *I have found that I need to get nosy to find out about what is available with the exception of the baker center.*
- *I agreed because when I needed help or when I don't understand, they will explain me in a good way and they will go slow. So the tc3 do very well.*
- *We get emailed regularly*
- *For me, communication is key. If you don't have a sense of communication, there's not going to be a great result.*
- *It explains everything in a matter students understand*

- *I like getting updates through RAVE (and blackboard for technical issues)*
- *They do get information to you but it's usually really late*
- *Emails*
- *Professors are good at communicating about information pertaining to classes and how I'm doing in classes.*
- *Not very transparent*
- *Because of email*
- *They are able to communicate important information via Email and Texting.*
- *Rave alerts*
- *I was initially told by a financial aid officer that I wouldn't be able to get financial aid because of my circumstances. I had to do research on my own to find out there was an alternative course of action. There have been numerous times where information was not readily provided to me and even a few instances where incomplete or incorrect information was given to me. If there was a "Sometimes" option, I would have selected that.*
- *They email me on all current and relevant issues.*
- *I love the email students receive whenever there's a problem*
- *Emails are great*
- *Via email*
- *I get every message about what activities are going on.*
- *Text MSG emails*
- *Rave alert works really well*
- *Yes, tc3 is very recommended communication between faculties and registrant office are very communicative and helpful with the importation as needed.*
- *I get email notifications, text notifications*
- *I constant get emails and letters*
- *Given every info needed to start something*
- *Events and work*
- *RAVE texts email blasts*
- *Events and school closings/delay notifications all come at a reasonable time so I can plan to come to them.*
- *Emails, text alerts, and mail are all thorough*
- *I receive emails and text messages.*
- *I haven't had any problems with communication. Blackboard and outlook are both easy to use and any time I've had to call someone has always called back or answered. The text alerts are also very usefull.*
- *For the most part, yes. But myself and many students only recently learned about the panther pantry- a true life saver for us.*
- *Emails are very effective and text messages work well. Thank god tc3 has this system of communication*
- *Because poeple always either provide infromation daiy or willing to provide infrmation when asjed*
- *We need more internet*
- *We receive emails and there are bulletins boards all over some times they bring it up in class*
- *the college always sends out emails to inform students on the activities that occur here and the resources here.*
- *The college sends texts to me about new information on campus very helpful.*
- *because they are good at connecting with me through email or text.*
- *They try hard to get school closings out ASAP*
- *Always sends emails*
- *I get emails and texts and there's so many people to go to if I have questions*
- *fundmental things that would have been helpful have been rolled out only when I become tramitized*
- *I recieve Emails everyday on events and information*

- *They send emails regularly.*
- *Frequent emails, and the text alerts are great!*
- *For the most part, some things should have more effort in communicating information and expectations.*
- *Yes because when I need help I can ask all of my professors.*
- *I have had many issues with financial aid because I never receive emails or the Financial aid office does not make any sense they just tell me to look at my emails.*
- *Regularly emails come to my phone everyday regarding what's happening in the school.*
- *Email and text notifications are very helpful*
- *I get texts and/or emails about recent activities and class information.*
- *Emails aren't sent far enough in advance, sometimes I get emails for events on the next day or that day and therefore can't attend the event I wanted to because of this*
- *I get texts and emails whenever something happens.*
- *They email me and/or text me when school is closed and the teachers email me infor they needed to send me*
- *I'm always getting emails about every little thing.*
- *They always explain things*
- *i get 14 alerts that campus is closed but cannot get notifications about due dates for assignments.*
- *Because I get no emails about the library books or anything like that until its to late and I have to pay even more money*
- *I constantly know of different activities and events the college has planned through emails (I probably receive one a day, which I'm okay with) plus the rave alert system is great for class cancellations and campus closings.*
- *Yes with the alert system and information that gets out out he teachers I always feel in the loop*
- *Lots of e-mails, information about closings or delays could be sent earlier as I have almost an hour drive in depending on the weather.*
- *They don't inform us until the last minute*
- *Only notifications i get are when the school is canceled*
- *Half the time when my classes are canceled I do not receive the text or I receive it too late and it's just annoying.*
- *Just about everything relevant to the student body is communicated via TC3 email.*
- *emails a plenty*
- *I get lots of emails when needed, text alerts.*
- *Emails are always informative, texts and emails for school closings are also helpful*
- *I receive emails regularly and early enough. I also receive text messages involving class cancellations or school cancellations.*
- *i LIKE THE ALERT SYSTEMS, i BELIEVE ITS A GOOD IDEA FOR ALL STUDENTS TO HAVE.*
- *Emails and texts are sent at a good time normally, especially snow day ones.*
- *The college is really good about sending messages on the alert and via email*
- *It is ok.*
- *The college does quite a good job at communicating information to me because it allows me to know if a class is cancelled and/or if there is a snow day*
- *For the most part the college does a good job. I do wish that financial aid was a little more responsive to inquiries. I often wait over a week for answers to questions.*
- *THE COLLEGE DOES A VERY GOOD JOB AT COMMUNICATING DIFFERENT TIMES AND EVENTS. BUT IT'S YOUR JOB AS A STUDENT TO FOLLOW UP BY CHECKING YOUR EMAIL DAILY AND REGULARLY.*
- *They do a good job at emailing the students and the teachers when there's a school closing or whenever the school closes early.*
- *The emails are a great form of continuing information regarding fairs, advisement, recreation etc. The banners and boards as well as televisions provide enough visual information that keeps me well informed.*
- *I always make sure to check my emails if anything is happening on campus that is very important, such as Delays, Closings, upcoming events for all students to participate*

- *The text and email alerts are good*
- *I would like to see more communication about joining sports related activities such as volleyball, or sports related teams for non traditional/adult students. I think adult students 25 and older would be more apt to joining a team if they felt more comfortable being around peers they can relate to.*
- *Always in the loop with emails and texts*
- *Online, email, blackboard, lumen*
- *It's very common to get emails or text about most everything that is happening on campus, school cancelations, reminders from professors, etc.*
- *i always receive emails about everything happening on campus or in my classes*
- *With all of the emails and RAVE messages, I feel that I am well informed.*
- *There is always posters, announcements on the website and emails about events and important information*
- *constantly receive emails*
- *School are quick to notice important news or events by Texting and e-mail*
- *The emails that get sent out are helpful along with the monthly schedule.*
- *I didnt know about how to get to or use the pool untill i asked anohter student, i didnt know when any clubs met, i didnt know about the counceling center until i asked another student which was INCREDIBLY uncomfortable, didnt know and missed a few events that were held in the student center. I never see any announcement emails for events or posters. I didnt even know there was a food pantry until my third semester.*
- *I get text messages when the campus is closing, or alerts when something special is planned*
- *There are a lot of helpful people at the college. But there are also a lot of people who don't even say hello to students.*
- *I check my email regularly. I appreciate that Cheyenne sends regular emails with student activities.*
- *There is a lot of emails but with important information we have to seek out help multiple times for it.*
- *Good emails.*
- *we get text alerts as well as emails.*
- *I receive regular updates through email*
- *I receive emails, texts, etc*
- *I like the Rave alerts and the emails to keep me informed.*
- *I check my email often. This definitely does not apply to all students.*
- *It's nice to always have emails about certain things.*
- *It depends who do I talk to and what do I need. I'm an international student, so I understand that it is something different and many people do not have answers on my questions or request right away, but I feel like there is a lack of communication between TC3 offices and sometimes feel like I'm not sure who to go talk to. Took me a while to figure all this out.*
- *The email and text message system is really helpful.*
- *Emails and alerts are quick*
- *I always get emails with what's going on*

Q8: If you had to choose a college again, would you still come to TC3? (220 responses)

Yes	177	80%
No	43	20%

Comments

- *Because it's been a nice experience that I don't regret and I've met very nice people here.*
- *it's cheap and there people there seem like they really care and want you to succeed*
- *because TC3 is filled with a lot of racist students and professors*

- *Dr. James Jacob. Give him more funding, give him more authority.*
- *I am happy to be here for my high school education, but I am not planning on pursuing an associates here or staying after age 18. I'm so glad TC3 exists for many people who would have difficulties (for various reasons) obtaining higher education elsewhere. And many of the professors are really committed to the amazingly diverse student base (in educational level, age, background, socio-economic status, etc.) I often recommend TC3 as a great resource for homeschooled high schoolers like myself. So my answer is different as a high school student.*
- *I have, in fact, chosen TC3 multiple times. I'm working on my third and final degree in what I feel is the field I belong in.*
- *It doesn't really matter where I would go to school. Local employers care more about experience in your desired field. Having a degree doesn't mean much and feels like a waste of money at this point.*
- *Yes, as explained very generous people around the campus. You get to meet the people well in a campus like TC3.*
- *Met some really nice students*
- *It is close and convenient for me.*
- *TC3 has helped me find inner growth & academic growth . It helped shape me to become more ready for the real world . I got a new experience / mindset when I came to this place .*
- *So peaceful & helpful! I actually plan on trying to come back and work for the school after college!*
- *This is a terrible school and waste of money*
- *The faculty are friendly and make an effort to know you and help you.*
- *It provides great opportunities for learning.*
- *So far I've had a wonderful experience at TC3 and by being on a sports team, I got the opportunity to briefly see what other colleges in this region are like and TC3 is top notch in its services and opportunities compared to the rest.*
- *convenient and also like the college in general*
- *I think I've gotten what I can get from this college. I love the people here, but I have better opportunities elsewhere.*
- *Convenient to home and work*
- *TC3 is very flexible. The college is community based. With this in mind the colleges employees are grounded in reality. This promotes a student oriented atmosphere. In other words, TC3 creates a great learning atmosphere for lack of better words.*
- *My teachers were amazing, (always willing to help out and work with me), the students were friendly, and its local.*
- *I have chosen TC3 for multiple degrees because the campus has a friendly atmosphere*
- *Other than my racist, pessimistic adviser who clearly has organizational issues. This really is a great school and it feels like bang for your buck.*
- *the technology here needs to be improved and updated the food situation is not great the sandwiches and food offerings are not what I want or what students want academics need to be more challenging consistent Blackboard courses it all over the place and no consistency some faculty members online courses are a mess*
- *The main reason I am coming out with a positive experience at TC3 is through the connections I was fortunate enough to make with faculty. From a purely academic standpoint, and if I had not gotten those connections, I would have a purely negative outlook on my TC3 experience.*
- *it is local and i plan on taking advantage of the ASAP keuka program*
- *The staff care*
- *There is tremendous amount of support at TC3 and I've never felt more comfortable attending school as I do TC3.*
- *I have unlimited help and I have a lot of fun*
- *Close to home, quality education*
- *Not enough activities for students living on campus*
- *I like the way this college is. The community. I don't like maintenance, they aren't good*
- *Just because they are understanding*
- *I am very satisfied with level of services which I am getting at TC3*

- *Advisors just suck I've take 2 unnecessary English classes that I didn't have to take instead of the one that I needed and some sports teams are favored over others that are better than them. Baseball team needs better equipment and more funding to do more as a program and get better.*
- *It is a good college with experianced professors*
- *community. it's my home away from home*
- *I feel a fit at Tc3 and have became comfortable in the environment*
- *I wish to transfer to a different school after TC3*
- *Great school. The only changing this place needs is the cafeteria, it's pretty brutal*
- *Close to home*
- *The school is also pressing kids for money and is so cheap. They constantly are screwing kids over with holds and overcharging for dumb things. The cafe sucks. I could have gone to better schools and I would have if I could do it all again.*
- *I appreciate all of the resources like counseling and the tutoring center.*
- *I like it*
- *They are affordable and close to me.*
- *There's always problems with my bills every semester. I get bills in the mail from months previous and am sometimes told that other bills I'm sent aren't really what I'm supposed to pay. It makes it confusing and makes me not want to pay for it anymore.*
- *I wish tc3 was a 4 year college. I love the people and am very comfortable here. I feel that the experience I have at my next college will be easier after being here at tc3 where my personality was brought to life. Please, oh please help the following students with bussing!!!!*
- *Because it such a good place, people are so friendly and helpful and I would tell people about tc3 and why i think they should go.*
- *It is a good place to start and you can save lots of money.*
- *This school has been a lifesaver for me. From the people that I've met on campus, to the people that I work with.*
- *Because it's a great environment*
- *Yes for my program. It is very well respected.*
- *I'm getting everything I need done here before moving on to a four year*
- *Very diverse*
- *The staff are very nice and helpful*
- *I go to cortland*
- *It is close to home and it enables me to continue my education by offering classed at all different times so that I can still work full time and manage my family life as well!*
- *Charging to much for nothing Andy to be treated like hs*
- *I already did!*
- *Means to an end and saves money*
- *It is the only community college within reach of me. The majority of my teachers/professors have been of high quality, but there have been a few that were not very good and one that was bad. I ride the bus to school so I'm rarely around for the activities and events (unless they happen around lunch), but despite that I generally feel welcomed and accepted at the college.*
- *I love this college.*
- *I would love to come back because it's local and a nice school*
- *Helped me ease back into college life after a huge break. Provided me with enough education to feel confident in my career.*
- *I go to SUNY Cortland, but I highly recommend TC3 to anyone who needs a community college or a 2 year degree*
- *It's a good place and local*
- *I have other options, but I enjoy being at TC3.*
- *There are lots of resources and also very helpful staff I also love the international studies program*

- *Definitely yes tc3 keep improving and student opinions matter*
- *I have three degrees and I keep coming back*
- *Great atmosphere very very helpful in every aspect*
- *To get my degree diploma*
- *I love the staff here!*
- *TC3 is convenient to me, easily accessible and a great environment to learn in.*
- *It is close to where I grew up, my brother and sister went here at one point, my dad works less than ten minutes away from the dorm buildings, I am very satisfied with my experience so far, it was the first college that I signed up for, and the people that I have met that are in the same majors are really great people.*
- *The support, advising, and accommodations from faculty and staff has been amazing and the small classes allow me to interact with my professors on a more personal level.*
- *I will probably search for other kind of exchange focused on advertising*
- *It's convenient.*
- *Since I live in Tompkins County it would be financially unwise to go somewhere else and I'm glad that Tompkins county has such a great community college, TC3 has a great reputation and I've been pleased with my experience so far.*
- *Yes, a visibly clean and modern school with a great reputation*
- *I believe my time here has an end and it was fun but I miss home and I feel that I grew mentally enough up here.*
- *It is a good start to those starting their education*
- *I made good friends*
- *Tc3 is a good school to see what type of college experience you'd enjoy more because there is a small taste of everything here*
- *my reasoning for saying this is because it is a positive environment and it has been a good experience to live on campus and attend school here.*
- *TC3 is my new home I wouldn't want to be anywhere else.*
- *because they are very much affordable and very creative in teaching methods.*
- *I want to have new experiences.*
- *I think it's a great value*
- *my civil rights have been violated I am disgruntled I have been abused and had nty time wasted I would Like to be made whole for this abuse*
- *I would like to experience other things that may be closer to home*
- *I like it here!*
- *TC3 has been a great experience for me to discover interests. As someone who struggled a bit to "figure out" what I want to do in the future, I was able to change my class choice and schedule throughout the semesters until I felt like I had found an area of interest. The professors are great, and very fair, and the advisement and transfer services helped my make plans for the future.*
- *Tc3 is a very freeing environment. Everyone is so friendly, and easy to talk to as well as certain professors and staff. I have met incredible professors, adjuncts and staff that have made a difference in my life.*
- *Yes because it is the best and affordable college for most of low income students*
- *I feel like some teachers could care less about teaching. There are some truly amazing teachers but some are just not very great.*
- *Because it is close to home and offers a lot.*
- *I love the environment, The school isn't the biggest so you're not lost and get to know people quicker. People also notice you quicker too because of that.*
- *This college has good enough dorms and has a great accounting program*
- *Everyone here is so nice. The professors are amazing and easy to get along with. They are always willing to help in any way they can. The whole staff is very welcoming.*
- *To remember the good times that the school provide the students.*

- *TC3 is fine for what it is. I wish there were more clubs to join or better organisations of clubs. I don't live on campus so I don't know about the dorms but I always see campus officers walking around and that makes me feel safe. The classes are pretty good but I wish there was more offered, and I wish each class had more advertising, or there was a list of classes that I could look at because my adviser never have me one and there are classes I would have been interested in but no one ever told me they existed.*
- *It's cheaper and easier.*
- *It's a great college experience and you can get a lot of help. They also have a lot of degrees a student can go for*
- *Because its cheap for the degree.*
- *It's cheap*
- *I had an entire paragraph written out, but it's not like anyone is going to read this or even care if they do.*
- *Overall I think all the teachers are nice and its a good environment*
- *This is my second time at TC3; the first time I wasn't so successful, but that was of my own doing, not the school's. I looked into other community colleges and ultimately decided on TC3 because the faculty has been so helpful and pleasant since day 1.*
- *I commute a long way to school*
- *Alayna, in Student Services, is wonderful. She is very responsive to e-mails and phone calls. My instructors were all incredible and allowed me the opportunity to grow and develop leadership and public speaking skills. I feel very well-prepared for my transfer to SUNY Cortland.*
- *Because the food sucks*
- *I would only because it's close. My last semester was not great. My spanish teacher that I had was NOT good. She didn't teach well at all and expected people to just know the information. She was rude when we didnt understand or know what she was talking about. I was very disappointed.*
- *wouldn't have come to college in the first place*
- *It's cheap and I'm willing to sacrifice my happiness to save a little cash in the long run*
- *The faculty and staff of TC3 are committed to student success and professional growth. You gain a sense of unity when you step onto our campus.*
- *convenience and teachers*
- *I love the how easy the online course work is lined up for me and it really has helped me work while going to school.*
- *Yes, it seems to be a very nice community college with SOME and I mean some, not all... very helpful, dedicated, staff that are interested in seeing the students succeed.*
- *I believe that Tc3 is an awesome place to start your University Journey, as a Nigerian whose first experience of school was Tc3, It has been a wonderful experience so far, the Staff members are amazing, and always willing to help. Also, being able to know you have a voice and can be heard is definitely comforting.*
- *I feel that some students could get everything the needed or wanted in a degree solely there focus. However i do feel that the degrees could be expanded. In example my focus I want was Sports Media and I feel that i did not learn any sports or anything near what i wanted thats why I am saying there can be an expansion on that.*
- *Yes, I would, because it was a good start for me to find out what I wanted to do. I was able to switch my major three times, and I finally found my calling.*
- *I really wish they had more activities designed toward the older, non traditional students. I feel that all of the student activities are designed around the younger students.*
- *I would not. I wish the college would be willing to consider experience and transfer credits in waiving residency requirements. I'm being required to take an internship class that is a complete waste of time and I have sponsored many TC3 student interns and served as their internship adviser for the very same class I'm now required to take. This is beyond asinine, is financially burdensome to my family and I, and an utter waste of time. Also, despite my pleas to have additional courses count toward my certificate requirement, my 400 level college classes were not considered toward this requirement despite the fact that I learned more in one 400 level class than all 5 TC3 courses combined.*
- *If I had to choose a college again, I would definitely still come to TC3 because its local, not that far away, and plus it is a convenient commute.*
- *I am happy with my choice to come to Tc3. So far a great experience*

