

TO: Members of the Board of Trustees  
FROM: Carl E. Haynes, Ph.D., President  
DATE: December 7, 2011  
SUBJECT: 2010 – 2011 Annual Report

## **INTRODUCTION**

Tompkins Cortland Community College experienced another very challenging year in 2010-2011. Our Fall 2010 enrollment grew by four percent, which was a significant slowdown in our rate of growth compared to the previous year during which we had added two new residence halls. While enrollment remained strong, we nevertheless faced the challenge of historically severe budget cuts in our base aid rate from New York state. Over an eighteen month period, we lost 21 percent of our base aid. The challenge of a growing demand for our services and substantially reduced funding from the state necessitated some very difficult budget decisions requiring reductions in staff, as well as cuts in all areas of operational expenses.

In January of last year, I detailed in a report to the Board a two-year, nine percent reduction in our employment base (31 positions) that came about as a result of 12 retirements, 8 unfilled vacancies, 8 layoffs, and 3 non-renewals. To accommodate continuing growth in light of these staffing and operational reductions, we continued with efforts, undertaken the previous year, to explore Lean Office initiatives, new and/or upgraded software, technology-related initiatives, energy efficiencies, restructuring and organizational adjustments, and other measures – all in an effort to sustain a high quality experience in instructional, academic, and non-academic support services for our students. The College is fortunate to have talented, dedicated, and committed faculty and staff who continue to focus their respective efforts on helping our students to have a successful learning and educational experience at the College. Our accomplishments and the evidence of our successes cited in this report are only a small part of all that has been accomplished in serving our students and our community during this past year.

On a parallel track with our budget reductions last fall, we formed a Task Force on TC3's Future. The group's charge was to identify three to five bold, high-impact initiatives for institutional focus that lie at the intersection of the vital components of student success, which include instruction and curriculum, student engagement, and community relations.

The Task Force met throughout the fall and early part of the spring semesters and submitted their recommendations in March. The group recommended that we increase our transition programming for new students, including development of an Early Alert intervention system, and that we develop two new initiatives:

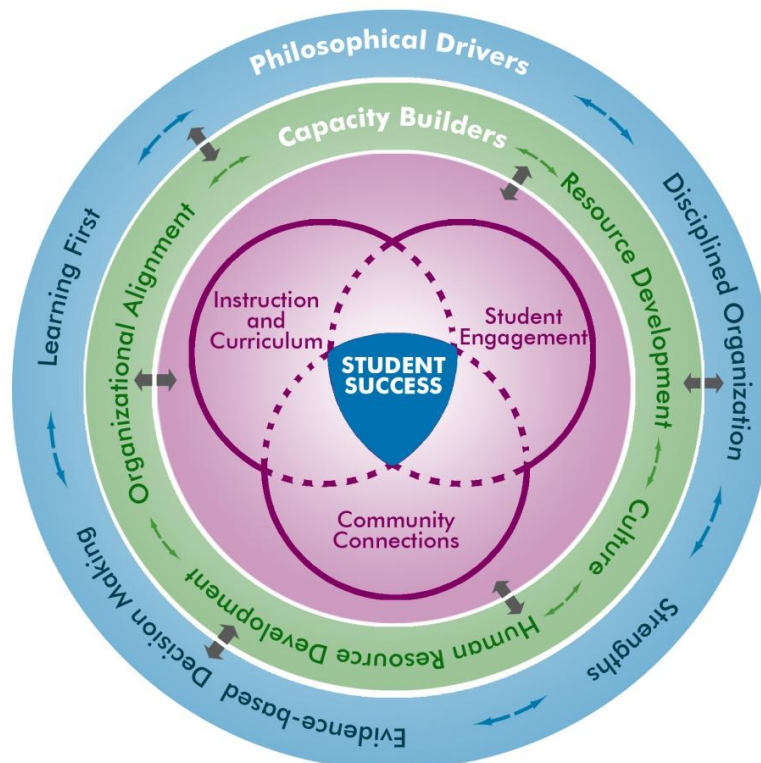
- E-portfolios to document our students' learning journeys
- Creation of special interest academies.

During Fall 2011, implementation committees will work to develop pilot programs for the latter two recommendations. The Student Success Coordinating Council will be charged to further develop and coordinate our transition initiatives.

The focus of the Task Force was partly in response to advocacy on the part of President Obama and several higher education organizations, foundations, and accrediting agencies to encourage increased levels of completion rates on the part of our colleges and universities. The focus on community college completion rates was particularly strong.

In response to this advocacy, we clarified our College-wide continuing goal to have a clear and unequivocal holistic focus on student success, not just “completion.” We refined our definition of student success and reframed our previous goal statements as either vital component of student success or building and strengthening the College’s capacity to help students succeed. We also clarified our philosophical drivers.

The following diagram illustrates these revisions.



As we were commended by Middle States, we continue our commitment to assessment and evidence-based decision making at all levels of the organization, including clear articulation of how assessment results are used to improve our programming and the student experience. Initiative-specific measures, both formative and summative, are included in program reviews, evaluations, and department plans; and are generally not specifically included herein.

At an institutional level, evidence of institutional success includes direct evidence of student success – graduation, successful transfer, enhanced employment and achievement of personal learning goals – and indirect evidence of that success. These types of indirect evidence are not, by themselves, sufficient to demonstrate student success, but are necessary for that success to occur. For example, while graduation is a direct evidence of a student's success, retention is indirect since students will not successfully complete an academic program if they don't remain at TC3 to complete course and program requirements.

Our institutional assessment processes in the past year also included assessment of our institutional effectiveness assessment process itself. For the past several years, institutional effectiveness assessment has been the responsibility of the College Planning and Assessment Council. In looking at the structure of our process, we realized that changes needed to be made to better integrate academic and nonacademic assessment processes. A new structure is in development and will be finalized in Fall 2011.

Three periodic College-wide surveys are administered every 2-3 years. This report includes results from the most recent administration of the SUNY Student Opinion Survey (Spring 2010). The Community College Survey of Student Engagement (CCSSE) is next scheduled to be administered in Spring 2012, and the Faculty/Staff survey is being administered in Fall 2011. These results will be included in next year's annual report.

This year's report includes both direct and indirect evidence that has been identified to help us assess our institutional progress in helping students succeed at the College. Each section of this report includes accomplishments from the past year, as well as information from department plans or initiatives that provide support for institutional success and contribute to that subsection. Evidence of our success for the section as a whole is identified.

## **COLLEGE-WIDE GOAL**

### **STUDENT SUCCESS**

*Our students succeed when they achieve their individual positive academic outcomes through dynamic integration of relevant, effective instruction and curricula, student engagement and community connections. These outcomes include completion of a degree or certificate, successful transfer, new or enhanced employment and achievement of personal goals for continuing education.*

### **Direct Evidence of Success**

In 2010-11 we graduated our largest class yet, 691 students, which was a 16 percent increase compared to 2009-10.

Our most recent federally measured (IPEDS) graduation rate of 24 percent and fall-to-fall retention rate (59 percent for full-time students, 41 percent for part-time students) were equivalent to the average of our 25 campus (21 SUNY CCs plus 4 other CCs selected by us) comparison group.

Our most recent federally measured (IPEDS) transfer rate of 26 percent significantly exceeded the 18 percent average of our 25 campus comparison group. This rate includes graduates and non-graduates.

Based on the 2010 graduate survey (with 408 responses, 68 percent of the surveyed group, the survey was administered to 598 individuals who graduated from TC3 in August 2009, December 2009, and May 2010. For the first time, international student graduates from our Global Connections Program were included in the survey):

- 69 percent of students graduating from career programs are employed in jobs related to their field of study (72 percent in the prior year)
- 53 percent transferred to another college or university, and another 17 percent returned to study at TC3 (41 percent and 16 percent respectively in the prior year)
- 49 percent of those transferring are continuing their education at another SUNY college or university (49 percent in the prior year).

We are currently developing internal benchmarks for measuring each of the four direct indicators of student success:

- graduation
- successful transfer
- new or enhanced employment
- achievement of personal goals for continuing education.

## **Vital Components of a Successful Student Experience**

The three vital components are at the core of what we do as a College, and at their intersection is our single, unifying goal: student success. Inherent in each of these three components is the assumption that students learn and grow best when they are actively engaged in their learning and have a strong belief that the activities that lead to their learning are meaningful and important. To achieve our goal, we must engage students who are actively involved in both their own learning and the context in which it occurs. Those who do so are much more likely to achieve success than those who see learning as an isolated, largely passive enterprise. As an institution, we will create the conditions for that learning by eliminating the traditional barriers that have limited the interaction of these three vital components.

