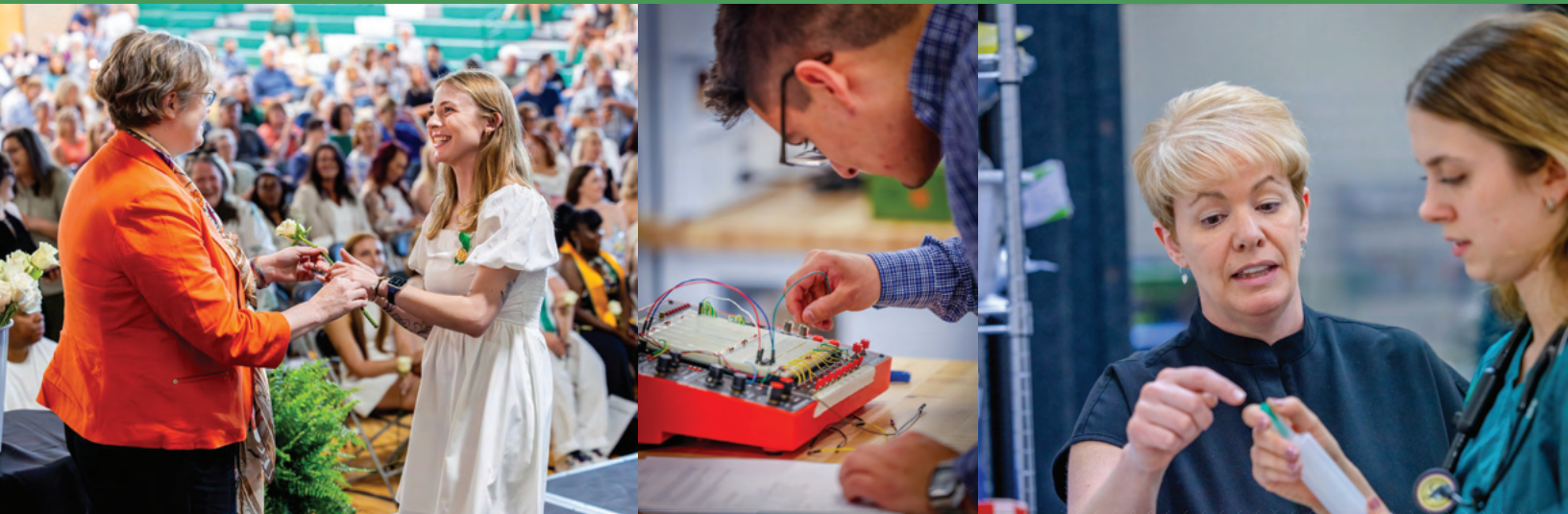




**TOMPKINS CORTLAND
COMMUNITY COLLEGE**

**MSCHE
SELF-STUDY
AUGUST 2026**

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Executive Summary

Tompkins Cortland Community College (TC3) demonstrates substantial compliance with MSCHE Standards I–VII, with strong institutional effectiveness gained through mission-driven planning, data-informed decision making, student-centered support services, assessment, and shared governance. This self-study reflects a culture of continuous improvement focused on student success, equity, accountability, and long-term sustainability.

Standard I: Mission and Goals

The College satisfies this standard. TC3 regularly engages internal and external stakeholders in revising its Mission, Vision, and Values (MVV). Strategic, academic, and enrollment planning are aligned to measurable outcomes, and as such, the institution has expanded use of SMART goals, benchmarking, and performance indicators. Campus-wide understanding of integrated planning and budgeting processes is uneven, and some retention and equity outcomes remain below desired peer benchmarks. To address these needs, the College is expanding data literacy training and increasing the visibility of institutional data; targeted efforts to improve retention, completion, and post-completion outcomes are ongoing.

Standard II: Ethics and Integrity

The College satisfies this standard. Comprehensive policies at TC3 support academic freedom, transparency, compliance, grievance resolution, and student and employee rights. Through strategic investments in communications, policy management, and climate assessment, TC3 has strengthened institutional trust. A current focus is on developing more systematic procedures to track and evaluate employment practices. Human Resources is leading this effort through analysis of disaggregated hiring and employment data, as well as improved conflict-of-interest recordkeeping.

Standard III: Design and Delivery of the Student Learning Experience

The College satisfies this standard. TC3 regularly reviews and develops academic programs, intentionally aligning them with workforce and transfer needs. Sustained faculty development, instructional technology, curriculum assessment, and applied learning opportunities support high academic quality. Recent advances in formal quality assurance processes, including training, templates, and rubrics, for online and hybrid learning are being evaluated for refinement. Implementation of a standard syllabus with student learning outcomes and mapping to higher level outcomes supports consistency across modalities. The College has a solid foundation of student outcome data to support the evaluation of these outcomes across instructional modalities to further enhance academic quality.