- *IT'S REASONABLE, CLASSES ARE THERE TO ACCOMMODATE YOUR SCHEDULE DAY OR NIGHT AND WITHIN MY MEANS AND BECAUSE OF ALL THEY HAVE TO OFFER THERE STUDENTS*
- *TC3 is such a welcoming community college with great programs, great teachers, a great sense of diversity, and the best prices for tuition fro people who have low-income.*
- *Because over the last two years this college has been filled with inconsiderate professors that do not understand and don't try to understand you no matter how much effort you put. Student are racist and will make you feel like you are nothing in order to make you leave.*
- *I am a returning non-traditional student that lives in Cortland County and it is very convenient, and provides a high level of training and continuing education that this area so badly needs.*
- *Close to home, employee tuition waiver, excellent nursing program*
- *I wish to transfer to a Four Year school after I finish TC3*
- *There's not enough van rides to take people to places, there's not enough food choices at the Caf,*
- *I love this place*
- *The community is too isolated and disjointed*
- *This school does not really provide for the real college experience at the price you pay. Sure it's fun but people here aren't always serious about their education.*
- *Location, and comfort*
- *Great place to start.*
- *i love everything about tc3*
- *I have been very grateful for the positive experience at TC3 and will continue to go there as long as I am working towards my degree and am thinking if I decide to further my degree that I will take the classes available there first to get my second degree.*
- *As a non traditional student, I don't feel that I would get the same service that I have received at TC3.*
- *It's a great place to learn and build lifelong relationships, both personal and professional*
- *I think TC3 offers a lot of options for students to explore their future. I like the fact that TC3 has good partnership with many good four-year colleges.*
- *I do appreciate that TC3 has benefits for students who can't afford higher end colleges and I think the programs offered here are pretty good.*
- *Because I was able to graduate with an A.S. degree from T C 3, and to transfer my credits to graduate from Corning Community College with a degree in General Studies. I'm also pursuing a Criminal Justice degree currently at T C 3.*
- *Iv'e met a small group of friends there that I wouldn't trade for the world.*
- *Tired of all the swearing and foul language and there is no place quiet to work on computers or study, The younger students are out of control and no one approaches these issues.*
- *I came to TC3 because my friends told me that it was fun and there was alot of stuff for students to do. I am here to learn but I want to have fun to.*
- *TC3 is so much more than what I expected from a community college. Teachers really care about helping students that want to succeed & are willing to put in the effort.*
- *I like how the school is small and a good stepping stone to go into a four year school.*
- *The nursing program is pretty fantastic.*
- *Because of the instructors and relevant content in classes.*
- *TC3 offers small classes where you can feel connected with everyone, students and teachers*
- *I live local, am a non-typical student, and have not felt uncomfortable going back to school. It is very inexpensive to work towards a degree and offers both online and onsite learning to accommodate different lifestyles.*
- *I want to experience other colleges. I like trying new things. I like meeting new people.*
- *I feel comfortable and feel like I'm moving forward in my education*
- *I love TC3, especially professors and people in student success and career department. These people really care and it's a pleasure to work with them. TC3 is small school, so you get to know people fast and it feels comfortable to know people, like a big family.*
- *The professors and staff in general are extremely helpful. The classes are interesting and challenging.*

- *Its a calm and loveable place*

CONNECTING

Strategic Action Plan *Conveners & KPIs*



This document outlines the implementation process for the Strategic Goals set by the College's Strategic Action Plan.

The overarching theme that will be used as the framework for the Strategic Action Plan is CONNECTING. 5 themes were identified through the Strategic Planning Process with 5 corresponding goals and several initial strategies.

Theme 1: Connecting...Students to the College

GOAL 1: Enhance student learning and development experiences to ensure success inside and outside the classroom.

Theme 2: Connecting...the College and the Community

GOAL 2: Strengthen the College's relationship with the community to better serve the broader interests of students, families, employers and the region.

Theme 3: Connecting.....to Employers

GOAL 3: Foster partnerships and build stronger relationships with local employers to enhance job placement opportunities for students

Theme 4: Connecting.....to Resources

GOAL 4: Secure needed resources to implement the College's strategic priorities.

Theme 5: Connecting...to Each Other

GOAL 5: Embrace opportunities to connect with and value colleagues, supporting all faculty, staff and students in creating a welcoming and helpful campus environment in which to learn, work and thrive.

All the Themes tie back directly to the College's Mission:

We serve our community by meeting educational needs, creating an environment for student success, and preparing our students and ourselves for citizenship in a global society.

DASHBOARD and KPIs

The College Executive Council will develop a **DASHBOARD** that will allow members of both the Campus Community and the public to keep track of any progress made on a specific strategy. These will be updated quarterly.

Progress will be indicated on the **DASHBOARD** as follows:

RED – still significant work to be done to improve

YELLOW – moving along but still working on this issue

GREEN – project is completed or a specific statistical milestone is reached/maintained

The **DASHBOARD** will:

- graphically display critical institutional information in a succinct, easily understood, visually appealing format
- be a tool to communicate the current health of the organization and its progress toward its strategic goals
- allow the institutional leadership to be transparent & accountable to both internal and external stakeholders

Several **CONVENERS** from the Executive Council will coordinate the next phase of the plan by working with all the related stakeholders to design **KEY PERFORMANCE INDICATORS (KPIs)** for each goal and monitor the progress on these action items through a dashboard that will be updated quarterly.

WHAT IS A KEY PERFORMANCE INDICATOR (KPI)?

A **KPI** is a measure that informs us as to how we are doing in one or more aspects of our overall operation. It should be **KEY**, meaning it's critical to the success of the College.

Example KPIs: (note these are from Guttman Community College's Plan)

- Increased diversity of faculty, staff, and administration
- Secure grant funds to institutionalize a professional development entity
- Complete collaborative IT and Library project for a new Library website
- Increased % of faculty making contributions to CUNY's Academic Works
- Revised key milestone communications (during admissions process, orientation, Bridge, etc.)

CONVENERS

A **CONVENER** is a member of the Executive Council that is responsible for the implementation of the action items for each goal under the 5 themes of the Strategic Action Plan. There will be a **LEAD CONVENER** for each strategy and support **CONVENERS** to assist with the work.

Conveners (both lead and non-lead) are not responsible for performing all of the work or providing all of the input on the goals of the Strategic Action Plan. They are simply the ones guiding the work, making sure the right voices are at the table, and keeping track of the accountability system by monitoring the KPI Dashboard.

They have the following roles and responsibilities:

LEAD CONVENER

- Be the main point of contact for the strategy
- Keep the work on track with all assigned deadlines
- Submit all requested dashboard data and other materials by assigned deadlines
- Report back at Executive Council and at other campus wide meetings as needed
- Make final determination on all KPIs and dashboard data
- Establish working groups or convene meetings as needed to complete the goal
- Identify Key Stakeholders (individuals and groups) needed to complete work or provide input
- Establish a baseline for KPIs that will have a numeric measurement
- Ensure connection to other campus planning documents (i.e. Academic Plan, Diversity Plan, Middle States, etc.)

CONVENER

- Support the **LEAD CONVENER** with organizing meetings and collecting data
- Provide expertise and insight for the strategy
- Recommend key stakeholders (individuals and groups) for participation in the strategy and data collection
- Facilitate working groups and meetings as requested by the **LEAD CONVENER**

List of Conveners and Assigned Strategies

Theme 1: Connecting...Students to the College

GOAL 1: Enhance student learning and development experiences to ensure success inside and outside the classroom.

	Strategy	Convener(s)
1.1	Review and revise processes and policies to remove barriers to student entry, retention and completion	Greg McCalley - <i>LEAD</i> Paul Reifenheiser
1.2	Empower and engage all College staff in developing strategies for student success, retention and completion	Greg McCalley - <i>LEAD</i> Paul Reifenheiser
1.3	Foster an environment that is diverse, equitable, welcoming and responsive	Seth Thompson - <i>LEAD</i> Sharon Clark

Theme 2: Connecting...the College and the Community

GOAL 2: Strengthen the College's relationship with the community to better serve the broader interests of students, families, employers and the region.

	Strategy	Convener(s)
2.1	Inform the community about the offerings and achievements of the College and opportunities for the community to become more involved and engaged in and at the College	Deb Mohlenhoff - <i>LEAD</i>
2.2	Leverage partnerships with local high schools to ensure strategic recruitment and seamless transfer	Greg McCalley - <i>LEAD</i> LaSonya Griggs
2.3	Maintain a demonstrated, visible, and active presence in both sponsoring counties	Deb Mohlenhoff - <i>LEAD</i>

Theme 3: Connecting.....to Employers

GOAL 3: Foster partnerships and build stronger relationships with local employers to enhance job placement opportunities for student

	Strategy	Convener(s)
3.1	Develop relationships to understand the needs of local employers and the jobs available	Deb Mohlenhoff- <i>LEAD</i> Carrie Whitmore
3.2	Develop mechanisms to evaluate and predict future local workforce trends and needs	Malvika Talwar- <i>LEAD</i> Carrie Whitmore
3.3	Develop and secure applied learning opportunities for students with local employers	Deb Mohlenhoff- <i>LEAD</i>

Theme 4: Connecting.....to Resources

GOAL 4: Secure needed resources to implement the College's strategic priorities.

	Strategy	Convener(s)
4.1	Develop strategies for leveraging alternative funding sources (grants, auxiliary services, etc.)	Julie Gerg- <i>LEAD</i> Malvika Talwar
4.2	Create and implement a strategic enrollment management plan	Greg McCalley- <i>LEAD</i> LaSonya Griggs
4.3	Develop a long-term campus master plan	Bill Talbot- <i>LEAD</i> Tim Densmore
4.4	Engage campus community in resource needs and allocation discussions	Julie Gerg- <i>LEAD</i> Bill Talbot

Theme 5: Connecting...to Each Other

GOAL 5: Embrace opportunities to connect with and support colleagues, supporting all faculty, staff and students in creating a welcoming and helpful campus environment in which to learn, work and thrive.

	Strategy	Convener(s)
5.1	Develop communication strategies that provide opportunities for input, allow for an understanding of the decision-making processes and reinforce the culture of effective collaboration and communication	Sharon Clark- <i>LEAD</i> Bryan Chambala
5.2	Ensure faculty, staff and students are provided with opportunities to fully engage in fostering and promoting the College's culture and image	Seth Thompson- <i>LEAD</i> Sharon Clark Bryan Chambala
5.3	Celebrate points of pride that highlight the College, its values, its employees and students	Bryan Chambala- <i>LEAD</i> Deb Mohlenhoff Sharon Clark Jan Bhrel

STRATEGIC ACTION PLAN TIMELINE AND MILESTONE DATES

DATE	WHAT	WHO
Aug 21	Campus Wide Welcome Back Meeting <i>-Update on Strategic Plan -</i>	President Montague
October 11	Fall Day -Strategic Plan Conveners will collect input to develop KPIs for all of the action strategies	Campus Community
By November 15	All KPIs will be designed for each Theme and all identified strategies. KPIs will include: -how it will be measured -who will be responsible for measuring & data collection -baseline benchmark (if needed) -who the key stakeholders are	Lead Conveners
December 5	TC3 Board Approval of Strategic Action Plan	Board of Trustees
By January 1	Dashboard developed and shared with campus community	Lead Conveners



Theme 1: Connecting....Students to the College

GOAL 1: Enhance student learning and development experiences to ensure success inside and outside the classroom.

	Strategy	Convener(s)
1.1	Review and revise processes and policies to remove barriers to student entry, retention and completion	Greg McCalley - <i>LEAD</i> Paul Reifenheiser
1.2	Empower and engage all College staff in developing strategies for student success, retention and completion	Greg McCalley - <i>LEAD</i> Paul Reifenheiser
1.3	Foster an environment that is diverse, equitable, welcoming and responsive	Seth Thompson - <i>LEAD</i> Sharon Clark

KPIs for Each Theme

1.1 Review and revise processes and policies to remove barriers to student entry, retention and completion	
KPI	Measurement
Increase New Student Enrollment	Increase new student enrollment from High Schools (% up/down from base) Increase transfer student enrollment (% up/down from base) Increase adult enrollment (% up/down from base) Decrease student stop-out rates (% up/down from base)
Increase student retention rates	Students who return Fall to Spring increased (% up/down from base) Students who return Fall to Fall increased (% up/down from base) First Time Full Time Retention Numbers increase (% up/down from base)
Increase completion rates	Develop definition of "completion" to include students who achieve their stated "intent". (If possible). Number of students receiving their diplomas (% up/down from base) Number of students receiving their certificates (% up/down from base) Number of students receiving their micro-credentials (% up/down from base)
Creation and implementation of systematic and yearly process to review enrollment processes to insure barriers are removed	Students reporting fewer barriers to entry.
Revise Master Course Syllabi	Number Completed per year
Creation of Institutional Learning Outcomes (ILOs) and alignment with Programmatic Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs)	Creation of ILOs; number of revisions of PLOs and revised curriculum maps
Review Online Learning	Re-Constitute Online Learning Group
Review the handoff from Onboarding to First Semester	Creation of Course and/or Learning Outcomes
Review Academic Advising	Creation of Advising Working Group

Additional Notes:

1.2 Empower and engage all College staff in developing strategies for student success, retention and completion	
KPI	Measurement
Revision of College Organizational Chart to clearly delineate lines of responsibility and accountability	Distribution of the Organizational Chart
Creation of Committee Chart (including charges, meeting times, membership, etc)	Distribution of the Committee Chart
Review and revise current communications from Vice President for Student Services and Provost's Office	Review completed; new communication strategies implemented

Additional Notes:

The Organizational Chart of the College can offer some clarity as positions shift and roles change on campus. This can help the campus understand key players in certain processes.

The College Senate has been collecting a list of Standing Committees. The dissemination of that information (including charges of the groups, memberships, meeting times) will help show how college employees can take part in the committees and/or how to provide input as they weigh key decisions.

The Provost's Office and Vice President for Student Services' Office should review their current communication plan. They should provide a clear plan noting how the campus will be informed about strategic planning, upcoming decisions, updates, assessment of previous decisions and processes, and general good and welfare will be disseminated. While the College Senate and the standing committees can produce minutes and provide excellent communication, the Vice Presidents should be able to fill in gaps and reiterate key points through a pre-established communications.

1.3 Foster an environment that is diverse, equitable, welcoming and responsive.	
KPI	Measurement
Improved student success and reduction of academic achievement gaps by gender, race/ethnicity, and socio-economic status.	Reduce achievement gap by 7% (reported in the Diversity, Equity and Inclusion Plan)
Planning and delivery of professional development to foster a positive campus climate with a culture of diversity, equity, and inclusion.	Create an inclusive process
Increased diversity of faculty, staff, and administration.	Increase by 7% (reported in the Diversity, Equity and Inclusion Plan)
Improved structure and involvement of campus shared governance system	Faculty and staff will respond favorably about the College Senate activities and structure in the Faculty/ Staff Survey
The development of a campus recognition vehicle for activities and achievements related to diversity, equity, and inclusion.	Each semester sharing activities and achievements related to diversity, equity, and inclusion. (Number of events annually)

Additional Notes:



Theme 2: Connecting...the College and the Community

GOAL 2: Strengthen the College’s relationship with the community to better serve the broader interests of students, families, employers and the region.

	Strategy	Convener(s)
2.1	Inform the community about the offerings and achievements of the College and opportunities for the community to become more involved and engaged in and at the College	Deb Mohlenhoff - <i>LEAD</i>
2.2	Leverage partnerships with local high schools to ensure strategic recruitment and seamless transfer	Greg McCalley - <i>LEAD</i> LaSonya Griggs
2.3	Maintain a demonstrated, visible, and active presence in both sponsoring counties	Deb Mohlenhoff - <i>LEAD</i>

KPIs for Each Theme

2.1 Inform the community about the offerings and achievements of the College and opportunities for the community to become more involved and engaged in and at the College	
KPI	Measurement
Create formal off-campus room reservations process	Data on how many off campus rentals per year; revenue generated from off campus rentals
Create a method for easy share of stories from staff, faculty and students; Identify ways in which the College community can submit success stories to Marketing & Communications Staff	When the method is created
Create and maintain a database of community partners for mailings and important communications and invitations	When database is created, update database annually
Explore the creation of ‘life learning’ classes for adult learners (i.e. conversational French, Wine appreciation, etc.)	Research other community colleges with success in this area
Greater use of social media with new and innovative strategies (i.e. student/faculty/staff takeovers, more coverage of everyday successes, etc.)	FROM COMMUNICATION PLAN: Execute media strategy that continues to feature college news; data analytics from social media
Create a Community webpage dedicated to relevant information that community members request and need	Page is created and then updated annually; involve key community members in the content development; data analytics from web traffic
Advance alumni relations efforts	Track donor and alumni participation, increase in events offered for TC3 alumni

Additional Notes: The existing Communications Plan will be crucial to the completion of these items.