Note that many, if not most, of the listed accomplishments could be included in more than one of the vital components, providing further evidence for the necessary integration of these components for student success.

## **Instruction and Curriculum**

that are relevant, effective and aligned with positive academic outcomes.

### **Accomplishments 2010-11**

2010-11 again featured extensive efforts by the faculty in the development of new courses. Twelve new offerings were approved by the curriculum committee in nine different academic areas, ranging from Art to Communication to Recreation. Program chairs were also active in the development of revisions to their degree programs and courses, keeping their curricula current to meet the needs of students, employers, and transfer institutions. All told, 15 degree and certificate programs underwent revision. Two new Associate in Science degree programs in Digital Cinema and Recreation: Exercise Studies, as well as a new certificate program in Wine Marketing were developed.

Also, exploratory research and curriculum development support was completed, or is being completed, for potential programs in:

- International Studies (A.S.)
- Sustainable Food and Agriculture Systems – very preliminary
- Health Studies (A.S.)

The Curriculum Committee also worked diligently to refine the curricula. Eight courses were deactivated and numerous others revised, including extensive efforts to redefine the prerequisites for many courses. Moreover, the requirements of nearly every degree program have been revised in the past few years, most because of the changes approved to the College's General Education requirements in 2008-09.

A Sustainability Literacy program consisting of 15-17 credits of interdisciplinary courses was developed. The purpose of the program is to provide a focused academic experience in the broad field of sustainability. In addition to an associate degree,

students will be able to earn a Sustainability Designation that will be posted on their transcripts. Fourteen students were enrolled in the program, with three graduating.

In 2010-2011, 364 sections of courses were offered online, with 5,460 enrolled. There were 13 sections of hybrid classes offered, with 264 enrolled. There were also 549 sections of web-enhanced learning offered. Online enrollment accounts for 11.8 percent of the College's total annual enrollment, with annualized FTEs for 2010-11 of 467.1. Inclusion of hybrid sections would add an additional 29 FTEs, or a total of 12.5 percent to the figure.

A total of 173 FTEs (200.27 the prior year) were generated by classes held at the extension centers in Ithaca and Cortland. The TC3 Nancy S. Lieberman Ithaca Extension Center had 1,176 registrations (1,475 last year) totaling 3,568 credits (4,255 last year) and 118.93 FTEs (141.83 last year). The Cortland Extension Center had 555 registrations (584 last year) totaling 1,622 credits (1,753 last year) and 54.07 FTEs (58.43 last year).

We are now engaged in a major initiative exploring the development and use of open source course materials, in addition to or instead of traditional purchased materials. We will participate in 2011-12 as one of seven colleges in the Kaleidoscope project, a collaborative effort in which we will (supported by grant funding) develop and use such materials in biology, mathematics, and psychology courses.

One of our foremost achievements this past year was the successful completion of the National League for Nursing Accrediting Commission reaccreditation of our Nursing program. The Nursing department worked deliberately and effectively over a two-year period to collaborate in producing an excellent report and to prepare for the Spring 2011 site visit by both the NLNAC and the NYS Education Department. As a result of this process, both entities gave our program not only favorable, but glowing reports. We have secured NLNAC accreditation until 2019.

The Nursing program also worked to expand clinical sites to include Upstate Medical Center in Syracuse to give students experience in trauma and other high risk medicine.

The SUNY Greens initiative, a collaboration involving several SUNY institutions, enrolled 116 individuals in 17 Clean Energy Programs this past year. The coordinator continues to work on developing modules for degree programs in Electrical Technology, Construction Technology, and Environmental Science.

In 2010-11, TC3.biz provided customized training for 38 businesses, manufacturers, and community agencies. More than 2,200 participants from these organizations gained the skills and knowledge they need to succeed in our area's economic environment.

The capacity of the Dr. Lucille S. Baker Commons (which includes the library and Baker Center for Learning) to provide access to online resources and assist students with technology continues to grow. The addition of the Student Help Desk in the Baker

Commons has significantly improved our direct service to students. We continue to implement advanced library management systems that have provided access to electronic books and greatly expanded access to electronic databases.

A textbook reserve collection continued to be developed to support low income students in gateway service and program courses. 53 unique titles were added in 2010-11.

### **Student Engagement**

evidenced by a high level of involvement in and enthusiasm for opportunities both inside and outside the classroom.

### **Accomplishments 2010-11**

The College is making a concerted effort to recruit and enroll non-traditional students. We have formalized these efforts by creating the Center for Adult Learning and Training and forming a “home base” at the new Cortland Extension Center as well as at the Ithaca Extension Center. Financial Aid will have staffing available one night a month, and admissions/advisement will be available onsite a few days each month. We are also working on the creation of an “Adult Learner” recruitment publication.

Student Life areas collaborated to produce “Safe and Healthy Campus” programming and the “Panther PRIDE Pledge.” Events included:

- Virtual Intoxication Parties
- Panther Fitness Challenge
- HIV/AIDS education and testing
- Mental Health Awareness Day
- Student Diversity Leadership Retreat
- Student Leadership Awards
- 8 National Coalition Building Institute sessions for students

The Panther Pride Pledge: Through a collaborative working group in Student Life, we were able to establish a new campus program entitled Panther Pride. A student developed five community values (Perseverance, Responsibility, Integrity, Dialogue, and Equality) that comprise the PRIDE pledge. Students, faculty, and staff were encouraged to sign the pledge and wear green panther pride wristbands to demonstrate their commitment. The program was launched in the spring semester and introduced the green pride bracelets to the campus. More than 200 students signed the Pledge, and introduction to the pledge is now integrated into new student orientation programming.

2010-11 College Entertainment Board Programming included:

- Witness to Innocence (stories from a wrongly convicted death row prisoner)
- The Yellow Dress (a one-act play about domestic violence)
- Fagbug (LGBT awareness event)
- ALIVE Mental Health fair (suicide prevention program and training, including depression screening)

- TC3 Got Talent (in-house talent show)
- Taikoza Japanese drumming
- Jibali African Drumming
- Hooking Up with Amber Madison (making healthy relationship decisions)
- Three comedians, three musical acts, and two game shows

There are 16 student clubs on campus, with an average of 15 members in each club. The Student Advisory Board, which still struggles with the recruitment of new members, was able to conduct a solid reorganization this year. In addition to a new organizational structure, a group of nine students spent the fall semester reworking the mission of SAB, as well as its constitution, policies, and programs.

The new SAB mission is: *to advocate, represent, and value the diversity of the student body and its concerns with leadership, integrity, and honesty.*

For our third annual Student Recognition Event (hosted by the Student Life staff), we launched the inaugural “Take Pride” awards. We gave special recognition to six individuals and six organizations/groups keeping with the themes of Panther Pride Values. We also recognized the 17 Who’s Who Among Students honorees and the two Chancellor’s award winners, as well as other campus leaders.

The fitness center saw a total of more than 20,000 visits from students (22,000 visits the previous year). Although a slight decline, our free daily exercise classes were a very popular alternative to fitness center workouts.

Five out of nine varsity teams competed in post-season play resulting in one regional championship in softball and two conference championships in men’s and women’s soccer.

Also, 97 percent of our student athletes maintained NJCAA academic eligibility, with an overall average GPA of 2.43 (compared to non-athletes overall average GPA of 2.35.) In order to achieve such a noteworthy department GPA, a series of athletic department, team, and individual meetings were held at different points of each semester.

The Health Services office continues to support student success by addressing their health needs. During 2010-11, there were 2,799 individual patient visits to TC3’s Health Services. Eight hundred seasonal flu vaccinations were provided free of charge to the TC3 community. Also, 150 (measles, mumps, rubella) vaccinations were provided to those students needing to be in compliance with New York State Public Health Law.

The Options Program provided education and counseling regarding substance abuse to 150 students, with 102 students successfully completing the requirements of the program.

Faculty are now able to directly send text messages to their students through the myTC3 system and their class lists.

Many of our academic programs, including Hotel restaurant Management, Nursing, Criminal Justice, Human Services, Chemical Dependency Counseling, Computer Support Specialist, and Computer Information Systems require or provide student opportunities for internships during the program.