Standard IV: Support of the Student Experience

The College satisfies this standard. Students benefit from comprehensive advising, financial aid, accessibility services, tutoring, wellness resources, career development support, and basic needs programs. Retention and graduation rates have improved due to coordinated student success initiatives. Achievement gaps persist for some subpopulations, such as Pell-eligible students. To close these gaps, the College is implementing targeted interventions and evaluating the effectiveness of support programs to continuously improve and direct resources to services that work. Additional improvements in advisement, such as clarifying structures and expectations, will more effectively support students.

Standard V: Educational Effectiveness Assessment

The College satisfies this standard. TC3 has established a robust academic assessment culture supported by curriculum mapping, annual assessment reporting, and program review. Assessment findings increasingly drive program and curricular improvements. As the assessment process matures, further strengthening closing-the-loop practices and expanding assessment training will help improve academic assessment processes, as will the use of disaggregated course-level data. Strong examples of external feedback loops informing curriculum development can be complemented by the additional systematic incorporation of external feedback from employers and transfer partners into curriculum and employment outcomes.

Standard VI: Planning, Resources, and Institutional Improvement

The College satisfies this standard. TC3 has implemented an integrated planning and assessment ecosystem that connects strategic priorities, budgeting, resource allocation, and assessment. Investments in technology, facilities, enrollment management, and institutional effectiveness support long-term sustainability. Advancing multi-year budgeting, assessing return on investment for student-support initiatives, and deepening assessment practices across administrative units will strengthen the College's financial position while improving student outcomes.

Standard VII: Governance, Leadership, and Administration

The College satisfies this standard. TC3's governance structures are transparent and participatory, with engaged leadership, active shared governance, and strong Board oversight. The creation of a Faculty Senate should continue to advance faculty roles in decision-making. Further, organizational restructuring has strengthened institutional effectiveness and communication. TC3 will use means such as climate surveys to support periodic assessment of governance structures and will continue to clarify roles among governance groups.

Conclusion

The self-study demonstrates that TC3 has made meaningful progress since its last accreditation review and meets the standards herein. The institution has strengthened planning, assessment, governance, fiscal stewardship, and student support systems while maintaining a strong commitment to access and student success. The identified action steps are realistic, mission-aligned, and designed to further improve institutional effectiveness, equity, student achievement, and responsiveness to community needs. TC3 is well positioned for continued growth and successful reaffirmation of accreditation.

Introduction

HISTORY AND STRUCTURE

Founded in 1968, Tompkins Cortland Community College (TC3) is one of 30 community colleges within the State University of New York (SUNY) system dedicated to providing high-quality open-access post-secondary education and contributing to the development of an educated citizenry and workforce in our community. The College, which is accredited by the New York State Education Department (NYSED) and the Middle States Commission on Higher Education (MSCHE), was founded in 1968 and celebrated 50 years at its main campus in Dryden, NY, in the Fall of 2024. Located in the Finger Lakes region of upstate New York, the College is locally sponsored by Tompkins and Cortland Counties. While most students come from the sponsor and surrounding counties, online offerings and a residential life program allow recruitment of students from beyond the area. TC3 is an important economic engine for the Tompkins Cortland service area, with its full-time and part-time employees and student and alumni contributions to the region having an impact of approximately \$65.4 million in FY 2021-22 and supporting 830 jobs regionally (0.1). The College website is <https://www.tompkinscortland.edu>.

TC3 is governed by a Board of Trustees (BOT) consisting of representatives of both Tompkins and Cortland Counties, appointed by either the respective county legislature or the governor, and a student trustee elected by the student body. The College's administrative leadership consists of the President and an Executive Council (all five VPs and a Chief Advancement Officer) that reports to the President (0.2) (p.1-2). TC3 employs 333 staff and faculty (192 full-time and 141 part-time) (IPEDS 2025) represented by four distinct labor unions. Athletics and auxiliary student services are supported by the Faculty Student Association (FSA) (24 full-time and 19 part-time employees). The College Senate is a key shared governance body on which both faculty and staff serve. A Faculty Senate launches Fall 2026. Both the FSA Board and the College Senate include student representation; students are also represented through a Student Government Association (SGA) (0.2) (p.3).

TC3 is financially supported through tuition, funding from New York State (NYS) and contributions from the sponsoring counties. In 2024-25, the College Operating Budget consisted of 29% student revenues, 30% state support, 33% county support, and 8% other revenues. In New York, non-sponsor counties provide additional revenue through "chargebacks" for NYS students who live outside the sponsor counties. The College also receives financial support from the TC3 Foundation, largely through student scholarships. The TC3 Foundation is an independent, non-profit charitable organization founded in 1971 to raise, invest, and administer private funds that benefit TC3 students, faculty, and staff.

MISSION

TC3’s mission is to “foster lifelong curiosity and inquiry through innovative educational pathways, leading students to meaningful work, economic growth, and a brighter future.” The College’s vision is “to advance personal, economic, and social vitality in our communities through the transformative power of learning.” The College embodies its commitment to the mission and vision through the values of Excellence, Inclusion, Community, Connection, Integrity and Accountability, and Equity. These values are further reflected in TC3’s Institutional Learning Outcomes. The Strategic Plan goals ensure we focus on implementation of our mission.