2.2 Leverage partnerships with local high schools to ensure strategic recruitment and seamless transfer.	
KPI	Measurement
Conduct visits within the high school.	Increased yield in registered students from the high school (% up/down from base)
Conduct financial aid presentation in high schools from supporting counties	Increased attendance at FAFSA completion event (% up/down from base)
Participate in college fairs, if applicable, offered by the high school	Increased applicant yield from the high school (% up/down from base)
Increase communications sent to high school students	Increased applications for admissions (% up/down from base)
Conduct faculty outreach to high school students by program interest	Increase yield from applicant to registered student (% up/down from base)
Create partnerships with high school counselors	Increased presence at high school along with counselor recommending TC3 to students (number of events/visits)

Additional Notes:

Efforts will be made to develop partnerships with high school counselors and offer them services for their students regardless of the school the student plans to attend. Services could include presentations on the college admissions process, financial aid application process and FAFSA completion workshop.

Admissions and CollegeNow will collaborate to offer high school counselors the opportunity for their students to visit campus and get a feel for the college and the local environment. Students will have the opportunity to tour campus, sit in on a class, eat in the cafeteria, listen to an admissions and financial aid presentation and purchase TC3 gear in the bookstore.

2.3 Maintain a demonstrated, visible, and active presence in both sponsoring counties	
KPI	Measurement
Comprehensive assessment of who is serving on local boards in both counties from TC3	Survey faculty, staff and departments
Re-convene quarterly town-gown meetings with local elected and Dryden community leaders	Meeting is established and occurs quarterly
Establish regular meetings and communications with Elected Officials and staff from both county legislatures	Meetings are established and held regularly
Cultivate and maintain appropriate community partnerships outside of academic program offerings	Conduct annual review of partnerships at the main campus as well as in both Extension Centers
Participate in community events as an institution	Create and maintain a database of community events
Continue and enhance community leadership programs in each county	Compile and report annually the impact of the Leadership Tompkins and Leadership Cortland Programs
Create an annual economic impact and community partnerships report as a companion to the College President's annual report	Create template for annual reporting of economic impact and community partnerships

Additional Notes:



Theme 3: Connecting.....to Employers

GOAL 3: Foster partnerships and build stronger relationships with local employers to enhance job placement opportunities for student

	Strategy	Convener(s)
3.1	Develop relationships to understand the needs of local employers and the jobs available	Deb Mohlenhoff- <i>LEAD</i> Carrie Whitmore
3.2	Develop mechanisms to evaluate and predict future local workforce trends and needs	Malvika Talwar- <i>LEAD</i> Carrie Whitmore
3.3	Develop and secure applied learning opportunities for students with local employers	Deb Mohlenhoff- <i>LEAD</i>

KPIs for Each Theme

3.1 Develop relationships to understand the needs of local employers and the jobs available	
KPI	Measurement
Create a formal partnerships inventory	Number of partnerships increase/decrease per year
Maintain and increase Career Connection events	Number of events per year; feedback from employer participants; number of student participants
Host an annual on campus job fair with emphasis on local employers	Participation of employers Participation of students Evaluation data; post-event follow up
Use EMSI data to implement a comprehensive system for analyzing workforce trends to ensure College services and programs are meeting the needs of the local community	Set up EMSI reports that can be accessed broadly by all members of the campus community
Convene industry focused meetings with representatives from local businesses and non-profits to assess needs and develop partnerships	Number of meetings held per year

Additional Notes:

3.2 Develop mechanisms to evaluate and predict future local workforce trends and needs	
KPI	Measurement
Create a the Working Group	The recommendations of the committee, and implementation
Carry out the CLNA process (CLNA – Perkins Comprehensive Local Needs Assessment)	The findings of the CLNA process
Creating a regular report that assesses national and local workforce trends	Regular report production and dissemination (please see note below).
Adding a section on Workforce Trends to the Program Reviews, and Chair reports	Regular use of this data in program reviews
Designate a person to do regular reports regarding workforce trends	Regular production of labor market analytics reports

Additional Notes:

It is important to note that regular analysis, and reporting on workforce trends is not currently a standing report out for any of the policy making bodies of the College. We recommend that workforce trends are reported out to the following policy making bodies on a regular basis:

- a) Executive Council/ President’s Cabinet
- b) Department Chairs

It is also worth noting that there is no designated person whose job it is currently to provide data reports regularly to the stakeholders who are making curricular changes or carrying out program development.

- c) We need a mechanism to ensure that programs have Advisory Councils that meet regularly. We currently have no mechanism to ensure that Advisory Councils are in place, and that they are meeting regularly.

3.3 Develop and secure applied learning opportunities for students with local employers	
KPI	Measurement
Database of Internships and placements with businesses and non-profits	Student participation in apprenticeships, number of internships offered, externships, etc;
Collaborate with community partners to expand faculty, staff, and student involvement in service learning or community service opportunities	Increase in opportunities and student participation
Develop formal internship infrastructure that is integrated into the curriculum of specific majors	Increase in number of academically focused applied learning experiences increases each year through formal tracking of internship offerings and placements

Additional Notes:

Work on this strategy will begin when we hire the Applied Learning Coordinator with the SUNY PIF funds we have been awarded.



Theme 4: Connecting.....to Resources

GOAL 4: Secure needed resources to implement the College's strategic priorities.

	Strategy	Convener(s)
4.1	Develop strategies for leveraging alternative funding sources (grants, auxiliary services, etc.)	Julie Gerg- <i>LEAD</i> Malvika Talwar
4.2	Create and implement a strategic enrollment management plan	Greg McCalley- <i>LEAD</i> LaSonya Griggs
4.3	Develop a long-term campus master plan	Bill Talbot- <i>LEAD</i> Tim Densmore
4.4	Engage campus community in resource needs and allocation discussions	Julie Gerg- <i>LEAD</i> Bill Talbot

KPIs for Each Theme

4.1 Develop strategies for leveraging alternative funding sources (grants, auxiliary services, etc.)	
KPI	Measurement
Create stakeholder group with a clear charge document, timeline, and deliverables	When group is created (see notes for description)
Define what alternative funding sources mean	When definition is developed
List all current grants at the College, in the Foundation and FSA in one consolidated document/location.	When database is created
Creating one consolidated report annually that summarizes all grant activity across the College, Foundation, and FSA	Report is produced annually
Creating a communication infrastructure for soliciting ideas from folks interested in pursuing grants, and in helping connect them to resources.	When infrastructure is created and active
Mechanism for prioritizing which grant requests should receive attention on an annual basis in order to prevent reactivity.	When mechanism is created

Additional Notes:

A working group will be formed to create a structure for key stakeholders to meet, and provide advice on best practices, structure/infrastructure for pursuing alternative funding sources, and potentially recommend policies and procedures. We have identified that there are gaps: a) Capacity b) Co-ordination (e.g. for instance between the college, Foundation, and FSA). c) Indirect cost rates d) Reporting and Data gaps.

4.2 Create and implement a strategic enrollment management plan

KPI	Measurement
Identify national and institutional enrollment trends.	Identify potential student populations beyond the traditional high school graduate.
Review SUNY and US Census Bureau graduation trends for the next five years.	Evaluate and estimate any anticipated decrease in enrollment based on expected high school graduation rates for New York State and supporting counties.
Create a recruitment plan and retention plan to identify recruitment/retention strategies and identify recruitment territories.	Completion of plans
Identify current touchpoints for various student sectors; high school junior, high school senior, adult learner, readmit, homeschooler, etc.	Create baseline standards for each of the identified groups and subsequent development of appropriate communication plan.
Review current marketing plan to ensure it reaches appropriate audience, with strategic, segmented messaging to include both recruitment and retention.	Create baseline measurements for assessment of marketing strategies and identification of marketing segments.
Review current marketing plan specific to housing with a goal to increase occupancy in Foundation owned apartments.	Work with the Communications Team and the TC3 Foundation to create messaging and marketing for potential residential students.

Additional Notes:

The Associate Dean of Enrollment Management will work extensively with the newly formed SEM committee on each KPI. Additionally, the Associate Dean will include key initiatives regarding enrollment from other recently developed strategic plans by the TC3 Foundation for housing and the Communications Team for marketing as initiatives in the comprehensive enrollment management plan.

4.3 Develop a long-term campus master plan	
KPI	Measurement
Collect Data to Inform Plan	Enrollment by program - 5 year projections (new programs under development) Classroom utilization data Technology requirements to support student learning environment and outcomes Classroom/Lab revitalization requirements to support enhanced student learning environment Student social and life space utilization data
Identify Space Reuse Opportunities	List of underutilized areas to be repurposed or taken offline
Increase Space Use Flexibility	Improve response time for grants that have space requirements Assess building opportunities for new space outside the exiting building footprints.
Building Energy Utilization	Conduct full campus energy audit 12/1/2020
Develop Capital Plan	Capital Plan submitted by 6/1/2020
Develop Master Plan	Master Plan submitted by 6/1/2021

Additional Notes:

4.4 Engage campus community in resource needs and allocation discussions	
KPI	Measurement
Create structure for budget committee.	Creation of procedures for the budget committee.
Create structure for engaging campus in resource conversations.	Create structure for engaging campus in conversation.
Communication with campus community.	3 public hearing at multiple times (planning, updates, projected final budget).
Create assessment survey.	Gather feedback via survey to assess engagement of campus community (understanding of process and inclusion in process).

Additional Notes:



Theme 5: Connecting...to Each Other

GOAL 5: Embrace opportunities to connect with and support colleagues, supporting all faculty, staff and students in creating a welcoming and helpful campus environment in which to learn, work and thrive.

	Strategy	Convener(s)
5.1	Develop communication strategies that provide opportunities for input, allow for an understanding of the decision-making processes and reinforce the culture of effective collaboration and communication	Sharon Clark- <i>LEAD</i> Bryan Chambala
5.2	Ensure faculty, staff and students are provided with opportunities to fully engage in fostering and promoting the College's culture and image	Seth Thompson- <i>LEAD</i> Sharon Clark Bryan Chambala
5.3	Celebrate points of pride that highlight the College, its values, its employees and students	Bryan Chambala- <i>LEAD</i> Deb Mohlenhoff Sharon Clark Jan Brhel

KPIs for Each Theme

5.1 Develop communication strategies that provide opportunities for input, allow for an understanding of the decision-making processes and reinforce the culture of effective collaboration and communication	
KPI	Measurement
Create better /consistent communication across campus	Attendance at college-wide events. Common understanding of key communications – state of college, budgetary updates, enrollment trends/current status
Increased participation in college events	Ability for offices to close to allow for participation. Built into academic calendar, emphasis on importance of events.
Access to College's executive/leadership team.	Fireside chat attendance.

Additional Notes:

5.2 Ensure faculty, staff and students are provided with opportunities to fully engage in fostering and promoting the College’s culture and image

KPI	Measurement
Opportunities for students, faculty and staff to share meals/ activities together	Documenting, highlighting, and sharing out the 2-3 experiences per semester
Supporting initiatives within our sponsoring counties where student faculty and staff have an opportunity work together	Documenting, highlighting, and sharing out the 2-3 experiences per semester
Increase the Campus Inclusion campaign visibility	Develop a strategy for the campaign, “Together We are BRAVE”
Expand participation in the annual ID Summit.	Increase the number of TC participants by an average of 20% over the next 3 years

Additional Notes:

5.3 Ensure faculty, staff and students are provided with opportunities to fully engage in fostering and promoting the College’s culture and image

KPI	Measurement
Create better system of internal communication	When method is identified and created
Continue efforts for external communication	1. This year’s goal is monthly homepage web features 2. Continue expansion of sharing of stories
Explore possibilities of staff/faculty Get Connected Fair or something similar	When method is identified and created
Create events – Green Out, etc. – to celebrate school pride and community	When method is identified and created

Additional Notes:

**Provost Report
January 2020**

Happy New Year!

Good News on our SAS (Statement of Accreditation Status): The MSCHE website gives a running status report (called the SAS) for each institution within its purview. This is where it is made public if a school is accredited, on warning, on probation, etc. Here are our [last two notations](#) in our SAS from 2019 and 2018 (spoiler alert: this is the good news):

November 21, 2019

To acknowledge receipt of the supplemental information report. The next evaluation visit is scheduled for 2026-2027.

November 15, 2018

To acknowledge receipt of the self-study report. To note the visit by the Commission's representatives. To reaffirm accreditation. To request a supplemental information report, due September 1, 2019, documenting further development and implementation of (1) organized and systematic assessments that evaluate the extent of student achievement in all programs including, general education (Standard V) and (2) clearly documented planning and improvement processes that incorporate the use of assessment results (Standard VI). The next evaluation visit is scheduled for 2026-2027.

So what does that mean?: It means that Middle States accredited us in November 2018, but they asked for more information in two key areas because they had concerns about our work there. And that report was due in September 2019, which we submitted. In *Middle States Speak*, to "Acknowledge receipt of the Supplemental Information Report" without any other clarification means that the report was acknowledged, it was accepted, and we are required to do no other extra reports at this time. *So we are accredited without extra requirements and back on a typical cycle, with our next visit scheduled for 2026-27. This is good news.*

Great: But what does that mean exactly? It means we are heading in the right direction in the key areas where Middle States had concerns. It means the core initiatives on which we have been working (Guided Pathways, Strategic Planning, Assessment, the Marketing Plan, and more) are important work and are being developed on pace to maintain accreditation and help students. Our liaison officer at Middle States told me this week that our report was good and they are happy with the steps we have taken to act on their recommendations. I thought they may ask us for another report for next year, but they didn't; I'm glad to have been wrong. The key now is to keep up the work that we have been doing.

So What Exactly was in that Middle States Supplemental Information Report?: I am happy to share the full document with anyone who wants it. However, below are the highlights. In almost all cases, we are dealing with on-going work. So that means that we are headed in the right direction – according to Middle States – but the work continues. In the report we noted what Middle States had recommended, what we had done to date, what we still had to accomplish, and who was responsible/accountable for ensuring that it all happens. We were asked to give more information on two standards: V: Educational Effectiveness Assessment; VI Planning, Resources, and Administration.

Standard V:

- *Academic Assessment Committee:* The creation of this group was highlighted, along with its core responsibilities to work on ILOs (Institutional Learning Outcomes) and to help align PLOs (Programmatic Learning Outcomes) and SLOs (Student Learning Outcomes).
- *Master Course Syllabus Review:* This helped address some concerns with lack of SLOs in course outlines.
- *Course Outline Review:* This is ongoing work that needs to be more systemized, but we have addressed it as a need and start some work in this area.
- *Program Assessment Process:* We noted that we are reviewing how we assess our programs, which is connected to our overall assessment process.
- *Indirect Assessment and Power BI Implementation:* We noted how these efforts help with our assessment, especially to provide key data to stakeholders.
- *Academic Plan:* Many of the suggestions from Middle States made their way into our Academic Plan and are addressed there.
- We noted progress on each of the key suggestions and recommendations in Standard V, except for one. Middle States requested that all of our PLOs be on our website, but we noted that we would not be doing that until chairs had a chance to revise their PLOs.

Standard VI

- *Marketing Plan:* This document was presented to the BOT, and was highlighted in our report as it was a request from Middle States.
- *Grant Acquisition:* We noted our work-to-date on increasing our requests for appropriate grants.
- *Academic Plan:* The plan helped address both standards.
- *Guided Pathways:* This was a highlight of our work, as it gave us a useful framework for our initiatives. And that is something that was emphasized at the Middle States Conference this year: initiatives – especially those around redesigning developmental education – need to be done in conjunction with each other under a larger umbrella. And during the keynote address, they specifically talked about how Guided Pathways is helpful for that!
- *Strategic Plan:* This one was pretty huge for this standard.
- *Department Plans, Institutional Assessment, and Budget Committee:* The creation of the Budget Committee was – in my opinion – the most important part of this grouping. While there is much work to do there, we took some important steps.

Generally, we have done a lot and it has been good work. We, of course, have much more to do and sustain, but the acceptance of this report is good news indeed.

ILO Survey: The Assessment Committee reviewed the feedback from the survey on Institutional Learning Outcomes (ILOs). There was general agreement with the first four we put forth for comment. There were some minor calls for revisions (especially to make explicit that communication should be in written and oral format), and we made some small changes. However, there was not general agreement if we should or should not add any more ILOs. We had three possible responses to that questions: 1) don't add any; 2) yes add one or more; 3) unsure. Response 1 got the most, and Response 2 got the least. However, there were response 2 and 3 got more combined than response 1. So we will need to engage folks more on these key questions.

So What Does that Mean Moving Forward? The Assessment Committee has forwarded the first four ILOs (with minor revisions) to the Curriculum Committee for a vote as a first step. There appears to be general agreement on these four ILOs, and they meet the minimum requirements for Middle States. Approving these four as a first step would allow us to begin the important work of curriculum mapping while allowing for more discussion and engagement with Faculty about whether to add more ILOs. This also allows more time for the Curriculum Committee to engage with Faculty to discuss what to do with the current TC3 General Education Outcomes. Those TC3 General Education Outcomes are a mixture of ILOs and required courses for programs. However, those two concepts (ILOs and required courses) should be separate. So we have some work to do and some more discussions to have.