Faculty continue to develop and offer multi-disciplinary learning community courses. Pairs offered this past year included:

**Fall 2010**

ENGL100 (Academic Writing I) / SOCI101 (Introduction to Sociology)  
ENGL102 (Approaches to Literature) / HSTY202 (American History Since 1877)  
ENGL250 (Field Study in Literature) / HSTY230 (History of Ireland)  
HLTH210 (Consumer Health Issues) / HUMN149 (Special Topics, Spanish Culture)  
RDNG116 (College Reading & Study Skills) / PSYC103 (Introduction to Psychology)

**Spring 2011**

BIOL115 (Field Natural History) / RECR274 (Outdoor Recreation Field Adventure)  
ENGL100 (Academic Writing I) / SOCI101 (Introduction to Sociology)

Thirty eight students studied abroad during trips to Nicaragua, Ireland, Costa Rica, China, Greece, and England.

For the first time, we observed a College-wide celebration of International Education Week in November 2010. Programming included a “Buy a Brick, Build a School” fundraiser supporting a Sudanese school, student roundtable presentations, photo displays, charity bake sale, and student/faculty/staff soccer and trivia games. The keynote event, “Lost Boy from Sudan” with Gabriel Bol Deng, was attended by more than 300 students, faculty and staff.

**Community Connections**

that build and maintain partnerships to support learning, cultivate resources, respond to local community needs and prepare students for citizenship in the global community.

**Accomplishments 2010-11**

The TC3 Office of Public Safety is represented on the following area law enforcement groups:

- Tompkins County Stop DWI
- Tompkins County Investigators Group
- Tompkins Cortland Law Enforcement Administrators
- Emergency Call Review and Oversight Committee (ECROC - 911)
- Police Sub-Committee of ECROC

The TC3 Office of Public Safety and Student Life also meets with:

- Tompkins County College and Community Coalition
- Cortland Coalition on drugs and alcohol
- Cortland Coalition of colleges and community law enforcement.

Outreach with these groups ensures a smooth working relationship when the need exists for law enforcement assistance. Activities and communication among and between law enforcement, judicial, student life, and external relations are coordinated with consistent messages to students, the College community, and the external community.

The Office of Public Safety has received the following cooperation and assistance from local law enforcement agencies:

- TC Dispatch (911) handles our emergency calls when we do not have dispatch staff on duty
- The City of Cortland and other police agencies routinely provide us with arrest records or other information in order to more effectively enforce our student code of conduct
- Local law enforcement agencies assisted us in December 2010 when we experienced a threat of accelerating student violence.

The Electrical Technology Program received a special gift of \$22,500 from the local business community to help cover the operating cost of our Electrical Engineering technology program, which supports workforce needs in the local community.

Provided Strengths-based development training for staff and faculty at Marathon School District and New Roots Charter School. We also worked with pilot student development programs at LACS and New Roots.

Of our student athletes, 34 percent come to us from local schools (36 percent last year), and 28 percent of our student athletes are from outside our local school area, but still within one hour of TC3 (29 percent last year). This is a total of 62 percent of our student athletes attending from no more than one hour away (65 percent last year).

TC3 hosted the high school-level Southern Tier Athletic Conference Region III Women's Soccer Championship, the Region III Women's Basketball Championship, and the Region III Golf Championship.

Concurrent Enrollment registrations accounted for 658.5 annual FTEs in 2010-11, an increase of 5 percent compared to the previous year. We offered 580 class sections taught by 207 instructors, with an unduplicated headcount of 3,384 students.

Continued partnerships with Cornell University, Ithaca College, SUNY Cortland, and local school districts in Access to College Education (ACE) provided resources and services to expand and support the educational aspirations of high school students who may be limited by social and/or economic circumstances.

The 2,077 seniors (1,970 last year) from all CollegeNow partner schools who graduated in 2011 earned 18,498 college credits (18,518 last year) over the course of their high school careers for an average of 8.9 credits earned (9.4 last year) per student. Of those, 405 students (444 last year) graduated with 15 or more college credits, and 68 seniors (60 last year) graduated with 30 or more credits earned through CollegeNow@TC3 programs.

The CollegeNow Program expanded to include three new concurrent enrollment partnerships in Unadilla Valley, Chenango Valley, and Ithaca's New Roots Charter School. "Early Assessment" pilot programs, intended to provide more seamless movement for students from high school to college-level courses, have been developed in collaboration with Ithaca, Marathon, and McGraw school districts.

The College also offered a number of civic engagement programs, including:

- In September, a small bus was parked on the TC3 campus to raise awareness about the United Way and collect non-perishable food, personal care items, and school supplies for the "Stuff the Bus" program. TC3 was the first stop of the local tour. It then headed to Ithaca College and Cornell University; and ended its trip at the annual Day of Caring at Stewart Park in Ithaca on Thursday, September 16.
- The Student Center continued to host several campus blood drives; and, for its efforts, was recognized by the regional Red Cross organization with a \$1,000 scholarship. This scholarship was awarded to a student that consistently volunteered to recruit donors and assist on the day of the drives.
- We are excited to report that our annual "Big Pink, Big Blue" event raised \$6,132.50 to be donated to the Cortland and Tompkins County Cancer Services program. In addition to the annual Pink See Saw marathon, a dodgeball tournament was added this year.

We continued our partnerships with SUNY Delhi and Empire State College to provide a range of onsite and online baccalaureate programs for local students. This year we added an additional partnership with Keuka College.

We continued to comply with the American College and University President's Climate Commitment and newly participating in American Association of Community Colleges Presidential Sustainability Task Force Survey.

Development of academic writing and speaking courses for all new Cornell international graduate students had a course enrollment of 151 for the 2010-11 academic year. We also successfully negotiated an enhanced contract for 2011-12 academic year, including an advanced writing course and tutoring support for students enrolled in the program.

Fifty one faculty and staff from five universities in Columbia and Turkey participated in our five-week Summer Intensive ESL Institute (SIEI). The institute, which we have hosted for the past four summers, has evolved significantly over the years to include

primarily university faculty and staff members who are seeking to do research and publish in English, to teach in English, and/or to be able to attend conferences and present their own research projects internationally in English. Enrollment grew more than 150 percent during the 2010 institute enrollment.

The Columbian Red Mutis Network executive meeting was sponsored at TC3 this past summer. With all six Red Mutis schools represented, TC3 coordinated meetings with Cornell, Ithaca College, Cayuga Medical Center, Broome Community College, Greek Peak, and the Cornell Development Park to share local resources and knowledge for future partnership possibilities. TC3 organized two symposia on the community college model held in Ibague and Cartagena, Colombia with speakers from the Colombian Ministry of Education and Red Mutis Universities, U.S. National Center for Higher Education Management Systems (NCHEMS), and TC3.

**Indirect Evidence of Success – Vital Components (Instruction and Curriculum; Student Engagement; Community Connections)**

The level of activity engaged in by the Curriculum Committee reflects our collective commitment to using the results of our assessment activities to adjust our academic offerings to meet emerging challenges and opportunities.

The periodic SUNY Student Opinion Survey (SOS) was administered in Spring 2010, and we received the results in Fall 2010. Most demographics for our SOS sample and the average of the comparison group [11 small community colleges including TC3] were similar, except for living situation. A significantly larger proportion of our sample lived on campus (22 percent vs. 8 percent) or off campus with other students or friends (13 percent vs. 6 percent). A smaller proportion lived off campus with family (non-spouse or children) or relatives (26 percent vs. 26 percent). For 65 percent of respondents, TC3 was their first college experience out of high school. The last administration of the survey was in Spring 2006. All numerical values are scored on a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5).

Satisfaction with “this college in general” rose from 3.91 to 3.99 between 2006 and 2010 and slightly exceeded the comparison group average of 3.96.

