

Indicators of Goal Achievement

Amended and recommended to president Fall 2008

Goal	Indicators	Anticipated Evidence
Learning To consider learning first in every decision, policy, program, and practice	Students are prepared at program completion with the necessary skills and knowledge to succeed in employment or transfer to baccalaureate programs.	<ul style="list-style-type: none"> • SUNY General Education assessments • Program reviews • Program-related employment rates for students in AAS Degree Programs • Transfer rates • TC3 Academic Program Outcomes assessment reports
	Faculty and staff have the appropriate tools, time, support and training to continually improve their contribution to student success.	<ul style="list-style-type: none"> • Summary of participation in professional development activities, on and off campus • Faculty/staff survey • Percentage of college budget spent on employee support related to classroom learning
	Students, staff, and faculty demonstrate a collective sense of responsibility for standards of academic excellence and integrity.	<ul style="list-style-type: none"> • Students who fall below academic standards: <ol style="list-style-type: none"> 1) Do they stay or go; 2) If they stay, what happens? • TC3 faculty/staff survey • CCSSE/ Student Opinion Survey

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Teaching To continuously improve instruction, foster standards of academic excellence and ethics, and celebrate exemplary teaching	Instruction is available in multiple and innovative modes of delivery.	<ul style="list-style-type: none"> • Percentage of course sections available in nontraditional formats, e.g. online, hybrid, time schedule options, multiple classroom methodologies • Student Opinion Survey/ CCSSE • TC3 faculty/staff survey
	Faculty are reflective teachers who engage in ongoing assessment (both formal and informal) of student learning and modify their practice accordingly	<ul style="list-style-type: none"> • Provost's summary of faculty annual reports (Information related to reflective practices.) • TC3 program outcomes reports submitted by program chairs each spring

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<p>External Relationships To build and maintain partnerships that support learning, cultivate resources, and respond to community needs.</p>	<p>External relationships create opportunities for learning.</p> <p>External relationships add richness and relevance to curriculum.</p> <p>External relationships create benefits for external partners.</p> <p>External relationships generate financial resources.</p>	<ul style="list-style-type: none"> • Number of students doing internships/coops and number of external organizations served. (Indicators 1, 2, 3) • Number of people taking non-credit courses.(Indicators 1, 3, 4) • Number of students and high schools served in concurrent enrollment. (Indicators 1, 3, 4) • Revenue generated from customized training, concurrent enrollment, and donors (Indicator 4) • Survey data assessing satisfaction and quality with tc3.biz and concurrent enrollment programs. (Indicator 3)

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<p>Resources To strengthen organizational capacity and systems that generate and allocate resources necessary for student success.</p>	<p>Resources (people, facilities, equipment) are adequate to meet the needs of students, faculty, and staff. <i>“Do we have enough?”</i></p> <p>Resources are allocated in a collaborative process based on priority needs and consistent with our Mission, Vision, Values and principles of a learning-centered college. <i>“How are we using what we have?”</i></p>	<ul style="list-style-type: none"> • Budget requests versus what is funded. • Space utilization and comparison with other institutions. • Staffing comparison with other institutions: faculty/student ration; staff/student ration, etc. • TC3 faculty/staff survey • IPEDS (or other) comparison data • SUNY annual report

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Access To fully realize our mission of access by offering targeted services and resources necessary for people to become engaged in a learning environment	Students have sufficient resources to allow them to actively participate in programs and services.	<ul style="list-style-type: none"> • Annual audit indicates that financial aid processing and disbursement is done in a timely manner. • CCSSE • Unmet Financial Need
	Quality advisement services are provided to assist students in identifying an educational goal and a plan to attain it.	<ul style="list-style-type: none"> • TC3 faculty/staff survey • CCSSE • Tracking of educational goals – change and completion • Participation in advisor training programming • Reduction in amount of Title IV refunds
	Members of targeted, identified at-risk populations are enrolling and succeeding in achieving their educational goals.	<ul style="list-style-type: none"> • Percentage of developmental students who successfully complete post-developmental or upper-level courses. • Enrollment, academic standing, retention, graduation , and academic goal attainment of students identified in targeted groups.(e.g. economically and academically disadvantaged students directly from high school, economically and academically disadvantaged adult students. Students with disabilities) • CCSSE

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Climate To inspire a culture of learning based on an environment of mutual respect, collaboration, transparency, and trust	Enrollment, employment, and retention of students, staff, and faculty reflect appropriate diversity and, in any area considered lacking, intentional efforts are made to create an appropriately diverse learning environment.	<ul style="list-style-type: none"> • Annual report of student and staff diversity cohorts • PULSE Survey • TC3 faculty/staff survey, Community College Faculty Survey of Student Engagement • Student Opinion Survey
	Internal communication and collaboration are effective and mutually respectful.	<ul style="list-style-type: none"> • TC3 faculty/staff surveys • Report from HR regarding staff exit interviews.
	All within the institution demonstrate a collective sense of responsibility for student success.	<ul style="list-style-type: none"> • TC3 faculty/staff surveys