Room Review: We've will make changes to classrooms before the start of the semester. We've been working to remove extra desks/chairs/tables were appropriate, increase uniformity of desks and chairs where possible, and utterly humiliate and then destroy any single/desk/chair combo creatures. It is possible that I am the only one actually trying to humiliate inanimate objects, but I'd like to believe others are secretly joining me. We've been focused on the even-numbered side of the building, and you can expect some minor changes to rooms for Spring.

TOMPKINS CORTLAND COMMUNITY COLLEGE

Human Resources Updates - Status of Open Positions

as of January 16, 2020

UNCLASSIFIED STAFF

<u>POSITION</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>ADVERTISED</u>	<u>APPLICATION DEADLINE</u>	<u>CURRENT STATUS</u>
Coordinator of Global Partnerships and Programs	March 2020	November 25, 2019	January 9, 2020	Accepting Applications
Director of Enrollment Operations and Auxiliary Services	September 2019	July 25, 2019	August 30, 2019	Hired: Greg Lyons (12/09/19)
Director of Global Education and Initiatives	March 2020	November 22, 2019	January 6, 2020	Accepting Applications
Institutional Research Analyst	October 2019	September 6, 2019	October 21, 2019	Zoom Interviews Completed
School Food Grant Coordinator	February 2020	December 13, 2019	January 13, 2020	Accepting Applications
Technology Support Associate	February 2020	December 18, 2019	January 20, 2020	Accepting Applications

CLASSIFIED STAFF

<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>CURRENT STATUS</u>
Enrollment Services Specialist (1.0 FTE)	Ithaca Extension Center	December 2019	Conducting Interviews
Receptionist (Part-time Temporary through May 15, 2020)	Provost Office	ASAP	Reviewing Applications

FACULTY STUDENT ASSOCIATION

<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>CURRENT STATUS</u>
Assistant Coach, Men's Soccer	Athletics & Recreation	December 2019	Accepting Applications
Fitness Center Assistant	Athletics & Recreation	December 2019	Conducting Interviews
Assistant Coach, Men's Baseball	Athletics & Recreation	December 2019	Accepting Applications
Lifeguard	Athletics & Recreation	December 2019	Accepting Applications
Graduate Assistant	Residence Life/Student Center	December 2019	Accepting Applications
Teacher Aide	Childcare	January 2019	Accepting Applications
Substitute Teacher	Childcare	December 2019	Accepting Applications Hired: Sandra Hammond (11/25/19) Auburn Noce (12/2/19)

POSITION	DEPARTMENT	DESIRED EMPLOYMENT DATE	CURRENT STATUS
Assistant Coach, Women's Basketball	Athletics & Recreation	November 2019	Hired: Tatiana Minnick (11/20/19)
Health Services Office Manager/NYSIIS Coordinator	Health Center	December 2019	Hired: Sarah Paradiso (12/16/19)

BISTRO

POSITION	DEPARTMENT	DESIRED EMPLOYMENT DATE	CURRENT STATUS
Banquet Server	TC3 Bistro	December 2019	Accepting Applications
Banquet Bartender	TC3 Bistro	December 2019	Accepting Applications
Banquet Supervisor	TC3 Bistro	December 2019	Accepting Applications
Bartender	TC3 Bistro	December 2019	Accepting Applications Hired: Abigail Micklus (11/21/19)
Busser/Food Runner	TC3 Bistro	December 2019	Accepting Applications
Dishwasher	TC3 Bistro	December 2019	Accepting Applications
Line Cook	TC3 Bistro	December 2019	Accepting Applications Hired: Abigail Micklus (11/21/19) Ryan Hornibrook (12/12/19) Cristiane De Toffoli (11/19/19)
Server	TC3 Bistro	December 2019	Accepting Applications Hired: Sabrina Bryan (10/31/19) Abigail Micklus (11/21/19)
Host/Hostess	TC3 Bistro	December 2019	Accepting Applications Hired: Sabrina Bryan (10/31/19)

TOMPKINS CORTLAND COMMUNITY COLLEGE

Human Resources Updates
Status of Grievances
as of January 16, 2020

COMPLAINANT

SUBJECT

DISPOSITION

None.

FACULTY ASSOC.

None.

PAA

None.

TC3 ADJUNCT ASSOC.

None.

**TOMPKINS CORTLAND COMMUNITY COLLEGE
CAPITAL PAYMENTS - JANUARY 2020**

	AMOUNT	SUBTOTAL	GRAND TOTAL
<hr/> Childcare Facility Project			
Design/Architectural Services			
Claudia Brenner Design (PO #31685)			
Architectural Design Services #3201	\$10,802.75		
Invoice #3202 Related Expenses	\$356.70		
Total Design/Architectural Services	\$11,159.45	\$11,159.45	
<hr/>			
General Construction			
Streeter Associates (PO #32183)			
Application #18, General	\$6,539.00		
Total General Construction		\$6,539.00	
<hr/>			
HVAC			
Kimble Inc. (PO #32186)			
Application #15	\$2,937.29		
Total HVAC		\$2,937.29	
<hr/>			
Testing and Inspection Services			
SJB Services (PO #32231)			
Invoice #CT-18-040-17	\$280.00		
Total Testing and Inspection Services		\$280.00	
<hr/>			
Administrative			
Harris Beach			
Legal Fees, All Seasons Dispute			
Invoice #2341800	\$1,532.23		
Invoice #2345575	\$1,734.60		
Total Administrative		\$3,266.83	
<hr/>			
TOTAL CHILDCARE FACILITY PROJECT			\$24,182.57
<hr/>			
TOTAL CAPITAL PAYMENTS			\$24,182.57
<hr/> <hr/>			

Appointment of Personnel
Thursday, December 12, 2019
Presented to the Board of Trustees

Employee	Department	Title/Rank	Salary	Employment Dates
December				
Donohue, Kathryn	Grant Project Manager/NYS Workforce Development Initiative	Adjunct	\$3,000.00	12/2/2019 To 1/27/2020
Evans, Christine	BIZ Workshop - Program instruction and curriculum preparation for Cornell University Intensive English	Adjunct	\$2,219.70	12/9/2019 To 12/23/2019
Lyons, Greg	Enrollment Services	Director of Enrollment Operations & Auxiliary Services	\$68,784.00*	12/9/2019
LeGrand, Samantha	Adjunct Librarian	Adjunct	\$10,978.80	12/18/2019 To 5/15/2020

TOMPKINS CORTLAND COMMUNITY COLLEGE

Presented to the Board of Trustee

January 15, 2020

Resignations/Retirements/Separations

<u>NAME</u>	<u>EFFECTIVE</u>	<u>REASON</u>
Adam Potter	12/16/19	Resignation
Fredrick Coon	01/15/20	Resignation

FACULTY STUDENT ASSOCIATION

BISTRO

None

TC3 CFO's Report

January 16, 2020 Draft

Our focus since our last meeting on December 5, has been to focus on those activities that will allow for more timely and accurate financial reporting. Our areas of focus included: 1) Creating a 2019-20 budget forecast, 2) Revise the monthly financial statements to enable more variance analysis, 3) Utilized our new Power BI report writing software to create detailed daily enrollment reports that quantify how well we are tracking to our daily budgeted enrollments and 4) Begun working with a vendor to create historical cash flow reports with associated funding sources The following activities were completed.

2019-20 Budget Forecast:

Finance and HR has reviewed where we are in relation to the 2019-20 budget and are **forecasting we will be able to return \$250K (+- \$100K) to the Fund Balance at the end of the August, 2020**. Below is a quick synopsis of where the adjustments are materializing from:

- Enrollment revenues for fall was on target and spring enrollments are within 5 of budget today, resulting in us forecasting we will meet our revenue budget as of today.
- Contractual appropriations are favorable to budget by \$234K in the areas of in-house printing, postage, service agreements and facility rental.
- Salary and Staffing are favorable to budget by \$241K due to an insightful control over rehires after retirements and the restructuring of workflows.
- Benefits costs are unfavorable to budget by \$222K. However it should be noted that our forecast to reduce Healthcare costs are expected to reach \$100K this year, even with the TC3 Healthcare Supplemental Plan.

Revised Monthly Financial Statements:

Finance has modified the reports to include a prior year analysis (PY) which allows for better assessment of the variances to budget by comparing to the prior year. Our November Preliminary Close of Appropriations is running an overall \$321K favorable to budget. Scholarships and Award Offsets is disproportionately higher than the other expense categories but is below last year's run rates.

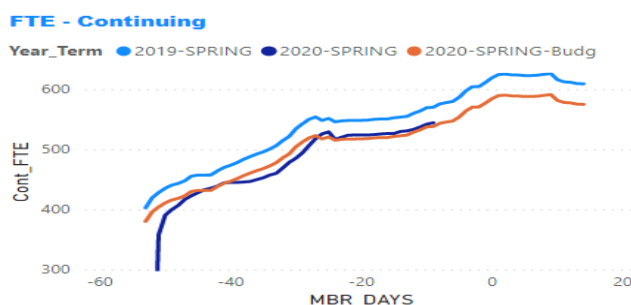
Revenue has been inflated compared last year as we had a prepayment from Cortland, but otherwise is in line with expectations.

Enrollment Reporting:

With the new Power BI reports we can monitor daily results against budget. Continuing is on target at 6.2 above budget (the graph to the right shows last year's run rate, this year's budget and our actual run rate). While we appear to be slightly behind in new and transfers, we do have a significant enrollment weekend event that was held a week earlier last year and so we expect to be back on plan next week.

Key Attend Status

Metric	2020	Budget	2020 B/(W) Budg	% 2020 B/(W) Budg
Cont	545.1	538.9	6.2	1.2 %
New	20.7	35.5	-14.8	-41.8 %
Reinst	21.0	20.7	0.2	1.1 %
Trans	19.3	29.3	-10.0	-34.0 %



TOMPKINS CORTLAND COMMUNITY COLLEGE
 APPROPRIATIONS 2019-2020
 FINANCIAL REPORT FOR PERIOD ENDING SATURDAY, NOVEMBER 30, 2019

	Modified Budget 2019-20	Expend to Date 2019-20	Unexpend Balance 2019-20	% Expended 2019-20	Total Exp PY 2018-19	YTD Exp PY to Date 2018-19	PY % Expended 2018-19	Fav Var (Unfav Var) to PY	% Variance to PY
Instruction									
Personal Services	8,010,129	2,120,586	5,889,543	26.5%	8,596,108	2,208,315	25.7%	87,728	4.0%
Equipment		13,346	(13,346)	0.0%			0.0%	(13,346)	0.0%
Contractual Expenses	1,782,889	261,254	1,521,635	14.7%	1,621,450	175,603	10.8%	(85,651)	-48.8%
Scholarship & Awards Offset	0	0	0	0.0%	183,982	79,251	43.1%	79,251	100.0%
Employee Benefits	3,782,586	984,297	2,798,290	26.0%	3,790,538	709,186	18.7%	(275,110)	-38.8%
Total Instruction	13,575,604	3,379,483	10,196,121	24.9%	14,192,078	3,172,355	22.4%	(207,128)	-6.5%
Public Service									
Personal Services	91,503	22,447	69,056	24.5%	92,389	22,002	23.8%	(446)	-2.0%
Contractual Expenses		38	(38)	0.0%	4,380	520	11.9%	482	92.7%
Employee Benefits	43,281	10,564	32,717	24.4%	40,740	7,041	17.3%	(3,523)	-50.0%
Total Total Public Service	134,784	33,049	101,735	24.5%	137,509	29,562	21.5%	(3,487)	-11.8%
Academic Support									
Personal Services	1,794,434	379,269	1,415,165	21.1%	1,621,292	356,587	22.0%	(22,682)	-6.4%
Equipment			0	0.0%	42,361		0.0%	0	0.0%
Contractual Expenses	268,222	30,067	238,155	11.2%	213,544	22,563	10.6%	(7,504)	-33.3%
Scholarship & Awards Offset	3,091,750	1,069,275	2,022,475	34.6%	2,773,601	973,153	35.1%	(96,123)	-9.9%
Employee Benefits	848,767	178,664	670,103	21.0%	714,925	118,772	16.6%	(59,892)	-50.4%
Total Academic Support	6,003,173	1,657,275	4,345,899	27.6%	5,365,722	1,471,074	27.4%	(186,200)	-12.7%
Libraries									
Personal Services	454,562	104,909	349,653	23.1%	514,825	122,995	23.9%	18,087	14.7%
Contractual Expenses	171,930	82,151	89,779	47.8%	154,075	77,827	50.5%	(4,324)	-5.6%
Employee Benefits	215,008	49,413	165,594	23.0%	227,017	40,142	17.7%	(9,271)	-23.1%
Total Libraries	841,500	236,473	605,027	28.1%	895,918	240,964	26.9%	4,491	1.9%
Student Services									
Personal Services	2,608,235	566,214	2,042,021	21.7%	2,555,684	544,101	21.3%	(22,113)	-4.1%
Equipment			0	0.0%	1,672	1,672	100.0%	1,672	100.0%
Contractual Expenses	791,479	201,002	590,477	25.4%	706,842	175,038	24.8%	(25,964)	-14.8%
Scholarship & Awards Offset	380,409	91,170	289,239	24.0%	305,470	63,105	20.7%	(28,065)	-44.5%
Employee Benefits	1,233,695	267,122	966,573	21.7%	1,126,954	191,388	17.0%	(75,735)	-39.6%
Total Student Services	5,013,818	1,125,508	3,888,310	22.4%	4,696,621	975,304	20.8%	(150,204)	-15.4%
Maintenance and Operations									
Personal Services	2,020,687	397,874	1,622,813	19.7%	2,127,704	406,713	19.1%	8,839	2.2%
Equipment		4,494	(4,494)	0.0%	3,539	1,483	41.9%	(3,011)	-203.0%
Contractual Expenses	991,898	155,295	836,603	15.7%	794,504	189,606	23.9%	34,311	18.1%
Employee Benefits	955,785	190,492	765,293	19.9%	938,232	153,985	16.4%	(36,507)	-23.7%
Total Maintenance and Operations	3,968,370	748,155	3,220,215	18.9%	3,863,979	751,787	19.5%	3,632	0.5%
Institutional Support									
Personal Services	1,374,461	285,181	1,089,280	20.7%	1,548,072	356,882	23.1%	71,701	20.1%
Contractual Expenses	323,532	102,905	220,627	31.8%	266,950	62,462	23.4%	(40,443)	-64.7%
Employee Benefits	650,120	134,100	516,020	20.6%	682,638	117,388	17.2%	(16,712)	-14.2%
Total Institutional Support	2,348,113	522,186	1,825,927	22.2%	2,497,660	536,732	21.5%	14,546	2.7%
General Institutional Services									
Personal Services	1,780,532	349,440	1,431,092	19.6%	1,582,829	359,833	22.7%	10,393	2.9%
Equipment	161,872	7,015	154,857	4.3%	58,951	2,130	3.6%	(4,885)	-229.4%
Contractual Expenses	1,025,562	364,398	661,164	35.5%	1,170,739	380,758	32.5%	16,360	4.3%
Employee Benefits	842,191	164,320	677,871	19.5%	709,215	120,971	17.1%	(43,349)	-35.8%
Total General Institutional Services	3,810,157	885,173	2,924,984	23.2%	3,521,734	863,692	24.5%	(21,481)	-2.5%
TOTAL APPROPRIATIONS	35,695,519	8,587,302	27,108,217	24.1%	35,171,221	8,041,471	22.9%	(545,831)	-6.8%

TOMPKINS CORTLAND COMMUNITY COLLEGE
 APPROPRIATIONS 2019-2020
 FINANCIAL REPORT FOR PERIOD ENDING SATURDAY, NOVEMBER 30, 2019

Personnel	18,134,543	4,225,920	13,908,623	23.3%	18,638,904	4,377,429	23.5%	151,508	3.5%
Equipment	161,872	24,855	137,017	15.4%	106,522	5,285	5.0%	(19,570)	-370.3%
Contractual	5,355,512	1,197,109	4,158,403	22.4%	4,932,484	1,084,376	22.0%	(112,734)	-10.4%
Scholarship & Awards Offset	3,472,159	1,160,445	2,311,714	33.4%	3,263,053	1,115,509	34.2%	(44,937)	-4.0%
Fringe Benefit	8,571,433	1,978,972	6,592,461	23.1%	8,230,258	1,458,873	17.7%	(520,099)	-35.7%
	<u>35,695,519</u>	<u>8,587,302</u>	<u>27,108,217</u>	24.1%	<u>35,171,221</u>	<u>8,041,471</u>	22.9%	<u>(545,831)</u>	-6.8%