Increases in student satisfaction in key areas of the academic environment indicate our dedication to responding to the needs of our students with positivity and agility:

	<b>2010</b>	<b>2006</b>
Availability of courses required for graduation	3.61	3.50
Availability of courses at appropriate times	3.46	3.36
Overall quality of instruction	3.93	not measured

Key questions related to quality instruction and students' engagement in the academic process showed very positive results and often increases since 2006:

	<b>2010</b>	<b>2006</b>
been required to think critically in completing assignments	4.12	not measured
gone to class w/course readings and assignments completed	4.35	4.23
worked hard to meet instructors' expectations	4.21	4.09
received feedback (written or oral) from instructor's on the quality of your work	3.96	3.89
collaborated with other students on class assignments	3.42	3.39
had faculty who required you to make judgments about the value of information, arguments or methods?	3.37	3.33
had faculty who used innovative technology to facilitate learning	3.14	3.08

Response to questions related to sense of campus community increased or remained similar from 2006 to 2010:

	<b>2010</b>	<b>2006</b>
Diversity of faculty and staff?	3.76	3.66
Diversity of the student body	3.86	3.79
Campus acceptance of individual differences	3.83	3.80
Racial harmony on campus	3.68	3.67
Campus openness to opinions of others	3.68	not measured

Unfortunately, "Racial harmony on this campus" and "Campus acceptance of individual differences" were two areas where we differed most negatively from the comparison group (3.90 and 3.95 respectively). Our Student Life group, collaborating with faculty, Office of Public Safety/Campus Police, Student Success, and other departments continue to monitor the community culture and develop programming to help our students and staff live our values and provide a safe place for all students to live and learn.

We differed most positively from the comparison college group in these areas:

	<b>TC3</b>	<b>Comparison Group</b>
<i>College services and facilities:</i>		
Athletic facilities	4.03	3.62
Parking facilities	3.36	3.14
Student health services	3.75	3.59
Availability of online services (courses, bill payment, etc.)	4.03	3.92
<i>College environment, experiences and outcomes:</i>		
Communication of college news/information to students	3.81	3.66
College website completeness of information	3.94	3.81
College catalog (printed or online)	3.99	3.88
College website ease of use	4.00	3.89
Student input in college policies/plans	3.34	3.23
Recreational and intramural programs	3.51	3.47
College social activities	3.56	3.52

The five areas in which we differed most negatively from the comparison college group are:

	<b>TC3</b>	<b>Comparison Group</b>
<i>College services and facilities:</i>		
Availability of computers when you need them	2.81	3.88
College bookstore services	3.01	3.69
Computer support services	3.37	3.73
Fine & performing arts studios	3.33	3.64
Placement in English Comp. courses	3.48	3.78
<i>College environment, experiences and outcomes:</i>		
Availability of honors opportunities	3.34	3.56
Racial harmony on this campus	3.68	3.90
Availability of internships	3.16	3.37
Cultural programs (art, dance, music, theater)	3.33	3.49
Class size considering type of class	3.96	4.11

During the past year, we significantly increased the number of computers available for general student use in the Baker Commons and are doing so again in Fall 2011. Regular monitoring of usage throughout the year indicates that the concerns expressed have been addressed.

Increased computer support services are now available to students from a comprehensive help desk area of the Baker Commons (Technology Learning and Support Services), both on campus and online.

Cultural programming continues to be developed by our faculty and Student Life Group.

Many of our academic programs include internship experiences and we recognize the desire of other students to participate in similar experiences. Current budget issues have prevented our funding a dedicated position to develop internship and COOP experience opportunities, but hope to do in the future.

Our work with students, faculty, and staff to deepen students' understanding of the College's expectations of academic honesty appear to be bearing fruit:

- The number of reported cases of academic dishonesty decreased significantly from that seen in recent years (43 reported incidents compared to 62 and 61 in 2008-09 and 2009-10).

Results of the Student Opinion Survey:

- Most students said they were aware of TC3's policies on student academic dishonesty (cheating, plagiarism, etc.) – almost 91 percent said they knew about them, compared to 85 percent in the 2006 Student Opinion Survey.
- Students agreed that student honesty was an important value at TC3: 89 percent agreed or strongly agreed, and less than 2 percent disagreed.
- Respondent's sense of whether academically dishonest students would be caught underwent a shift: 21 percent said they would be caught a quarter of the time or less, compared with 37 percent in 2006. This shift was reflected at the other end as well: close to 25 percent of the respondents said academically dishonest students would be caught three-quarters of the time or more, in contrast to the 17 percent who thought that was the case in the last survey.
- Observation of student dishonesty when completing assignments or exams likert scale score decreased from 2.13 to 2.05 (disagree).

While our recent fiscal realities have forced us to increase our reliance on adjunct faculty, we are committed to and continue to focus on quality hiring and development of our adjunct faculty:

- The quality of adjunct vs. full-time faculty as evidenced by a comparison of student evaluation profiles for the two groups. The data from both the Fall 2010 and the Spring 2011 semesters show the adjunct faculty profile to be the same or no more than 0.1 lower in all but three (of fifteen) categories compared to that of the full time staff.
- 12 newer adjuncts participated in formal mentorship pairings through the College teaching Center
- The Teaching Center also provides regular orientation and roundtable programs specifically for adjunct faculty
- All adjunct faculty are supported for participation in the regional Successful Teaching Conference and Dialogue on Learning.

Enhancements in student life have created a more vibrant campus life. The many co-curricular and entertainment offerings of Student Activities and the offices of Multicultural Services and Residence Life, as well as the scope and success of our athletic programs – both intercollegiate and intramural – have contributed to a campus

climate that is active, lively, and engaging throughout the days and evenings and also on weekends.

We remain committed to ensuring that students feel physically safe enough to be engaged and succeed.

- This past year we were able to attain 24/7 peace officer staffing
- The 2010 Student Opinion Survey results showed a slight increase in students' feeling of "personal safety/security on campus" to 3.81 from 3.65 in 2006 (exceeding the mean for the comparison group of 3.78), and we hope that future surveys will show an even greater sense of safety
- Response to the question as to having "experienced classroom behavior by other students that was disruptive to learning?" changed little from 2.68 to 2.71, but is not as strong a disagreement as we would like to see. Additional training for faculty (including adjuncts) and staff in dealing with the disruptive student has been developed and will be implemented in Fall 2011.

Two students were recognized by SUNY with the Chancellor's Award for Student Excellence.

There are ongoing efforts in financial aid to see students maximizing their financial aid awards and accessing those funds as early as possible to support their success in the semester. Changes were implemented for Fall 2009 financial aid processing to decrease the time from application to award and increase the number of students who receive financial on a timely basis. Comparison data for Fall 2009 and Fall 2010 reflected the following:

- An additional 612 students received book deferrals (total \$987,129), a 25 percent increase compared to the previous year
- A 22 percent increase in the dollar amount of student loans processed (total \$12,948,854)
- A 65 percent increase in the dollar amount of parent loans processed (total \$2,298,606)
- A 16 percent increase in Pell awards paid (total \$8,809,842)
- A 23 percent increase in refunds to students (\$11,519,345 refunded to students based on financial aid)

#### Retention Rates for First Time Full-Time Students

<i>* as of 9/20/11</i>	<i>n</i>	Fall to Spring	# sts	Fall to Fall	# sts
Fall 2005	695	73.4%	507	53.1%	368
Fall 2006	707	76.0%	537	52.0%	368
Fall 2007	823	77.0%	634	54.2%	444
Fall 2008	882	81.6%	728	56.0%	524
Fall 2009	1035	80.8%	836	55.5%	574
Fall 2010	1063	78.4%	833	53.0%	563

It is difficult to draw direct lines between results of broad measures of student retention and academic success and changes or enhancements in programming. However, while we have yet to see the breakthrough in our retention rates that we hope to, the current trends, coupled with the results of national research on student engagement, have driven many enhancements and changes in our new student and intervention processes including extended orientation programming, new intervention pilot programs for both developmental students and the general population, and collaborative efforts to develop a comprehensive set of co-curricular programs for student support.

### **Capacity Builders**

Beginning with the organizational restructuring implemented in 2008, we have engaged in processes that have enhanced our capacity to understand and address challenges and opportunities through coordinated efforts. In our organizational culture, we make information readily available and provide extensive opportunities for participation in discussion of key issues so that decisions may be made based upon deep and broad understanding. In developing our resources – financial, physical, and human – we work to align our systems and structures to work in collaboration both to reduce the waste of energy that results from internal struggles and to develop a culture that is truly supportive of student success.

### **Resource Development**

including funding, technology, and physical infrastructure.

### **Accomplishments 2010-11**

There were 485 donors to the 2010-11 annual campaign, exceeding the goal of \$185,000 by raising \$2,123,009 (due in part to receipt of a planned gift).

One hundred eighteen students received scholarships or grants-in-aid funds, totaling \$170,076, through the Foundation.