2019-2020 APPROPRIATIONS
 SCHEDULE OF EMPLOYEE BENEFITS

Year-To-Date Through Saturday, November 30, 2019

	Modified Budget 2019-20	Expend to Date 2019-20	Unexpend Balance 2019-20	% Expended 2019-20	Total Exp PY 2018-19	YTD Exp PY to Date 2018-19	PY % Expended 2018-19	Fav Var (Unfav Var) to PY	% Variance to PY
Retirement Incentive Costs	340,000	229,048	110,952	67.4%	250,000	126,491	50.6%	(102,557)	-81.1%
HRA Retiree Benefits		35,270	(35,270)	0.0%	92,444		0.0%	(35,270)	0.0%
State Employee's Retirement	1,100,154	259,798	840,356	23.6%	803,850	243,203	30.3%	(16,595)	-6.8%
State Teacher's Retirement	280,000	47,607	232,393	17.0%	209,019	55,095	26.4%	7,488	13.6%
Optional Retirement Fund	1,063,501	219,033	844,468	20.6%	971,772	234,828	24.2%	15,795	6.7%
Social Security	1,387,293	335,920	1,051,373	24.2%	1,385,946	330,487	23.8%	(5,433)	-1.6%
Worker's Compensation	140,000	54,210	85,790	38.7%	117,455	58,845	50.1%	4,635	7.9%
Executive Benefits	25,000	21,438	3,562	85.8%	25,476	5,958	23.4%	(15,480)	-259.8%
Disability Insurance	11,500	2,204	9,296	19.2%	10,912	2,175	19.9%	(29)	-1.3%
Hospital and Medical Insurance	3,998,586	751,602	3,246,984	18.8%	2,878,956	1,016,905	35.3%	265,303	26.1%
Employee Tuition Benefits	100,400	65,420	34,980	65.2%	124,844	68,699	55.0%	3,279	4.8%
Life Insurance	10,000	2,095	7,905	20.9%	9,915	1,634	16.5%	(461)	-28.2%
Vacation Benefits	100,000	15,000	85,000	15.0%	20,000	15,000	75.0%	0	0.0%
Miscellaneous		1,875	(1,875)	0.0%	7,455	1,355	18.2%	(520)	-38.4%
Unemployment Insurance	60,000	8,093	51,907	13.5%	3,587	3,587	100.0%	(4,507)	-125.6%
Post Retirement Health Insurance		370,000	(370,000)	0.0%	1,331,465		0.0%	(370,000)	0.0%
Total Employee Benefits	8,616,434	2,418,614	6,197,820	28.1%	8,243,095	2,164,261	26.3%	(254,352)	-11.8%

TOMPKINS CORTLAND COMMUNITY COLLEGE
 YTD REVENUE 2019-2020
 Saturday, November 30, 2019

	Modified Budget 2019-20	Revenues to Date 2019-20	Unrealized Balance 2019-20	% Realized 2019-20	Total Rev PY 2018-19	YTD Rev PY 2018-19	PY % Realized 2018-19	Fav Var (Unfav Var) to PY	% Variance to PY
Tuition									
Fall & Spring	11,613,619	8,154,350	3,459,269	70.2%	11,592,507	8,453,341	72.9%	(298,991)	-3.5%
Winter	85,500	65,360	20,140	76.4%	132,090	67,513	51.1%	(2,153)	-3.2%
Summer	802,125		802,125	0.0%	660,516	927	0.1%	(927)	-100.0%
Nonresident Tuition	961,370	1,184,030	(222,660)	123.2%	972,811	1,334,156	137.1%	(150,126)	-11.3%
Student Fee Revenue	1,135,540	858,258	277,282	75.6%	1,171,785	922,518	78.7%	(64,260)	-7.0%
Total Tuition	14,598,154	10,261,998	4,336,156	70.3%	14,529,708	10,778,454	74.2%	(516,456)	-4.8%
Government Appropriations									
New York State	10,479,311	2,605,104	7,874,207	24.9%	10,663,983	2,653,391	24.9%	(48,287)	-1.8%
Local Sponsors	4,882,882	1,562,523	3,320,360	32.0%	4,650,364		0.0%	1,562,523	0.0%
Appropriated Cash Surplus	500,000		500,000	0.0%	345,000		0.0%	0	0.0%
Charges to Other Counties	4,584,500	1,806,352	2,778,148	39.4%	4,173,042	1,695,027	40.6%	111,325	6.6%
Board Designated Reserves	61,872		61,872	0.0%	400,000		0.0%	0	0.0%
Total Govt Appropriations	20,508,565	5,973,978	14,534,587	29.1%	20,232,389	4,348,418	21.5%	1,625,560	37.4%
Other Revenues									
Service Fees	98,800	40,527	58,273	41.0%	178,800	41,051	23.0%	(524)	-1.3%
Interest Earnings	4,000	961	3,039	24.0%	3,458	1,044	30.2%	(83)	-7.9%
Rental of Real Property	27,000	22,750	4,250	84.3%	11,467	1,725	15.0%	21,025	1218.8%
Cafe Commissions			0	0.0%	68,738	18,919	27.5%	(18,919)	-100.0%
Contract Courses	97,000	27,075	69,925	27.9%	79,462	11,850	14.9%	15,225	128.5%
Noncredit Tuition	143,000	52,223	90,777	36.5%	168,518	54,883	32.6%	(2,659)	-4.8%
Grant Offsets	165,000	25,559	139,440	15.5%	154,026	28,132	18.3%	(2,572)	-9.1%
Unclassified Revenues	54,000	17,249	36,751	31.9%	100,627	22,608	22.5%	(5,359)	-23.7%
Total Other Revenues	588,800	186,346	402,454	31.6%	765,095	180,212	23.6%	6,134	3.4%
TOTAL REVENUES	35,695,519	16,422,322	19,273,196	46.0%	35,527,192	15,307,084	43.1%	1,115,239	7.3%
Student Revenue									
Student Revenue	13,636,784	9,077,968	4,558,816	66.6%	13,556,898	9,444,299	69.7%	(366,330)	-3.9%
State Revenue	10,479,311	2,605,104	7,874,207	24.9%	10,663,983	2,653,391	24.9%	(48,287)	-1.8%
Local Revenue	11,017,552	4,739,250	6,278,302	43.0%	10,561,312	3,209,394	30.4%	1,529,856	47.7%
Use of Fund Balance	561,872	0	561,872	0.0%	745,000	0	0.0%	0	0.0%

TO: President Montague
FROM: Sharon Clark, Susan Dewey, and Bill Talbot
RE: Position Descriptions for January 2020 Board Approval
DATE: January 6, 2020

For the month of January 2020, there are two position descriptions being presented to the Board of Trustees for approval:

In support of the School Food Chef's Academy and other Quality School Food Supports:
Improving Food Security and Quality in local Schools Grant:

- School Food Grant Coordinator

School Food Grant Coordinator: This is a two year grant funded position supported by the Park Foundation. The School Food Grant Coordinator will create model programming within Tompkins County to address food insecurity through a collaboration between Coltivare, the College, the Foundation, and the Park Foundation. This is a grade 2, full-time, administrative position. The hiring salary range of \$48,194 - \$60,242.

- Coordinator of Applied Learning Initiatives

Coordinator of Applied Learning Initiatives: This is a grant funded position supported by the SUNY Performance Improvement Funding grant. The Coordinator will review current applied learning opportunities offered at Tompkins Cortland, benchmark best practices, meet with key stakeholders including the local community, to provide an outline of the infrastructure needed at the College to establish a Career Development Center. This is a grade 2, 0.75 FTE, administrative position. The hiring salary range of \$36,146 - \$45,182.

TOMPKINS CORTLAND COMMUNITY COLLEGE

POSITION TITLE

School Food Grant Coordinator

GRADE

2

PAGE

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ORGANIZATIONAL UNIT

External Relations

REPORT TO

Executive Director of the
Foundation

APPROVED BY

SUMMARY

Grant-funded position responsible for activating community resources in support of the existing grant, School Food Chef’s Academy and other Quality School Food Supports: Improving Food Security and Quality in Local Schools. Collaborates with Tompkins Cortland’s academic programs and Coltivare staff to catalyze existing food insecurity to ensure that robust school food programs provide high-quality nutrition and food education. Coordinates training and development programs to food service personnel within the Tompkins County public schools and supports school-based initiatives related to childhood nutrition, school gardening, local agriculture and related topics.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Provides administrative oversight to the School Food Chef’s Academy and other Quality School Food Supports: Improving Food Security and Quality in Local Schools grant held at the TC3 Foundation Inc. and monitors effectiveness of activities by coordinating with appropriate oversight committees and management.
2. Partners with area school and non-profit personnel as well as Tompkins Cortland staff to develop and implement plans to meet the goals for the training and development programming within the school to food grant that aligns with the College’s mission.
3. Serves as a key driver of a cultural shift that establishes the expectation that every child has access to sufficient quantities of highly nutritious and culturally relevant foods.
4. Builds and develops relationships with public schools within Tompkins County to offer and assess the availability and impact of school food training programs and the relationship they may have to student performance.
5. Builds relationships within Tompkins County and regional nonprofits and others to leverage and support structural changes that enhance the quality and availability of school-based meals.
6. Builds relationships that create opportunities to enhance children’s understanding, knowledge and consumption of more nutritious foods.
7. Educates the community in support of creating measurable impacts on food security systems through the creation of approaches that can be replicated by other communities and creation of community involvement such that nutritional security becomes a widely-held community standard for all Tompkins County residents.

TOMPKINS CORTLAND COMMUNITY COLLEGE

POSITION TITLE

School Food Grant Coordinator

GRADE

2

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ORGANIZATIONAL UNIT

External Relations

REPORT TO

Executive Director of the
Foundation

APPROVED BY

8. Expands community and college collaboration within Tompkins County to disrupt the cycle of childhood hunger/food insecurity and the resulting poor academic and health outcomes.
9. Capitalizes on existing community initiatives such as farm to school, partnerships with local growers, school gardens, and other related efforts.
10. Co-Coordinates and provides leadership for assessing results, and helps various committees coordinating all academic related programs for the grant. Assessment may include tracking school food professional development opportunities and their impact on student success.
11. Gathers and prepares supporting data from internal and external sources for annual compliance reporting for the grant.
12. Assures efficient use of material resources by assessment of the needs for the grant administration, development of budget recommendations, and management of the grant within the budgetary constraints imposed by the College.
13. Serves on various College committees and performs other related tasks as assigned.

SUPERVISION

Types Supervised (check each category):

- Classified Staff
- Administrative
- Faculty
- Adjunct faculty, students, etc.
- FSA Staff

Indicate number in each category:

- # of Classified Staff
- # of Administrative
- # of Faculty
- # of Adj. faculty, students, etc.
- # of FSA Staff

MINIMUM QUALIFICATIONS

Bachelor's degree and a minimum of two years of experience with food systems or an Associate's with four years of experience with food systems.

PREFERRED QUALIFICATIONS

Experience with Tompkins County food security programs and experience working with school districts.

*Two year grant funded position.

TOMPKINS CORTLAND COMMUNITY COLLEGE

<u>POSITION TITLE</u>	<u>GRADE</u>	<u>PAGE</u>
Coordinator of Applied Learning Initiatives	2	1 of 2

<u>ORGANIZATIONAL UNIT</u>	<u>REPORT TO</u>	<u>APPROVED BY</u>
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SUMMARY

The Coordinator of Applied Learning Initiatives compiles appropriate data related to the College's current applied learning practices and programs (internships, career services, service learning, civic engagement, etc.); meets with key stakeholders at the College and in the local community to catalog and develop applied learning opportunities; benchmarks best practices at other community colleges; serves as the point of contact for the SUNY Applied Learning Community of Practice; and writes a proposal that outlines the infrastructure needed for the College to establish a Career Development Center.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Conducts a campus-wide assessment of current applied learning practices; reviews, analyzes and updates the College's SUNY Applied Learning Campus Plan; meets regularly with a campus Applied Learning Working Group for input and guidance.
2. Develops a proposal that will move the College in the direction of establishing a Career Development Center that will house applied learning opportunities; makes formal recommendations for needed infrastructure, policies, procedures, staffing, and resources.
3. Conducts a local needs assessment with local community organizations (businesses and non-profits) to identify ways in which the College can expand and share resources, leverage employer relationships, and develop and implement applied learning opportunities for students.
4. Formalizes partnerships with local non-profits and businesses to increase internships, career immersions, service learning, and civic engagement opportunities for students.
5. Centralizes campus infrastructure for better coordination of applied learning, internship, and career opportunities.
6. Reviews, revises, implements, and oversees guidelines regarding program specific policies and procedures related to applied learning experiences (employer on-campus recruitment activities, internship fairs, legal/liability issues, etc.).
7. Assesses the internship and job shadow needs of students; analyzes current programming to determine if it is in alignment with expressed needs; redesigns programming to better satisfy the needs of program constituents.
8. Actively participates in the SUNY Applied Learning Community of Practice; maintains required assessments and completes all required reporting to maintain the Performance

TOMPKINS CORTLAND COMMUNITY COLLEGE

<u>POSITION TITLE</u>	<u>GRADE</u>	<u>PAGE</u>
Coordinator of Applied Learning Initiatives	2	2 of 2

<u>ORGANIZATIONAL UNIT</u>	<u>REPORT TO</u>	<u>APPROVED BY</u>
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Improvement Funding grant; serves as the College’s point of contact for SUNY Applied Learning programs and initiatives.

9. Researches and maintains knowledge of best practices in applied learning, career development, workforce development, and service learning; provides benchmarking report for the College.
10. Effectively utilizes computer-based student information system programs and applications, including but not limited to Power Campus, Power BI, Purple Briefcase, Career Coach, myTC3, DocuWare/LaserFiche, Blackboard, Accuplacer, and DegreeWorks.
11. Builds and maintains a network of professionals in the field of career services and applied learning through other colleges and affiliation with professional organizations.
12. Demonstrates cultural competency skills and a commitment to equal opportunity and success for all students, regardless of possible barriers including, but not limited to, race, gender, socio-economic class, culture, age, ability or life experience.
13. Assures efficient use of material resources by assessment of the needs for the grant administration, development of budget recommendations, and management of the grant within the budgetary constraints imposed by the College.
14. Serves on various College committees and performs other related tasks as assigned.

SUPERVISION

Types Supervised (check each category):

- _____ Classified Staff
- _____ Administrative
- _____ Faculty
- _____ Adjunct faculty, students, etc.
- _____ FSA Staff

Indicate number in each category:

- _____ # of Classified Staff
- _____ # of Administrative
- _____ # of Faculty
- _____ # of Adj. faculty, students, etc.
- _____ # of FSA Staff

TOMPKINS CORTLAND COMMUNITY COLLEGE

POSITION TITLE

Coordinator of Applied Learning Initiatives

GRADE

2

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ORGANIZATIONAL UNIT

REPORT TO

APPROVED BY

MINIMUM QUALIFICATIONS

Bachelor's Degree and up to two years of experience in the practice of applied learning on a College campus or in an educational setting. Strong interpersonal and communication skills; ability to work on projects independently; comprehensive understanding of campus operations with a concentration on applied learning, career development, service learning or internships; strong critical thinking skills; experience with program development, research and detailed data analysis.

*0.75 FTE, one year grant funded position with the option for a second year renewal.

**TOMPKINS CORTLAND COMMUNITY
COLLEGE RESOLUTION
2019-2020-30**

Animals on Campus Policy

WHEREAS, the College has identified there is not a current policy addressing animals on campus, and

WHEREAS, the College has tasked members of the Health and Safety committee to review, outline, and recommend best practices, and

WHEREAS, this policy has been reviewed by the College Senate and is recommended by the President, be it therefore

RESOLVED, that the Board of Trustees of Tompkins Cortland Community College hereby authorizes the administration of the College to execute the attached Animals on Campus Policy.

STATE OF NEW YORK:

SS:

COUNTY OF TOMPKINS:

I, JAN BRHEL, CLERK of the Board of Trustees of Tompkins Cortland Community College,

DO HEREBY CERTIFY the foregoing resolution is a true copy of a resolution duly adopted by the Board of Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 16th day of January 2020, and the same is a complete copy of the whole of such resolution.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 16th day of January 16, 2020.

Clerk of the Board of
Trustees Tompkins
Cortland Community
College



ANIMALS ON CAMPUS POLICY

Policy Statement

Tompkins Cortland Community College prohibits animals inside College facilities or at any other location where the College offers courses, sponsors events, except service animals may be used by individuals with documented disabilities who require this assistance, and assistance animals may be present in College housing, as described below, to support residential students with documented disabilities who have been approved for this form of accommodation. Animals may be allowed on campus for College sponsored events with prior approval from the administration.

The College has established this policy to foster the orderly operation of the College, the safety and well-being of students, employees, visitors and vendors, and compliance with applicable laws related to the accommodation of persons with disabilities. State and local leash laws are applicable to the College's facilities and grounds.

Rationale

Tompkins Cortland Community College recognizes the importance of "Service Animals" as defined by the Americans with Disabilities Act Amendments Act (ADAAA) and the broader category of "Assistance Animals" under the Fair Housing Act that provide physical and/or emotional support to individuals with disabilities. Tompkins Cortland (TC) is committed to allowing individuals with disabilities the use of a Service Animal on campus to facilitate their full-participation and equal access to the College's programs and activities. Tompkins Cortland is also committed to allowing Assistance Animals necessary to provide individuals with disabilities an equal opportunity to use and enjoy TC's residence life program. This Policy explains the specific requirements applicable to an individual's use of an Assistance Animal in campus housing. Tompkins Cortland reserves the right to amend this Policy as circumstances require.

Definitions

Service animal – an animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair or fetching dropped items. Service animals are allowed by law in all areas, except food preparation areas outside a student's assigned residential unit.

Assistance animal (also referred to as support animal) – an animal that is prescribed or otherwise documented by a healthcare or mental health professional as treatment for a disabled individual and that is beneficial in alleviating one or more identifiable symptoms or effects of that individual's disability. Approved assistance animals are only permitted within the owner's on-campus housing agreement, unless additional permission is received based on documented need for other campus facilities.

Process and Potential Outcomes

Students requesting the allowance of an assistance animal in the residence halls or other facilities should contact Carolyn Boone, Coordinator of Access and Equity Services. Faculty, staff and visitors requesting the allowance of an assistance animal in any facility should contact Sharon Clark, Director of Human Resources.

Acceptable documentation should verify the disability as well as describe the need for an assistance animal.

Reports of inappropriate behaviors should be reported to Campus Police.

Damages – If a service or assistance animal damages the assigned residence hall room or other College property, the cost of the damage will be assessed and assigned to the student's account or billed to the faculty/staff member or visitor. The owner is responsible for insuring cleanliness and proper care and treatment of the animal and its environment.

Removal of Approved Animals – The owner may be directed to remove an animal that is unruly or disruptive (e.g. barking, jumping on people). If the improper behavior happens repeatedly, the owner may be prohibited from bringing the animal into College facilities or events until the owner can demonstrate appropriate steps taken to mitigate such behavior. Any animal that exhibits aggressive (including growling) or unsafe behavior (including urinating and/or defecating in any building) may be prohibited from College facilities or events. Any violation of this guideline may result in immediate removal of the animal from the College, pending disciplinary action.

The College may remove an authorized animal when the animal poses a direct threat to the health or safety of others, the animal's presence results in a fundamental alteration of the College's program, the owner does not comply with the responsibilities outlined in this guideline, or the animal or its presence creates an unmanageable disturbance or interference with the community.

Grievance Procedures

If the decision is made to deny a request or remove a service or assistance animal, the owner may appeal in writing. Procedures for appeal can be accessed at: [Disability-Related Accommodation](#).

Applicability of the Policy

This policy applies to all College employees, students, visitors and vendors.

Effective Date

January __, 2020

Additional Resources

[Frequently Asked Questions about Service Animals and the ADA](#)

https://www.ada.gov/regs2010/service_animal_qa.pdf

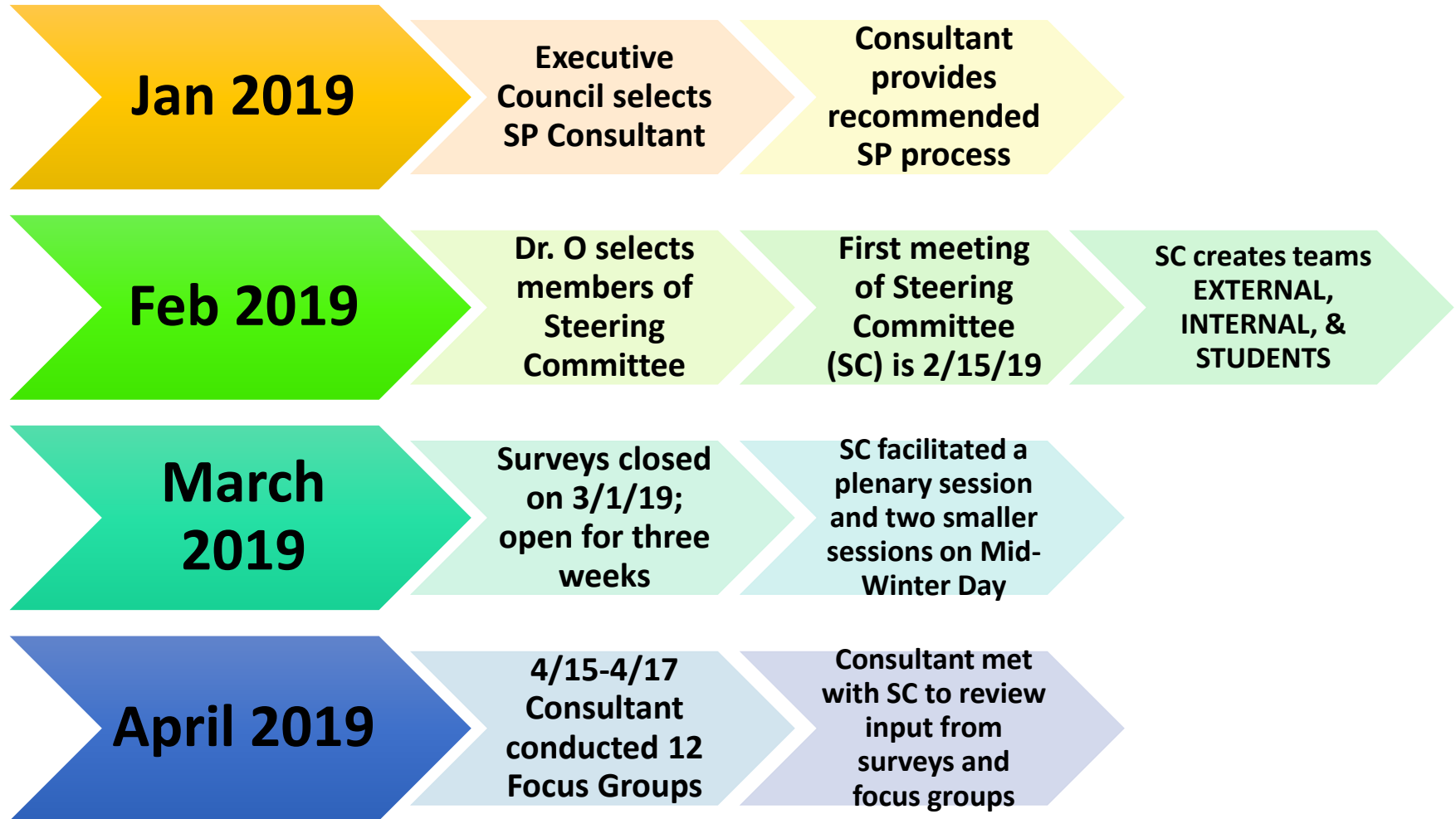
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TOMPKINS
CORTLAND
COMMUNITY COLLEGE

Board of Trustees
STRATEGIC PLANNING
OVERVIEW & UPDATE

The Process (past)



The Process (past)

May 2019

Consultant provided a draft Exec Summary for the SC with proposed themes and goals

SC made suggestions for revisions & edited the document

In 2nd edit, SC suggested adding a 5th theme "College Community"

June 2019

Dr. O sends Exec Summary to campus & community

July 2019

Consultant provided a draft Strategic Plan & Research Summary for edits from SC & EC

Aug 2019

SC & EC made suggestions for revisions

At the EC retreat, assigned each of the goals under the 5 themes to 1-2 CONVENERS

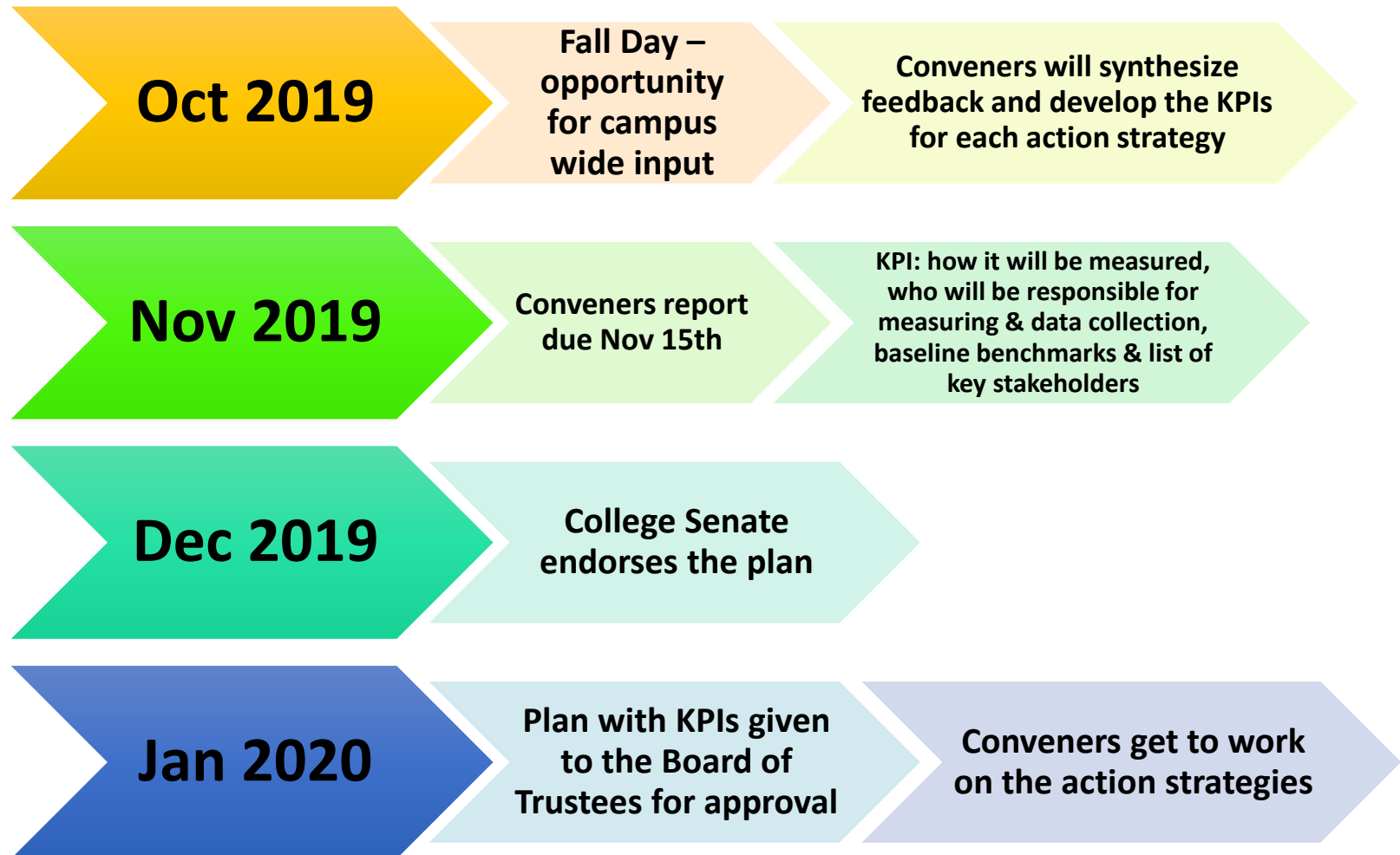


Sheila	Abbey	CSEA	
Ashley	Ahola	CSEA	
Amy	Becker	PAA	-
Carolyn	Boone	Faculty	-
Katrina	Campbell	PAA	-
Marlo	Colletto	PAA	-
Kerry	Curran	Faculty	-
Darese	Doskal	PAA	-
Teri	Evener	CSEA	-
Julie	Gerg	Exec	
Jake	Jacob	Faculty	-
Rhonda	Kowalski	CSEA	-
Mick	McDaniel	FSA	-
Deb	Mohlenhoff	Exec	<u>Co-Chair</u>
Barbara	Need	Adjunct	
Kori	Post	CSEA	-
Gina	Gammage Sikora	Adjunct	-
Mutale	Sokoni	PAA	-
Patty	Tvaroha	Faculty	-
Susanna	Van Sant	Faculty	<u>Co-Chair</u>
Sara	Watrous	FSA	
Carrie	Whitmore	PAA	
Victoria	Zeppelin	PAA	

COMMITTEE CHARGE

- Promoting the completion of the surveys
- Identifying incentives for surveys for different populations
- Participating as facilitators on Mid-Winter Day and in other focus groups
- Reviewing survey and focus group data and input
- Coming up with the themes that emerged from all of the input gathered

The Process (future)



Stakeholder Group	Survey Responses (n)	Population Size (N)	Response Rate
Students	224	2,200	10%
Faculty (Full-time)	47	100	47%
Faculty (Adjunct)	31	250	12%
Staff	90	180	50%
External	577	2,000*	29%

** Note: Because the external stakeholder survey was posted on various social media platforms and also sent to individuals who may have further shared the survey instrument, the population size and response rate is estimated on the original distribution list.*

Figure 2. Student Survey – Satisfaction with TC3 Services (n=224)

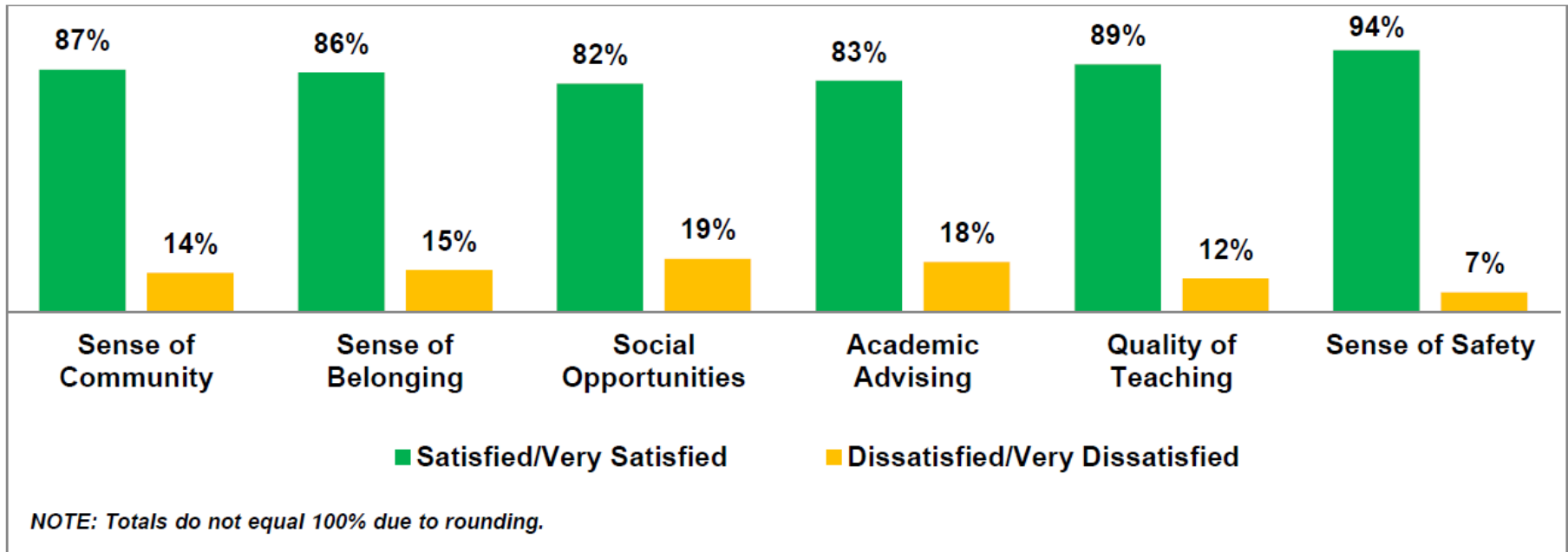


Figure 3. Employee Survey – Top Five Most Important Actions that will Impact the College’s Ability to Fulfill its Mission (n=171)

Rank	Action	Responses
1	Increasing overall student retention rates.	140
2	Creating opportunities to gain knowledge, skills, and credentials in high-demand fields.	98
3	Increasing overall graduation rates.	78
4	Fostering greater engagement with and connection to the local community.	77
5 (tie)	Improving the recruitment of adult (24 plus) students.	58
5 (tie)	Building/remodeling campus facilities.	58

Have you or anyone in your family taken classes at Tompkins Cortland Community College (TC3)? *(578 responses)*

Yes 466 77%

No 132 23%

Do you live in... *(576 responses)*

Tompkins County 298 52%

Cortland County 161 28%

Other 117 20%

I would recommend TC3 as a good place to go to college. *(568 responses)*

Yes 528 93%

No 40 7%

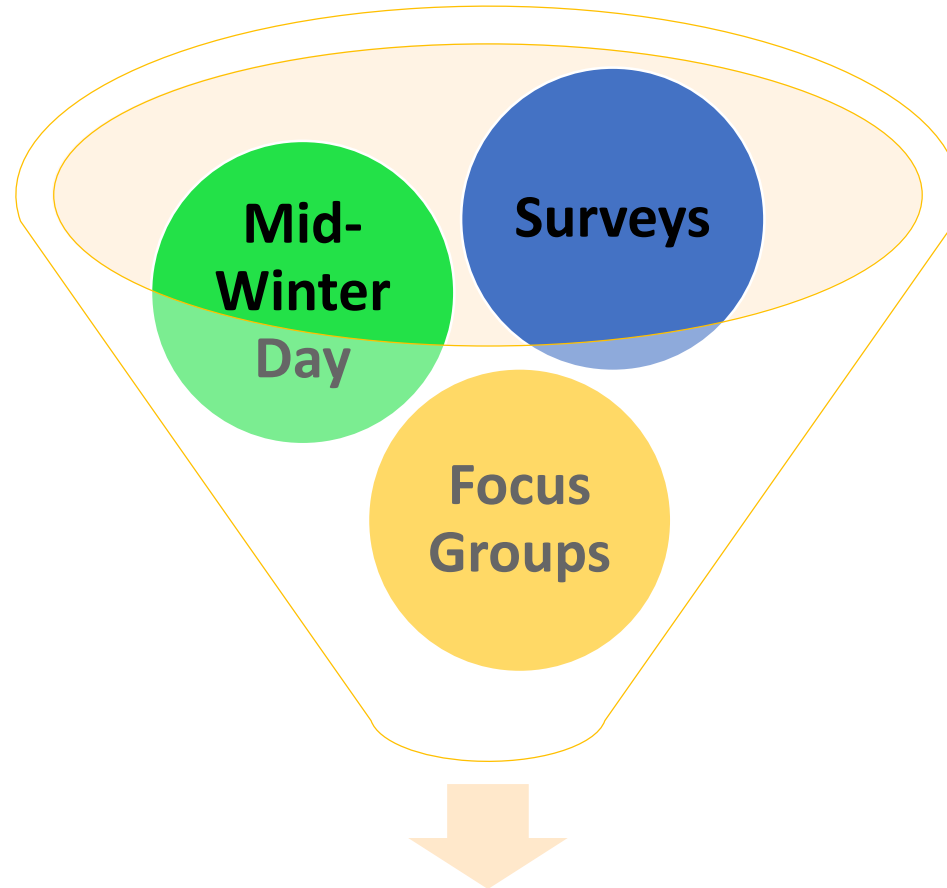
Identified Challenges



INTERNAL: Data from the surveys & focus groups helped the SC identify the Strengths & Weaknesses

EXTERNAL: Can the threats be turned into OPPORTUNITIES?

- Declining Enrollment
- Flat (or declining) local and state funding
- Limited capital funding
- Inadequate public transportation systems
- Low general population growth



1 Umbrella & 5 Themes

CONNECTING...