There were four new scholarships in 2010-11: Trong Scholarship, Marcham Family Scholarship, Rita M. Bangs RN Memorial Scholarship, and the Strategic Financial Services Scholarship.

The value of contracts written by TC3.biz for customized training programs and the number of programs delivered in 2010-11 exceeded our contract goal of \$350,000, with a total of \$354,203 and a surplus of approximately \$100,000. A portion of our goal was reached by securing \$91,254.36 in SUNY Workforce Grant Funding to help clients with crucial workforce training. Contract services were provided to more than 38 organizations and 2,200 participants, including The CBORD Group, Inc., Pall Corporation, Sciarabba Walker, Inc., Tompkins Consolidated Area Transit, Inc., Tompkins County Chamber of Commerce, and Tompkins Financial Corporation.

A new web-based job placement and time card system for student workers was implemented. This system allows employers (both on and off campus) to list job openings and desired qualifications. It also allows students to apply for jobs using an online application system. On the first day of classes in August 2011 we had 31 students already hired and working. In prior years there was often unexpended workstudy funding available, and we now anticipate full expenditure of workstudy funding on student wages in the 2011-12 academic year.

The most dramatic development related to our facilities this past year is the design and construction of the new Cortland Extension Center, which provides a larger and more modern facility to support outreach and programming efforts in Cortland County. Staff moved into the facility in August.

Record amounts of financial aid have been awarded and disbursed to students. As the majority of our students use some type of financial aid to enable them to attend college, maximizing the availability of aid to students ensures that they have the resources they need to be successful.

The number of financial aid applications increased 9 percent over the prior year; recipients of financial aid increased 6.6 percent; and the amount disbursed to students increased 17.9 percent.

The College continues to support Lean Office initiatives each year to improve process and gain efficiencies. Lean Office activities and initiatives conducted in 2010-11 include:

- Housing room change process
- Entry level enrollment process
- Event planning
- Academic plan

This past year we witnessed a number of improvements in the services offered by the Enrollment Services Center, including movement to a paperless admissions process. During the past year, our total applications for admission were up compared to the previous year, but the yield was down. We did, however, see an increased enrollment yield from the pool of accepted students: It went from 68.9 percent in 2009 to 72.6 percent in 2011.

We replaced our aging telephone *pbx* system and provided improved capability at a reduced cost.

The athletic facility, including the BorgWarner Morse TEC Field House and game fields, was used approximately 100 times by external groups/teams, bringing in approximately \$40,000 (an increase from \$38,450 in 2009-10) in revenue. Additionally:

- The TC3 fitness center generated just over \$50,000, similar to last year
- The swimming pool grossed more than \$18,000 in revenue with fewer than 10,000 patron visits (a decrease of about \$6,000, primarily due to Cortland H.S. canceling its swim program and rental with TC3)

- There were 73 home athletic contests with gate revenues of \$5,600

This year marked a huge change for the TC3 Pathways program, which supports low-income adult students returning to school. In the wake of the donor's most recent \$2 million dollar gift (now totaling \$6 million), we expanded the program from offering 10 scholarships per year to offering 40 scholarships per year. At the same time, we partnered with the donor to create a position to support the growth of the program. That resulted in a part-time, two-days-each-week position to connect with students regarding Pathways and the numerous resources potentially available to them.

Pathways scholars continue to succeed at phenomenal rates. Many now belong to Phi Theta Kappa and are active in TC3 clubs; others have transferred to four-year colleges. Some have graduated and moved into the workforce, and many win other foundation scholarships. One Pathways grad is a TC3 ambassador; and all say they are thrilled to have an opportunity to put their dreams into action.

We are now using an online system to collect, summarize and report student evaluations of classroom faculty replacing an intensive manual process used in the past.

Our printed catalog was eliminated in favor of a fully online course catalog in April 2011, saving more than \$30,000 in production costs. The new catalog won an honorable mention award from the Center for Digital Education.

Event planning and scheduling software was implemented to provide us with greater efficiency and effectiveness in the use of our facilities and decrease the staff time needed compared to a manual process.

<b>EQUIPMENT PURCHASES</b>	<b>College Operating Budget</b>	<b>Various Grants</b>	<b>Capital Account</b>	<b>TOTAL</b>
<b>2000-01</b>	\$193,880	\$45,879	\$94,841	<b>\$334,600</b>
<b>2001-02</b>	\$93,262	\$33,557	\$40,000	<b>\$166,819</b>
<b>2002-03</b>	\$240,222	\$43,319	\$11,496	<b>\$295,037</b>
<b>2003-04</b>	\$334,150	\$37,530	\$0	<b>\$371,680</b>
<b>2004-05</b>	\$203,204	\$67,441	\$0	<b>\$270,645</b>
<b>2005-06</b>	\$353,000	\$86,899	\$0	<b>\$439,999</b>
<b>2006-07</b>	\$388,362	\$21,815	\$77,312	<b>\$487,489</b>
<b>2007-08</b>	\$292,285	\$11,976	\$442,561	<b>\$746,822</b>
<b>2008-09</b>	\$242,000	\$24,300	\$148,892	<b>\$415,192</b>
<b>2009-10</b>	\$313,829	\$34,630	\$32,184	<b>\$380,643</b>
<b>2010-11</b>	\$128,062	\$147,601	\$212,732*	<b>\$488,395</b>

\* primarily classrooms in the new Cortland Extension Center

<b>EQUIPMENT PURCHASES</b>	<b>Direct Instruction and Instructional Support</b>	<b>Administrative Support</b>
<b>2000-01</b>	\$284,515	\$50,085
<b>2001-02</b>	\$116,577	\$50,242
<b>2002-03</b>	\$207,930	\$87,107
<b>2003-04</b>	\$173,358	\$198,322
<b>2004-05</b>	\$141,891	\$128,754
<b>2005-06</b>	\$291,749	\$148,250
<b>2006-07</b>	\$345,518	\$141,971
<b>2007-08</b>	\$553,999	\$192,823
<b>2008-09</b>	\$356,437	\$47,586
<b>2009-10</b>	\$210,568	\$170,075
<b>2010-11</b>	\$454,796	\$33,599

In June, we received official Federal “J Visa” designation to issue appropriate documentation for visiting students and scholars. This will particularly support reestablishment of the Disney program.

### **Culture**

development and maintenance of a culture of learning based on an environment of mutual respect, collaboration, transparency, and trust.

### **Accomplishments 2010-11**

We successfully balanced a budget for 2010-11 as well as 11-12 through an arduous, but transparent process with the College community. While this accomplishment also is mentioned under resources, the open communication and transparent approach used to achieve this was a defining moment in terms of our College culture. We successfully negotiated retirement settlements with our bargaining units and openly discussed our difficult fiscal decisions with the entire College community.

We have achieved a staffing level of trained law enforcement officers that allows us to provide 24/7 law enforcement service on campus and in the residence halls. Anecdotally, our ability to provide 24/7 law enforcement coverage to our residential campus has made a significant difference in our ability to respond quickly to serious issues.

We continue to maintain channels of communication with the increasing number of adjunct faculty. The Dean of Instruction and adjunct faculty portals have now been combined into one interface. This continues to be utilized not only as a repository for documents (such as the adjunct checklist and FERPA information), forms (such as field trip requests), and frequently asked questions, but also as an academic calendar and collaborative tool for pedagogical and process discussion.

A Student Behavior Steering Committee was established. The committee was established to address ongoing concerns about student behavior on and off campus and includes the areas of Public Safety, Student Life/Judicial, and External Relations. Areas of focus for this group include: judicial/enforcement, internal and external communications, and student and staff programming/education.

**Human Resources Development**

including professional leadership development coupled with disciplined hiring and development practices.

**Accomplishments 2010-11**

In spite of fiscal challenges, the College has continued to support and encourage staff development. More than 150 faculty/staff participated in conferences, seminars, workshops, leadership skills development, and job-specific education programs including:

- Successful Teaching Conference
- Chair Academy International Conference
- Discipline-based regional and national conferences
- SUNY Professional Councils
- Lean Office Workshops/Training
- Dialogue on Learning

College funds:

	<b>Professional Travel</b>	<b>Staff Development</b>	<b>TOTAL</b>
<b>1998-99</b>	\$101,428	\$51,188	\$152,616
<b>1999-2000</b>	\$120,000	\$55,000	\$175,000
<b>2000-01</b>	\$126,000	\$51,000	\$177,000
<b>2001-02</b>	\$109,000	\$52,000	\$161,000
<b>2002-03</b>	\$121,605	\$68,357	\$189,962
<b>2003-04</b>	\$154,211	\$89,579	\$243,790
<b>2004-05</b>	\$124,163	\$110,931	\$235,094
<b>2005-06</b>	\$168,639	\$160,542	\$329,181
<b>2006-07</b>	\$179,728	\$139,037	\$318,765
<b>2007-08</b>	\$211,160	\$178,954	\$390,114
<b>2008-09</b>	\$194,839	\$202,513	\$397,352
<b>2009-10</b>	\$192,494	\$200,962	\$393,456
<b>2010-11</b>	\$154,837	\$140,341	\$295,178

In addition, during 2010-11, the Foundation spent \$24,367 and FSA spent \$154,745 on travel and staff development (including athletic travel).