STRATEGIC PLAN 2019



STUDENTS



COMMUNITY



EMPLOYERS



EACH OTHER



RESOURCES

THEME 1



CONNECTING
STRATEGIC PLAN 2019

TOMPKINS
CORTLAND
COMMUNITY COLLEGE



CONNECTING
STUDENTS TO THE COLLEGE

TOMPKINS
CORTLAND
COMMUNITY COLLEGE

Connecting... Students to the College

GOAL: Enhance student learning and development experiences to ensure success inside and outside the classroom.

THEME 2



CONNECTING
STRATEGIC PLAN 2019

TOMPKINS
CORTLAND
COMMUNITY COLLEGE



CONNECTING
THE COLLEGE & THE
COMMUNITY

TOMPKINS
CORTLAND
COMMUNITY COLLEGE

Connecting...
the College & the Community
GOAL: Strengthen the College's relationship with the community to better serve the broader interests of students, families, employers and the region.

THEME 3



CONNECTING
STRATEGIC PLAN 2019

TOMPKINS
CORTLAND
COMMUNITY COLLEGE



CONNECTING
TO EMPLOYERS

TOMPKINS
CORTLAND
COMMUNITY COLLEGE

Connecting... to Employers

GOAL: Foster partnerships and build stronger relationships with local employers to enhance job placement opportunities for students

THEME 4



CONNECTING
STRATEGIC PLAN 2019

TOMPKINS
CORTLAND
COMMUNITY COLLEGE



CONNECTING
TO RESOURCES

TOMPKINS
CORTLAND
COMMUNITY COLLEGE

Connecting... to Resources

GOAL: Secure needed resources to implement the College's strategic priorities.

THEME 5



CONNECTING
STRATEGIC PLAN 2019

TOMPKINS
CORTELAND
COMMUNITY COLLEGE



CONNECTING
TO EACH OTHER

TOMPKINS
CORTELAND
COMMUNITY COLLEGE

Connecting... to Each Other

GOAL: Embrace opportunities to connect with and support colleagues, supporting all faculty, staff and students in creating a welcoming and helpful campus environment in which to learn, work and thrive.



CONNECTING
STRATEGIC PLAN 2019

TOMPKINS
CORTELAND
COMMUNITY COLLEGE

Overarching Theme: **CONNECTING**

5 Main Themes



CONNECTING
STUDENTS TO THE COLLEGE

TOMPKINS
CORTELAND
COMMUNITY COLLEGE



CONNECTING
THE COLLEGE & THE
COMMUNITY

TOMPKINS
CORTELAND
COMMUNITY COLLEGE



CONNECTING
TO EMPLOYERS

TOMPKINS
CORTELAND
COMMUNITY COLLEGE



CONNECTING
TO RESOURCES

TOMPKINS
CORTELAND
COMMUNITY COLLEGE



CONNECTING
TO EACH OTHER

TOMPKINS
CORTELAND
COMMUNITY COLLEGE

3-4 Strategies for each theme

where

do we go

from

here?

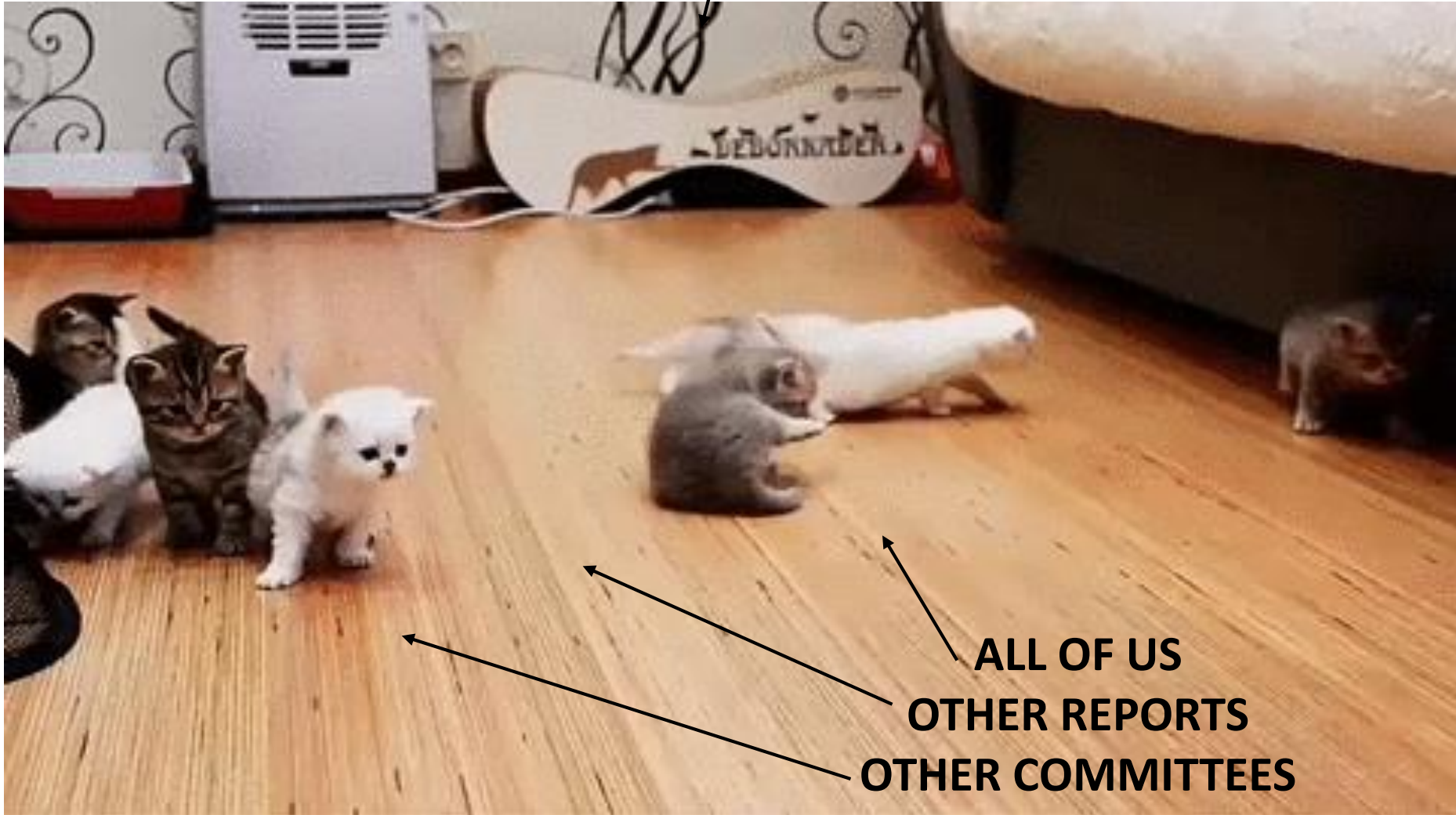
ACCOUNTABILITY SYSTEM

KPIS



**MILESTONES &
MEASUREMENTS**

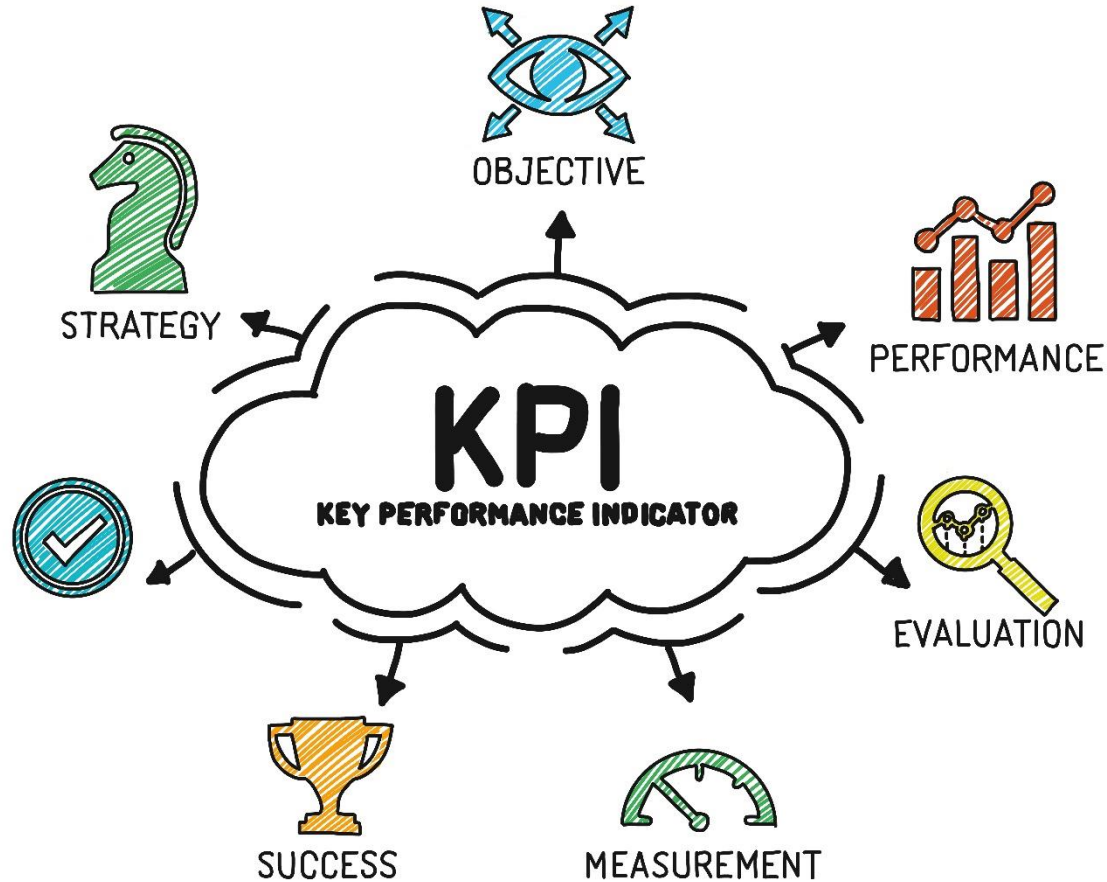
CONVENERS



ALL OF US

OTHER REPORTS

OTHER COMMITTEES





MCC Key Performance Indicator Dashboard

This KPI Dashboard is intended to provide a quick, high-level overview of the status of MCC Key Performance Indicators. These KPIs focus primarily on student success, retention and completion. A detailed KPI report is available on the MCC Office of Institutional Effectiveness website (mesacc.edu/oie). [Clicking on a KPI below will open a PDF of the full KPI report for that indicator.](#)

For each KPI, the most recent data point is provided (often the most recent Fall or FY), as well as a one-year trend and a "long trend." The long trend is typically a five-year trend, but may vary for some KPIs. The peer rank is a comparison of MCC to national peer colleges defined in the full KPI report. The NCCBP percentile describes how MCC ranks among all NCCBP community colleges, with 0 being the lowest and 100 being the highest.

* Click here to access the full MCC Annual Key Performance Indicator Report. **+**

Goal Status Key

Partially Met Not Met

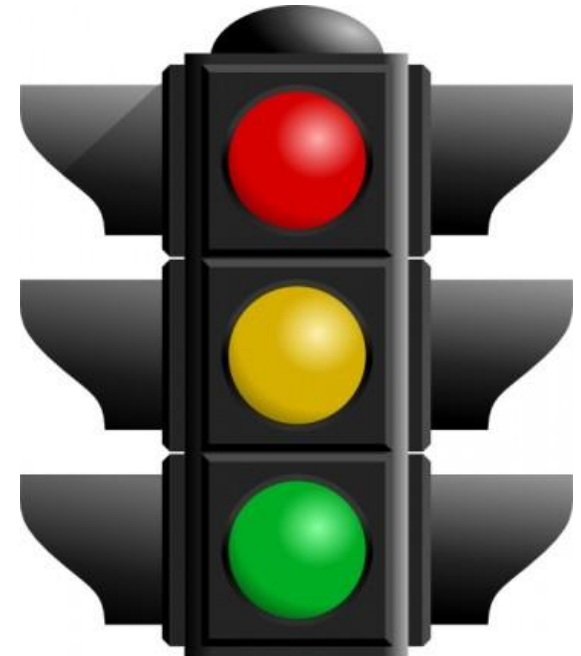
1. Course Success KPIs

Key Performance Indicator	Most Recent Data Point	1-Yr Trend	Long Trend	Maricopa Rank	Peer Rank	NCCBP National Percentile	
1.1 College-Level Course Success	76.2%	1.3%	3.3%	9 of 10	6 of 10	30	
1.2 Online Course Success	68.0%	1.7%	6.5%	5 of 10	6 of 10	38	
1.3 Developmental Course Success	68.2%	4.3%	8.4%	6 of 10	4 of 10	50	

* Click here to access the MCC Course Success Dashboard (Employee Tableau Login Required) **+**

2. Retention KPIs

Key Performance Indicator	Most Recent Data Point	1-Yr Trend	Long Trend	Maricopa Rank	Peer Rank	NCCBP National Percentile	
2.1 Fall-to-Spring Retention - Full-time	79.4%	-1.9%	1.7%	9 of 10	8 of 10	40	
2.2 Fall-to-Spring Retention - Part-time	57.6%	-0.3%	1.4%	4 of 10	9 of 10	29	
2.3 Fall-to-Fall Retention - Full-time	56.6%	1.2%	5.1%	5 of 10	7 of 10	49	
2.4 IPEDS Fall-to-Fall Retention - First-time Full-time	64.0%	2.0%	6.0%	NA	13 of 24	NA	





Theme 4: Connecting.....to Resources

GOAL 4: Secure needed resources to implement the College's strategic priorities.

	Strategy	Convener(s)
4.1	Develop strategies for leveraging alternative funding sources (grants, auxiliary services, etc.)	Julie Gerg- <i>LEAD</i> Malvika Talwar
4.2	Create and implement a strategic enrollment management plan	Greg McCalley- <i>LEAD</i> LaSonya Griggs
4.3	Develop a long-term campus master plan	Bill Talbot- <i>LEAD</i> Tim Densmore
4.4	Engage campus community in resource needs and allocation discussions	Julie Gerg- <i>LEAD</i> Bill Talbot

KPIs for Each Theme

4.1 Develop strategies for leveraging alternative funding sources (grants, auxiliary services, etc.)	
KPI	Measurement
Create stakeholder group with a clear charge document, timeline, and deliverables	When group is created (see notes for description)
Define what alternative funding sources mean	When definition is developed
List all current grants at the College, in the Foundation and FSA in one consolidated document/location.	When database is created
Creating one consolidated report annually that summarizes all grant activity across the College, Foundation, and FSA	Report is produced annually
Creating a communication infrastructure for soliciting ideas from folks interested in pursuing grants, and in helping connect them to resources.	When infrastructure is created and active
Mechanism for prioritizing which grant requests should receive attention on an annual basis in order to prevent reactiveness.	When mechanism is created



College Senate Report
Board of Trustees
November 25, 2019

The final Fall 2019 meeting for the College Senate was on December 6th. Mary Ellen Ensign and Anna Regula, Co-Chairs of the Committee on Academic Standards (COAS), presented an update of the committee. They shared procedures when students are brought to their attention and steps the committee takes to assist the student. The action item of the meeting was to vote on the Strategic Plan. We were emailed and requested to vote on recommending the plan before it was presented to the Board of Trustees. The College Senate unanimously voted to recommend the Strategic Plan to the Board of Trustees.

Ashley Ahola shared an update on the Chancellor's Awards process. A phone call had to be made to SUNY to confirm whether a nominee was qualified. After the College Senate meeting, Ashley was going to speak with Human Resources to confirm next steps for the committee members and schedule committee meetings to choose nominees to put forward to SUNY. In the spring, as we work on the bylaws, we will be deciding the best course of action for the Chancellor's Award process in the future, since it has now been assigned to the College Senate.

There is a tentative College Senate meeting scheduled for January 17th at Noon. This was requested by Paul Reifenheiser for a possible vote. The first official Spring 2020 meeting is at Noon on February 7th.

September 13th the College Senate voted and approved the Animals on Campus policy. For some reason it has not made it into the Board packet and is included with this report.



ANIMALS ON CAMPUS POLICY

Policy Statement

Tompkins Cortland Community College prohibits animals inside College facilities or at any other location where the College offers courses, sponsors events, except service animals may be used by individuals with documented disabilities who require this assistance, and assistance animals may be present in College housing, as described below, to support residential students with documented disabilities who have been approved for this form of accommodation. Animals may be allowed on campus for College sponsored events with prior approval from the administration.

The College has established this policy to foster the orderly operation of the College, the safety and well-being of students, employees, visitors and vendors, and compliance with applicable laws related to the accommodation of persons with disabilities. State and local leash laws are applicable to the College's facilities and grounds.

Rationale

Tompkins Cortland Community College recognizes the importance of "Service Animals" as defined by the Americans with Disabilities Act Amendments Act (ADAAA) and the broader category of "Assistance Animals" under the Fair Housing Act that provide physical and/or emotional support to individuals with disabilities. Tompkins Cortland (TC) is committed to allowing individuals with disabilities the use of a Service Animal on campus to facilitate their full-participation and equal access to the College's programs and activities. Tompkins Cortland is also committed to allowing Assistance Animals necessary to provide individuals with disabilities an equal opportunity to use and enjoy TC's residence life program. This Policy explains the specific requirements applicable to an individual's use of an Assistance Animal in campus housing. Tompkins Cortland reserves the right to amend this Policy as circumstances require.

Definitions

Service animal – an animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair or fetching dropped items. Service animals are allowed by law in all areas, except food preparation areas outside a student's assigned residential unit.