CollegeNow@TC3 provided professional development opportunities to 113 school district professionals/concurrent enrollment instructors from more than 34 partner districts (163 and 30 respectively last year).

Dissemination of publications and hosting of monthly webinars were made available to us through our National Institute for Staff & Organizational Development membership. The weekly publication “Innovation Abstracts” is sent to all faculty and staff and provides information on best practices in teaching and student affairs.

Our 14<sup>th</sup> annual Dialogue on Learning 2011 conference “Building a Strengths-based Campus for Engagement and Excellence” was held in April and was attended by 64 faculty, administrators, and students from eight regional colleges and three K-12 school districts (47 from TC3). The keynote speaker was Joan McArthur-Blair, former president of Nova Scotia Community College.

Two full-time faculty mentorships and 12 adjunct faculty mentorships were sponsored by the College teaching Center. Eleven were successfully completed.

We continued co-sponsorship and strong participation in the regional Successful Teaching Conference with 30 faculty and staff attending (of total 140 attendance) with two faculty members presenting “Great Ideas for Teaching.”

The College Teaching Center continues to provide opportunities for full-time and adjunct faculty and staff to build community while developing teaching methods and techniques. The Center organized 44 community roundtable sessions (38 in 2009-10), with 103 different faculty and staff participating in Fall and 85 in Spring.

Faculty and staff participated in professional organizations and local, regional, statewide, and national conferences focused on teaching methodologies and strategies to increase student engagement.

The Adjunct Faculty Handbook has been revised and redesigned to become a comprehensive teaching handbook for all faculty members.

We continued strong participation in the Chair Academy’s leadership development programming – two staff completed the Foundation Academy and one staff member completed the Advanced Academy. Twenty three staff members have now completed one or both of the academies.

People

GROUP	Classified	Administrators	Senior Officers	Counselors, Librarians, Etc.	Faculty	TOTAL	FSA*
COLLEGE (GRANT)** FUNDED							
2000	83 (2)	41 (1)	4	17 (2)	67 (0)	212 (5)	
2001	84 (2)	46 (2)	4	17 (1)	62 <sup>i</sup> (0)	213 (5)	
2002	87 (2)	46 (2)	4	18 (1)	68 (0)	223 (5)	
2003	87 (2)	53 (2)	4	19 (2)	70 (0)	233 (6)	
		4 (temp)				4 (temp)	
2004	88 (2)	52 (1)	4	18 (1)	67 <sup>ii</sup>	229 (4)	
		4 (temp)				4 (temp)	
2005	92 (2)	53 (1)	4	18 (1)	70	237	
		2 (temp)				2 (temp)	
2006	98 (2)	55 (1)	4	18 (2)	71	248	
		2 (temp)				2 (temp)	
2007	110 (2)	60 (2)	4	20 (2)	71	265	
2008	117 (1)	59 (1)	9	21 (3)	76	282	30
		2 (temp)		1 (temp)			
2009	117 <sup>ii</sup> (2)	62 (1)	9	24 (5)	77 (1)	289 <sup>iii</sup>	35
		1 (temp)		2 (temp)	1 (temp)		
2010	114 (1)	57 (1)	9	24 (5)	73 <sup>v</sup> (1)	277	36
	1 (temp)			2 (temp)	1 (temp)		
2011	103 (1)	52 (1)	9	21 (2)	71	256	35
	1 (temp)	1 (temp)		1 (temp)			

**NOTE:** Of the total number of employees, the number in parentheses indicated grant-funded positions.

- i. Decrease occurred as a result of early retirement incentives.
- ii. Decrease occurred as a result of early retirement incentives.
- iii. Three promotions from classified staff – 2 positions to PAA, 1 position to FA, 5 new classified staff positions (Secretary – Multicultural Services, Secretary – Advisement Services, Secretary – Public Safety, Campus Peace Officer, ESS
- iv. 4 of the 10 new positions are granted funded positions (LEAP Coordinator, SUNY GREENS Coordinator, Cornell ESOL Instructor, Secretary – Advisement Services), 6 of the 10 new positions are College funded beginning September 2009 (Recreation Faculty, Coordinator of Advisement Services, Campus Peace Officer, Secretary – Public Safety, Part-Time, .5FTE Secretary – Multicultural Services, ESS.)
- v. Decrease occurred as a result of early retirement incentives.

This is the ninth year of annually tracking our employee turnover rate. This past year, 21 people left our employment (8.2 percent). The 2001 College and University Professional Association for Human Resources (CUPA – HR), lists the average annual turnover rate for colleges and universities at 9 to 11 percent. However, when excluding those employees who were deceased, retired, laid off, or left because of Civil Service regulations, the effective turnover rate is 1.95 percent. Of the 21 people who left our employment during the year, 12 retired, two were terminated, one left for another job, two left for personal or other reasons, three were laid off, and one left the area.

### **Organizational Alignment**

with our mission, vision, values, and goal.

### **Accomplishments 2010-11**

We engaged in a number of SUNY-wide initiatives, including the SIRIS enrollment reporting system, the student mobility project, and Degree Works.

We completed a new PAA job classification system through a collaborative process with union and management staff. The new system better recognizes the competencies and responsibilities now required in our administrative positions. A number of administrative job descriptions were then rewritten and regraded to create better reflect alignment with current responsibilities.

Our transparent collaborative processes for addressing budget and staffing issues are squarely in alignment with our mission, vision, values, and goal. In particular, the processes (past and ongoing) honor our values of Learning (as an organization and desired outcomes of the process), Innovation (through continuous improvement processes and nurturing our environment of trust), Relationships (developing processes with integrity, respect, collaboration and recognition of interdependence), and Diversity (recognizing that better solutions come from providing multiple and cross-functional perspectives).

Refocusing of the College goal to more easily align our planning, budget, and assessment processes.

### **Indirect Evidence of Success – Capacity Builders (Resource Development; Culture; Human Resources Development; Organizational Alignment)**

Energy utilization continues the downward trend that we have been experiencing in the last several years. In 2010-2011 the College experienced a further reduction in usage of about 5%. Over the last 8-year period, the reduction in usage exceeds 40%.

We were again recognized by the Digital Community Colleges Survey – receiving an overall grade of A+ under the group’s new ratings system in Fall 2010. We also received recognition as the #1 college in the redefined “small campus” category.

With the support of Budget and Finance and Human Resources, department budget managers and the executive team of the College successfully developed a balanced budget for the College, FSA, and Foundation while experiencing a 21 percent decrease in funding in state operating aid for the College over the past two years.

The success in our budget process can be seen in the significant decreases in spending and staffing while maintaining core services to students. This can be seen across the board – not just in the College budget, but in the FSA and Foundation operating budget as well, where reliance on the College for operating assistance has been reduced or eliminated. Most importantly, the processes and decisions were made in alignment with MVVG and within a culture of transparency, respect and trust. We will also be testing this belief with new administration of the Faculty Staff survey in Fall 2011.

Our last Faculty Staff survey, conducted in Fall 2009, saw increases in agreement and decreases in disagreement with items that test perceptions of our processes and administrative decisions:

“I am familiar with the current TC3 mission, vision, values and goal statements.”  
*Increased from 82 percent to 85 percent.*

“The process TC3 uses to allocate resources is clear to me.”  
*Increased from 29 percent to 34 percent*  
*Administrators increased from 41 percent to 48 percent*  
*FT Faculty from 33 percent to 36 percent*  
*Overall responses of “Disagree” or “Strongly Disagree” decreased from 29 percent to 15 percent.*

“The process TC3 uses to allocate resources is in alignment with TC3’s mission and goals.”  
*Increased from 26 percent to 35 percent.*  
*Responses of “Disagree” or “Strongly Disagree” decreased from 15 percent to 12 percent.*

“College planning is in alignment with TC3’s mission and goals.”  
*Increased from 35 percent to 50 percent.*  
*Responses of “Disagree” or “Strongly Disagree” decreased from 10 percent to 6 percent.*

“The process TC3 uses to set institutional priorities is clear.”  
*Increased from 23 percent to 33 percent.*  
*Responses of “Disagree” or “Strongly Disagree” decreased from 19 percent to 17 percent.*

“Everyone can participate in the process the college uses to set institutional priorities.”  
*Increased from 40 percent to 42 percent.*

*Responses of “Disagree” or “Strongly Disagree” remained steady at 14 percent  
Administrator agreement increased from 45 percent to 59 percent.*

*“Major decisions, policies and practices within the college reflect a priority on learning.”  
Increased from 55 percent to 66 percent.*

We look forward to the Fall 2011 survey continuing this trend.

The 2009-10 independent audit process for the College, Foundation, and FSA was completed with an unqualified opinion and no findings.

We provided a physically safe and secure environment:

- The 2010-11 fire inspection of campus facilities was conducted in October of 2010. The inspection included the main building, athletic facility, Head Start Center, grounds building, and both extension centers. The majority of violations fell within the minimal or moderate category. There was one violation at the Cortland Extension Center that was listed as significant and referred to the storage of boxes near a furnace. All violations were corrected by January 30, 2011. "Certificates of Compliance" were issued and posted at each location.
- Health and safety maps for the main building and athletic center were developed. The development of these maps was recommended as a means of informing employees and students of important health and safety information, such as the location of no-smoking areas, severe weather refuge areas, automated external defibrillator locations, and emergency evacuation assembly locations.
- In the 2010 calendar year, there was no serious crime reported on the main campus that fell within the reporting mandates of the Clery Act. Including the residence life community, the only serious crimes reported that fell within the Clery Crime category were six burglaries that mostly involved unlocked bedrooms.
- The number of arrests by Campus Police has steadily increased. In 2009, there were 26 arrests. In 2010, there were 54 arrests. For 2011, through August 29, there were 48 arrests. More officers usually equal more arrests, and therefore it does not necessarily mean an increase in lawlessness.
- During 2010-2011 there were 1,155 official reports documented by OPS personnel, compared to 923 for 2009-10 (for the 2008-09 academic year, OPS personnel formally documented 590 incidents.) As OPS increased staffing, visibility and hours of operation, we are not surprised by the increase in documented incidents

## **Philosophical Drivers**

Our philosophical drivers have supported the development of our capacity to build an institution dedicated to achieving student success. A disciplined organization such as ours bases decisions on evidence; but even more, strives to ensure that the evidence used is both thorough and germane to the decision to be made. By operating in such a disciplined manner, we can capitalize on both individual and collective strengths while

also confining our actions to those that address our core concerns. That is, by keeping student learning and success at the heart of our decision-making, we are able to sort through the array of possible initiatives confronting us to choose those which are most consistent with the College's core philosophy.

This section does not include specific evidence for assessment; these philosophical drivers create the environment that allows us to achieve our goal – supporting and nurturing student success and the synergy of our vital components and development of our capacity builders.

### **Learning First**

in every decision, policy, program, and practice.

### **Accomplishments 2010-11**

We have maintained our commitment to small class size; and, with few exceptions, classes have a maximum of 30 students. Writing and developmental courses have lower maxima.

We maintained our commitment to staff development. As a learning organization, we must continue to support the development of our faculty and staff to optimize their ability to support the development of our students.

We engaged in strategic reallocation of diminishing resources, not simply by use of across the board cuts or direct reduction of particular resources as many of our sister institutions have done. All decisions, for reduction and for reallocation of resources, were made with an eye squarely on affecting the student experience as little as possible. Comparison of our 2009-10 budget allocations with the other SUNY community colleges:

	TC3	Other SUNY community colleges
Direct support to students	71.5%	66.7%
Operations & institutional support	28.5%	33.3%

While a number of staffing positions were eliminated, others were filled, notably Campus peace officers, Office of Student Success and Advisement Services office, and two new faculty members in English and Mathematics, with the latter specifically assigned to teach a load composed entirely of developmental courses. Adjunct staff have been hired to backfill faculty and student support full-time positions that were eliminated: counselor, professional tutor, librarians.

Eliminated positions:

<b>Adjunct replacement</b>	<b>Department</b>	<b>Position</b>	<b>FTE</b>	<b>Unit</b>
	President's Office	Secretary President's Office	0.5	CSEA
*	Faculty	Math Faculty	1	FA
*	Faculty	Biology Faculty	1	FA
*	Faculty	HRMG faculty	1	FA
*	Faculty	English faculty	1	FA
*	Faculty	BUAD faculty	1	FA
*	Faculty	CIS faculty	1	FA
	Global Office	Director TC3 Global	1	PAA
	Global Office	Coord. Global ESOL Prgm	1	PAA
	Student Success and Advisement Services	Seasonal Sr. Clerk	0.5	CSEA
	Academic Records	Registrar	1	PAA
*	Baker Center	Professional Writing Tutor	1	FA
	Library	Library Technical Specialist	1	FA
*	Library	Librarian	0.8	FA
	Library	ITLR Assistant	1	CSEA
*	Counseling, Career & Transfer Services	Dir. CC&TS	1	PAA
	Alumni and Development	Chief Development Officer	1	PAA
	Alumni and Development	Secretary A&D	1	CSEA
	Alumni and Development	A&D Office Manager	1	PAA
	Alumni and Development	Director of Major Gifts	1	PAA
	TC3.Biz	Open Enroll. Coord.	0.5	PAA
	TC3.Biz	ESS	1	CSEA
	Budget & Finance	Sr. Account Clerk B&F	0.5	CSEA
	Facilities	Cleaner	1	CSEA
	Facilities	Cleaner	1	CSEA
	Facilities	Keyboard Specialist B&G	1	CSEA
	Public Safety	Asst. Dir. of Safety & Security	1	PAA
	Public Safety	Security Officer	1	CSEA
	Public Safety	Secretary/Dispatch OPS	1	CSEA
	Campus Technology	Software App. Admin.	1	PAA
	Info Desk	Receptionist Campus Tech	0.3	CSEA

## **Strengths**

based development for students and staff, individually and collectively.

### **Accomplishments 2010-11**

More than 1,000 new students, staff, and faculty participated in foundation SQ programs. Strengths-based development is specifically integrated into the curricula of Early Childhood, HRMG, COMM, and NU programs, and our counseling and student leadership development programs. More than 60 students participated in a two-day strengths-based student leadership retreat in Fall 2010.

TC3 was identified as a StrengthsQuest Leader and the winner of the Don Clifton Strengths Excellence Award that was presented on campus in September. Vice Chancellor Johanna Duncan-Poitier joined us for the presentation. This is the second time the award has been given, and we are the first community college recipient.

A new performance evaluation tool was approved and put into place for administrative staff at the College. The “performance dialogue” and the “colleague evaluation” focus on strengths and encourage reflective thinking on the part of the employee and their supervisor. The performance evaluation tool was used for the 2010-11 evaluation cycle, and we have not yet had the opportunity to fully assess how effective employees and supervisors found this.

Continued support for staff and faculty to become deeply involved with The Gallup Organization. Eleven faculty and staff attended national Gallup conferences on building a strengths-based campus.

## **Disciplined Organization**

maintaining in relation to our people, thoughts, and actions.

### **Accomplishments 2010-11**

The College continues to support Lean Office initiatives each year to improve process and gain efficiencies. Lean Office activities and initiatives conducted in 2010-11 included:

- Housing room change process
- Entry level enrollment process
- Event planning
- Academic plan

The entry level enrollment process was redesigned to accommodate a reduction in support staff as well as a reduction in funds allocated for faculty advisement overload. The process now incorporates a group advisement focus as well as more standardized expectations for a first semester course schedule.

Staff across the College continues to find ways to maintain or enhance our services to students while coping with reduced resources in every area of the College. For example, there continue to be increases in the volume of students being served in enrollment services both in person, by email/mail/fax, and by phone. Not only have financial aid and admissions applications continued to grow significantly, fall enrollment for new and continuing students has continued to show modest growth. This volume of work is handled by the same number of staff who also absorbed additional responsibilities due to staffing cuts in other areas.