Assistance animal (also referred to as support animal) – an animal that is prescribed or otherwise documented by a healthcare or mental health professional as treatment for a disabled individual and that is beneficial in alleviating one or more identifiable symptoms or effects of that individual's disability. Approved assistance animals are only permitted within the owner's on-campus housing agreement, unless additional permission is received based on documented need for other campus facilities.

Process and Potential Outcomes

Students requesting the allowance of an assistance animal in the residence halls or other facilities should contact Carolyn Boone, Coordinator of Access and Equity Services. Faculty, staff and visitors requesting the allowance of an assistance animal in any facility should contact Sharon Clark, Director of Human Resources.

Acceptable documentation should verify the disability as well as describe the need for an assistance animal.

Reports of inappropriate behaviors should be reported to Campus Police.

Damages – If a service or assistance animal damages the assigned residence hall room or other College property, the cost of the damage will be assessed and assigned to the student's account or billed to the faculty/staff member or visitor. The owner is responsible for insuring cleanliness and proper care and treatment of the animal and its environment.

Removal of Approved Animals – The owner may be directed to remove an animal that is unruly or disruptive (e.g. barking, jumping on people). If the improper behavior happens repeatedly, the owner may be prohibited from bringing the animal into College facilities or events until the owner can demonstrate appropriate steps taken to mitigate such behavior. Any animal that exhibits aggressive (including growling) or unsafe behavior (including urinating and/or defecating in any building) may be prohibited from College facilities or events. Any violation of this guideline may result in immediate removal of the animal from the College, pending disciplinary action.

The College may remove an authorized animal when the animal poses a direct threat to the health or safety of others, the animal's presence results in a fundamental alteration of the College's program, the owner does not comply with the responsibilities outlined in this guideline, or the animal or its presence creates an unmanageable disturbance or interference with the community.

Grievance Procedures

If the decision is made to deny a request or remove a service or assistance animal, the owner may appeal in writing. Procedures for appeal can be accessed at: [Disability-Related Accommodation](#).

Applicability of the Policy

This policy applies to all College employees, students, visitors and vendors.

Effective Date

January __, 2020

Additional Resources

[Frequently Asked Questions about Service Animals and the ADA](#)

https://www.ada.gov/regs2010/service_animal_qa.pdf

<http://documents.nycbar.org/favicon.ico>

TO: Board of Trustees
FROM: Greg McCalley
DATE: January 7, 2020
SUBJECT: Faculty Student Association Report to the Board

The Faculty Student Association meeting was held on December 5th, 2019 in the Sprole Conference room at Tompkins Cortland Community College.

The December meeting focused primarily on the financial audit of the FSA as completed by the Bonadio Group CPAs. The meeting also included updates from the four of the subcommittees.

Auditor's Presentation:

A full copy of the Auditor's report has been supplied to Clerk of the Board of Trustees for Board reference. Below is a summary of their presentation.

Craig Stevens and Kyle Lyskawa from the Bonadio Group CPAs, Consultants & More were in attendance to give the annual independent auditor's report and present the financial statements as of August 31, 2019 and 2018. Kori prepares all of the financial documents and the auditor's job is to determine that everything is financially and materially correct. There were 3 (three) new accounting procedures that were put into effect this year for the FSA. The effect on our statements in relation to these new procedures are very minimal. There were no difficulties in performing and completing the audit and there were no audit adjustments needed. The FSA has a strong financial position with a positive change in net assets of approximately \$95,000.

There is also a footnote on page 9 of the report (due to the new accounting standards) in regards to liquidity. This shows what assets we have at the end of the year available to pay expenses in the following year if needed. They will make one change to add the following sentence "The Association is substantially supported annually by student fees charged to full-time and part-time students for on-campus activities and revenues generated through activities conducted by various student clubs and organizations throughout the academic year."

The only recommendation they have is to formalize and document our document retention and destruction and whistleblower policies. We won't be assessed any kind of penalty but it would be wise to be able to check the box that says we have these types of policies in place.

The entire process went very smoothly, everything is financially and materially correct, and we have been given the ***unmodified report/clean report*** which is the very best report they can give.

Committee Reports:

- Finance Committee – Three resolutions presented by the Finance Committee were approved by the FSA board. They all requested the transfer of excess funds to appropriate reserve accounts. They included the following:
 - Transfer of One Card excess funds in the amount of \$16,518.66 to the One Card Reserve Account
 - Transfer of Student Life Fee excess funds in the amount of \$18,000 to the Student Fee Reserve Account. (Note: This fund was created to offset any potential increases in the Student Life Fee).
 - Transfer of Fitness Center Reserve excess funds in the amount of \$11,000 to a reserve fund designated to provide funds for the repair and future replacement of the equipment in the Fitness Center.
- Human Resource Committee – The HR Committee brought forward a resolution to approve the committee for the Employee Excellence Awards Committee.
- Athletic Advisory Board – The Athletic Advisory Board met on November 20th and covered a number of topics.
 - Coaching evaluations – there has been a 71% compliance rate so far.
 - TC3 Athletics hosted the Soccer Nationals again for the 5th time. Teams from across the competed, and stayed at Hope Lake Lodge which generated about \$15,000 to \$18,000 per team in revenue to the local economy. As a result of hosting the tournament TC3 also received revenue in the amount of \$5,000 to \$6,000 dollars. The team from Texas won for the second time.
 - The teams are all participating in fundraising and their accomplishments so far include:
 - girls' basketball team made \$700 from a chicken BBQ
 - lacrosse team made \$750 from a clinic
 - The baseball team is doing a fundraising effort called ETEAM. It has worked out very well so far, as the baseball team has raised over \$12,000 through this effort.
- Executive Committee – The Executive committee, which meets on an ad hoc basis, has not needed to meet since the last report.
- Bookstore Advisory Committee – The bookstore committee has not met since the last report.
- FSA Bylaw Committee – The draft of proposed changes to the bylaws has been sent to our lawyers for review.

Department Presentation – The primary presentation was our Financial Auditor, so there was no departmental presentation this month. Future presentations include:

- February 13 – Athletics (Mick McDaniel)
- March 12 – Child Care (Casey Goodwin)
- April 9 – Student Activities (Cheyenne Gorton)
- April 30 – One Card (Greg Lyons)

The next meeting of the FSA is scheduled for February 13th, 2020.

January 16, 2020

Chief Diversity Officer Report to the Board of Trustees

2020 SHRMTTC Conference - June 3, 2020

Carrie Whitmore and I led a building tour with the Society of Human Resource Management of Tompkins County (SHRMTTC) leadership team. This tour provided SHRMTTC the ability to understand what would be available for the conference that they will be hosting on June 3, 2020, at Tompkins Cortland CC.

SUNY Diversity Conference - December 3 – 5, 2019

Tracey Brunner, Priscilla Burke, and I attended this year's SUNY Diversity conference in Albany, New York. Priscilla Burke co-presented, "Days of Reflection: Education for Racial Equity and Racial Justice" with former SUNY Potsdam colleagues. In addition, there were a number of sessions that provided insights into further developing a male student success initiative on our campus.

Retaining Educators and Professionals of Color within the Cortland Community

The Cortland County Community of Color (C4) is a new group of professionals that is currently made up of members from TC and SUNY Cortland. Timothy Thompson, Coordinator of ODESS has taken the initial lead on the planning team. The main aim is to support the retention of professionals in Cortland County. The first meet and greet reception is tentatively scheduled to take place in Cortland on February 24, 2020. The location is still being confirmed.

Respectfully submitted by,

Seth A. Thompson

report

Date: January 6, 2020

To: President Montague

From: Deborah Mohlenhoff
Director, Community Outreach and Engagement

RE: Monthly report on Community Engagement Initiatives

Please find below a report that provides updates on ongoing community outreach and engagement initiatives.

ITHACA EXTENSION CENTER:

Search for ESS day time staff: The search committee wrapped up interviews before the Holiday break. There were two internal candidates. The selected candidate declined the position and the search committee felt that the second candidate was not acceptable for the role. This will leave a gap in coverage for the day shift until we are able to canvas again through the County's process. We are doing our best to cover the Center to ensure continued operation for our tenants.

Human Services Coalition – 3rd Floor: The Human Services Coalition (HSC) officially moved into the third floor of Tioga Place in early December. They took over the suite vacated by the law firm Coughlin and Gerhart. They have signed a long-term lease. We also look forward to ongoing discussions about developing micro-credentials in Human Services to meet local non-profit needs and offering work-study jobs to students in the 2-1-1 Call Center.

Challenge Workforce Solutions Job Club: CWS has decided that that location they have been using on the 5th floor of the IEC is not meeting their needs. They will not be continuing the sub-lease with us starting January 1, 2020. We are continuing to support the program as a community partner as needed.

COMMUNITY ENGAGEMENT:

Tompkins Center for History and Culture (TCHC) Project: Our History of TC3 exhibit was installed in the lobby of the new Tompkins Center for Culture and History in early September. It was on display through the end of December.

Each month of the exhibit, we also partnered with the History Center to produce an education program. This month the presentation was on Tuesday, December 10, 6pm and the topic was "Digital Media & Preserving History." The event had about 12 audience members who listened to an interactive presentation from TC3 faculty member Keith Millman and TC3 alum Andy Noyes about using the Cornell Synchrotron to map layers on historic artifacts; the local History Forge digital preservation project; and former TC3 faculty member Cindy Kjellander-Cantu presenting on the use of digital technology in the new History Center museum.

We look forward to partnering with the TCHC on future programs.

United Way Mardi Gras Fundraiser: The College has offered to host the annual United Way of Tompkins County Mardi Grad Fundraiser at Coltivare. I will be coordinating the efforts in conjunction with Greg McCalley (on the United Way Board) and the staff of Coltivare. It will be held on Tuesday, February 25. We are continuing our planning efforts for this event.

CVB Winter Recess Sponsorship: The College and Coltivare are the bag sponsor for the 2020 Winter Recess. The Winter Recess Teacher Festival is a celebration of public educators, school support staff, educational administrators, public school employees, school district retirees and their guests. The festival is in its 15th year and offers discounted lodging, dining, shopping and activities throughout Tompkins County over the February school break. Last year there were 4,328 participants in the week-long event. We are planning special discounts and events in conjunction with the festival to elevate recognition of both the College and Coltivare. This will give us great exposure to regional families and teachers.

American Association of University Women (AAUW) Fundraiser: The local AAUW chapter is hosting an event during the CVB Teacher's Winter Recess at Coltivare. This event will also be a fundraiser for an established TC3 scholarship. We will also be working with the AAUW and Admissions to highlight the College to the AAUW and teacher participants.

Care Compass Network Grant: The Alcohol and Drug Council wrote TC3 into a grant designed to increase the recruitment, training, and retention of those work in in the recovery field and staffing treatment centers. They received the grant and I have been working with related staff on campus to determine how we can use the funds awarded to us by the Council. Carrie Whitmore and Joe Smith are identifying the micro-credentials that would be needed to access these funds and partner with the ADC.

Rural Health Network Grant: The College signed a partnership agreement to be part of the Health Planning Council so we could access some funding to support TC3's plans for implementing a Certified Recovery Peer Advocate (CRPA) certification capability for Tompkins County. We received \$2200 in funding from the NYS Office of Rural Health to cover the costs of sending some TC3 staff to the training for CRPA in Connecticut. This will allow the TC3 staff to be certified to teach the CRPA curriculum locally.

Dryden Summer Camp Use of TC3 space: I met with staff from the Dryden Summer recreation program to see if there are options for hosting the Dryden Summer camps on our campus, as their standing location in the Dryden School district will be under construction. We are exploring use of the old child care facility for this purpose.

President Montague featured in CVB Travel Guide: The CVB is highlighting local women leaders in its upcoming 2020 Travel Guide to celebrate the 100th Anniversary of the Women's Suffrage movement. The photo included is of the President's of IC, TC3, and Cornell and will be featured in a special section titled 'Celebration of Women.'

GOVERNMENT RELATIONS:

CVB/TC3 Monthly meetings: We did not meet in December and will not meet in January. Our February meeting will be held at Coltivare to explore how the CVB can partner with Coltivare on more events and tourism initiatives.

CFA/WDI Group: The College is pursuing funding for enhancing our Applied Science and Technology offerings by partnering with several local businesses, municipalities, and local non-profits. We are pursuing Workforce Development Initiative (WDI) funds through a new Consolidated Funding Application (CFA) through New York State. Over the holiday break, the WDI team prepped materials for a January 2nd presentation to SUNY to seek approval/support for renovation of our STEM labs on campus. SUNY expressed support on the call on January 2nd and encouraged us to apply independently for the WDI funds as a separate application from the SUNY capital grant. We will be uploading our CFA this week.

City of Cortland Office Relocation: Julie Gerg, Mutale Sokoni, and I met with additional representatives from the City of Cortland about possible use of the Cortland Extension Center. The city representatives asked about the option of purchasing the Cortland Extension Center which was not an option on our radar at all. We expressed concern about selling our facility and agreed to each do more research on the option before we reconvened again.

Coltivare at the Governor's State of the State: Governor Cuomo is looking to highlight projects previously funded with state economic development initiatives. We provided materials to showcase *Coltivare* at the display for the State of the State address. This will be on display in Albany for state legislators to view on the January 8th State of the State.

New Airport Display: The new Ithaca International Airport is now open. The College was invited to have a display column as a part of the design in the new airport. This was installed and can now be seen in the main lobby area of the airport.

SUNY 30 Days of Giving: The College was featured in the SUNY blog for its work in the community supporting sustainable farming. Here is the link: <https://blog.suny.edu/2019/12/30-days-of-giving-2019-day-15-tompkins-cortland-students-give-back-to-the-community-through-sustainable-farming/>

LEADERSHIP TOMPKINS AND LEADERSHIP CORTLAND:

Leadership Tompkins:

DECEMBER PROGRAM: The December program topic was Leadership and Diversity/Inclusion and was hosted by Racker at their main Ithaca facility. Anthony Sis, Diversity Educator at Cornell University did a presentation on Identity and Inclusion for Leaders; Executive Director of Racker Dan Brown gave a tour and talk about Racker's inclusive practices; Devon Ritz from the LGBTQIA educator's program at Planned Parenthood presented on how to be an LGBTQIA Ally; and Amie Hendrix and I presented on the 5 Generations in the Workforce.

JUMP ON BOARD PLANNING: Leadership Tompkins and Tompkins Connect coordinate an annual event designed to match open seats on local non-profit boards with potential new members. We have selected the Moakley House at Cornell at the event venue and we have selected the date of April 23rd for the program.

Leadership Cortland:

DECEMBER PROGRAM: The program was hosted at the YWCA and featured a tour and talk from YWCA staff. There was a panel presentation from 4 local leaders – Executive Directors from 4 nonprofits: Kelly Tobin of the YWCA, Lindy Glennon of CAPCO, Kim Osborne of the Family Heath Network, and Christella Yonta from the Cortland United Way. I also presented a workshop on Leadership and Creativity.

WORKS IN PROGRESS:

SUNY Applied Learning: In late August, SUNY informed us that in order to distribute \$150,000 in funding from this PIF grant to us we needed to submit a revised scope of work and a new budget, as we were given less than we originally requested. I completed that paperwork and changed our scope of work to request the funding for a ¾ time position that will focus on analyzing and organizing the current campus infrastructure for applied learning opportunities and programs. We also intend to move the College to a Center for Career Development and will ask the person in this position to function as a consultant that would allow us to move in this direction.

We have received the first installment of our PIF funding and have pulled a campus group together to work on a job description for the new position.

[UPDATE] The job has been graded and is slated for approval at the January BOT meeting.

COLLEGE STRATEGIC PLANNING PROCESS:

As the work from our consultant has now finished, I am the lead coordinator for the College's Strategic Planning Process. I am now focused on compiling all the conveners' forms and the information for the board packet in January. I will also present an overview of the plan to the Board.

Meetings/Events Attended:

- Strategic Planning Tourism Board Monthly meeting
- Tompkins Workforce Development Board (represented Orinthia)
- Ithaca College Holiday reception (represented the College)
- December Graduates reception
- Presented a workshop on Values Based Leadership to the honors program at the IC Business School
- TOGO (Town Gown) awards hosted by Cornell University
- Community Foundation Holiday reception
- 5th Anniversary Gala at Coltivare



Report to the Board of Trustees
January 3, 2020

An investment committee meeting was held on December 3rd and the executive committee will meet on January 6th.

A Coltivare Task Force meeting is slated for January 9th and the annual and regular full board meetings are scheduled for Tuesday, January 14th.

A direct mail year-end piece was mailed in mid-December to 12,600 people and a year-end email was sent to 5,927 recipients and 639 recipients opened the email.



TO: Board of Trustees
FROM: Orinthia Montague, President
DATE: January 16, 2020
SUBJECT: Report to the Board

Updates

Rural Health Network Grant: The College signed a partnership agreement to be part of the Health Planning Council so we could access some funding to support TC3's plans for implementing a Certified Recovery Peer Advocate (CRPA) certification capability for Tompkins County. We received \$2200 in funding from the NYS Office of Rural Health to cover the costs of sending some TC3 staff to the training for CRPA in Connecticut. This will allow the TC3 staff to be certified to teach the CRPA curriculum locally.

Convention & Visitors Bureau Travel Guide: The CVB is highlighting local women leaders in its upcoming 2020 Travel Guide to celebrate the 100th Anniversary of the Women's Suffrage movement. The photo included is of the Presidents of IC, TC3, and Cornell and will be featured in a special section titled 'Celebration of Women.'

New Airport Display: The new Ithaca International Airport is now open. The College was invited to have a display column as a part of the design in the new airport. This was installed and can now be seen in the main lobby area of the airport.

Miscellaneous

12/6 December Graduate Ceremony
12/7 Attended Cornell Town-Gown Awards
12/9 -12/11 Attended Middle States Conference