The Development Office has engaged in processes to restructure the office and our support for alumni relations and programming. The TC3 Foundation completed a strategic planning process and strategy map.

The executive staff has been disciplined about reviewing the performance of individuals who have not received tenure or permanent status. There were a few individuals who were not granted continuing appointment due to their performance.

### **Evidence-based Decision Making**

and a culture of assessment at all levels of the organization.

### **Accomplishments 2010-11**

The Salient data analytics system is now routinely used to inform enrollment projections and for enrollment management purposes to regularly assess progress to enrollment goals for a particular semester. In addition, we have implemented a finance module that will be used for informing financial efficiencies and budget projections. The tool has supported creation of a strategic enrollment model to analyze historical data and prepare enrollment projection for target groups.

The Salient system is also now regularly used by many offices in the College to monitor and develop student success metrics and provide a mechanism for prompt analysis of anecdotal evidence related to student cohorts or efficacy of projects. For example, following some significant student behavior issues in Fall 2010, there were rumors throughout campus related to the demographics and academic preparedness of the students involved in our judicial system. Using Salient and other data tools, we were quickly able to provide data that “busted” many of the myths swirling on the campus.

Department plans and initiatives all include indicators of success and discussion about how assessment results were used for improvement.

### **PROFESSIONAL DEVELOPMENT AND COMMUNITY SERVICE**

During this past year, I have provided numerous welcoming remarks to a broad range of groups the College hosted on campus. In addition, I provided remarks at a number of

ceremonies and other activities. Major speeches, professional commitments, and community service activities include the following:

- In September, I traveled to Albany to participate in a Chancellor's meeting with all of the SUNY Presidents. A large part of that agenda was devoted to an update on the efforts regarding the Empowerment Act, as well as discussions on how the Chancellor plans on proceeding with the implementation of the new SUNY Strategic Plan. Additionally, there was considerable discussion regarding SUNY's announced plans to cap enrollment at the SUNY institutions at the 2009 level.
- Also in September, Mark Pogue, Vice President for Education Practice at the Gallup Organization, visited the campus. We were also joined by Vice Chancellor for Community Colleges Johanna Duncan-Poitier and Tim Turecek, Superintendent of the Marathon School District, for a discussion about uses of strengths-based student development programming in middle school, secondary school, and postsecondary New York schools. Vice President Pogue also formally awarded TC3 the Gallup's Don Clifton Strengths Excellence Campus Award in a short ceremony including student and faculty stories. We are only the second campus to receive this award and the first community college. Sixty students and six faculty/staff also participated in a 1½ day student leadership seminar – StrengthsQuest Leadership – led by Vice President Pogue on September 25 – 26.
- In November, Walter Poland, Jorge Huayhuaca, Ray Schlather, and I traveled to Colombia for a series of meetings in both Bogota and Cartagena. While there, we presented at two different conferences arranged by our partner universities. Additionally, we undertook a broad range of other initiatives and a number of other discussions to help build our relationships with our various partners throughout Colombia.
- In January, OCC President Debbie Sydow and I attended the meeting of the Onondaga Cortland Madison BOCES superintendents in Syracuse. During the discussion, we each presented ideas about how we can collectively work more collaboratively to better facilitate student transitions to our respective community colleges. There was a great deal of interest in some ongoing initiatives that had begun in our Cortland-area school district, which has served as a model for the larger group.
- In February, I traveled to Albany where I met with both Assemblywoman Lifton and Senator Seward advocating for our needs and bringing them up to date on the College's situation.
- Also in February, I was the featured speaker at the Ithaca Rotary Club. I provided a "State of the College" report. In addition to highlighting some of our budget situations, I highlighted 10 items I felt were perhaps new or of interest that audience members may not have already known.

- Also in February, I presented a “State of the College” report to the Cortland and Tompkins County Legislatures.
- In March, John Conners, Jim Hull, Amy Trueman, Darese Doskal-Scaffido, and I met with our respective counterparts at SUNY Cortland to discuss the ongoing collaborative relationship between our respective institutions to address student behavior on our campuses and in the community.
- Also in March, we were honored to host SUNY Chancellor Zimpher on campus to present the SUNY Strategic Plan and, in particular, discuss how it intends to help our communities and our state, as well as how it will address our economic and workforce development needs. The event was extraordinarily well attended, with people from both counties representing the Chambers of Commerce, Workforce Development Offices, Economic Development Offices, school superintendents, CEOs of various profit and non-profit sectors of our communities (including members of our Board of Trustees), our Foundation Board, student representatives, and other members of our College faculty and staff. Overall, there were approximately 125 people in attendance, and it was a particular pleasure for me to welcome my colleague presidents from the area: David Skorton of Cornell, Tom Rochon of Ithaca College, and Erik Bitterbaum of SUNY Cortland. We joined the Chancellor in answering and responding to questions from the audience following the Chancellor’s presentation.
- Also in March, Chairperson Buck and I attended the NYCCT Community College Advocacy Day in Albany, as referenced above.
- Also in March, I was a speaker at the Leadership Tioga Program, during which I shared with them my remarks entitled “Leadership and the Mirror.”
- Also in March, I traveled to Dallas, Texas, for the annual International Chair Academy Conference. Also attending the conference this year were Mick McDaniel, Bruce Ryan, Amy Trueman, and Khaki Wunderlich. While at the conference, Mick McDaniel was honored with the Exemplary Leadership Award. Additionally, Khaki and Amy led a roundtable entitled “The Little Things that Make a Big Difference” on implementing a strengths-based concept. Also, Khaki, Bruce, and I provided a session entitled “Keeping Your Flywheel Spinning in the Rising Mud,” and Bruce participated with a colleague from Central Piedmont Community College in a session entitled “Thought Leaders, Passion, and Red Beer: The Future of Higher Education.” In addition to these presentations, I had the honor of serving as one of four keynote speakers at the conference, delivering a speech entitled “Leadership and the Mirror.”
- In April, I attended the NYCCT annual conference in Rochester. During the dinner part of the program on Friday evening, Trustee Beverly Baker was honored with the Marvin A. Rapp Award for Distinguished Service.

- In April, I, along with SUNY Cortland President Erik Bitterbaum, provided remarks to our Leadership Cortland group focusing on our respective institution's contributions and engagement in Cortland County.
- Also in April, I was the featured speaker for the Child Development Council annual meeting in Ithaca. Plans are being finalized to merge the Child Development Council in Cortland and Tompkins Counties and this was the first occasion where this effort was announced and recognized.
- In May, I travelled to the Southern Alberta Institute of Technology (SAIT) in Calgary, Alberta, Canada, where I was invited by the Vice President of the College to the 15,000 student campus (largely associate degrees, but a few baccalaureate degrees) that serves that region of Alberta, Canada. Members of the faculty and staff who had been in attendance at the International Chair Academy Conference in Dallas heard my keynote speech "Leadership and the Mirror," and I was asked to visit their institution to deliver that speech again to approximately 130 members of their college-wide leadership council.
- Also in May, I provided a similar presentation on a portion of my "Leadership and the Mirror" speech and led a discussion for the Leadership Tompkins group on campus.

I serve on the following Boards and/or major committees:

- American Association of Community Colleges – Global Education Commission
- The Chair Academy International Advisory Board
- Cayuga-Cortland Workforce Investment Board
- Central New York Regional Alliance
- Community Colleges for International Development Board
- Cortland County Business Development Corporation Board of Directors
- Honorary Member of the Ithaca Rotary Club
- The Institute for Community College Development at Cornell – Emeritus (re-elected to Board in June 2009)
- Johnson Museum Community Advisory Committee
- New York Community College President's Association (formerly Association of Presidents of Public Community Colleges – APPCC) – past-president, serve on the Executive Committee
- TC3 Foundation Board of Directors
- Therm, Inc., Board of Directors
- Tompkins County Area Development Corporation Board of Directors (also chair of the Human Resource Committee)
- Tompkins County CEO Roundtable
- Tompkins County Public Library Foundation – Chair of 2009 Annual Campaign
- Tompkins County Workforce Investment Board
- Tompkins Financial Corporation Board of Directors (serve on the Nominating Corporate Governance Committee and the Tompkins Financial Advisors Committee)
- Tompkins Learning Partners – Co-chair Literacy for Life Campaign
- Tompkins Trust Company Board of Directors (serve as Chair of the Trust Committee)