Mission and Vision

Our Mission

We foster lifelong curiosity and inquiry through innovative educational pathways, leading students to meaningful work, economic growth, and a brighter future.

Our Vision

To advance personal, economic, and social vitality in our communities through the transformative power of learning.

Institutional Learning Outcomes

- Communicate effectively, in oral and written forms, taking into consideration audience and purpose
- Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline
- Use information, critical thinking, and the creative process to solve problems and reach conclusions
- Use technology appropriate to their discipline
- Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people

Strategic Directions

Accountability & TransparencyTC3 demonstrates its integrity by being accountable to internal and external constituencies through transparent governance and sharing of data, including institutional effectiveness and learner outcomes.

Innovation & Excellence TC3 invests in the infrastructure that supports academic excellence, including professional development and scholarship, technology, and the physical resources that enhance teaching, learning, and student success.

Transfer & Career TC3 enhances its connection to the greater community by aligning academic programs to ensure the social and economic mobility of learners through relevant programs and transfer pathways.

Identity & Belonging TC3 builds a culture of inclusion and belonging by creating a strong identity for the college community of learners, faculty, and staff, as well as a strong identity for the college within the communities we serve.

PROGRAMS OF STUDY

TC3 offers students several educational pathways and important co-curricular experiences such as internships and study abroad experiences. Credit-bearing degree programs (associate for transfer and direct to workforce), microcredentials, and certificates form the core of the on-campus and online offerings. Table 1 shows the top degree programs by 2025 enrollment. The College also allows high school-aged students to pursue college credits through its CollegeNow program, and it offers non-credit programs aligned to workforce training needs in the local area.

Table 1: Top 5 programs based on 2025 enrollment . (Source: Internal College Data Power BI SEP Dashboard)	
Program	Fall 2025 Enrollment
General Studies (AS)	409
Nursing (AAS)	173
Business Administration (AS, AAS)	124
Chemical Dependency Counseling (AAS)	88
Human Services (AS, AAS)	57

STUDENT PROFILE

In Fall 2024, the College enrolled 4,958 total students. 1,469 of those students were degree-seeking (IPEDS Fall 2024). Non-degree students numbered 3,489. Most of these non-degree students were high school students concurrently enrolled (3,381; also called the CollegeNow program). For revenue purposes, we refer to all College enrolled students (degree seeking and non-degree seeking) as core enrollment.

TC3’s core credit-bearing population (IPEDS Fall enrollment 2024) includes students aged 18-24 (60%) and those 25 and over, or post-traditional (40%). About 17% of the core student population live in residential housing on campus. Degree-seeking students broadly represent the demographics of the area, with 61% of Fall 2024 students identifying as white. Hispanic/Latino and Black students represent the second- and third-largest groups respectively, at 12% and 9% (0.3) (p.8). Thirty-eight percent of these students are male and 62% are female. A significant percentage of these students are eligible for Pell (59%), and first-generation students comprise 40% (based on internal data) of the student population. Fall 2025 enrollment is 4,887 with the percentage of degree seeking students showing an increase (1,574). Other notable changes in demographics of students include an increase in students 25 and older who are now 44% of the college enrolled students.

TC3’s CollegeNow program is a significant presence in the community, helping to expand access to post-secondary opportunities. Its concurrent enrollment program, which makes up the largest part of CollegeNow’s enrollment, has been accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) since 2009. Additional early college offerings include special cohorts developed in partnership with area school districts: a co-located and NYSED funded Pathways in Technology Early College High School (P-TECH) that allows students to complete their high school diploma and associate degree within six years in an integrated scope and sequence and for specified pathways; two Smart Scholars Early College High School programs that support students in the completion of at least 24 college credits while in high school; and Early Degree, which advises students wishing to complete an associate degree while in high school. In Fall 2025, CollegeNow enrolled 3,249 high school students (Figure 1), underscoring the College’s 2025 “Medium” Carnegie classification.

In Fall 2024, the College enrolled 1,641 “core” students in classes (Figure 1), making for a third straight year of increasing core enrollments post-pandemic. Those students were mostly enrolled full-time (59%), with the majority from the sponsor counties (57%), and the second-largest population (25%) from the nine contiguous counties (referred to as donut counties). Another 12% of students come from other counties in NYS, with the remainder from other states and abroad. Post-pandemic, there has been a significant decrease in student enrollment from the New York City metropolitan area, previously a source of enrollment growth.

To mitigate lower enrollment, the College has embarked on several initiatives, including implementation of a comprehensive Strategic Enrollment Plan (SEP). A key area of focus is improving first-time full-time retention further to eventually meet or exceed those of SUNY peers (Table 2). IPEDS transfer and 150% completion rates (Table 2) have improved significantly during this period.

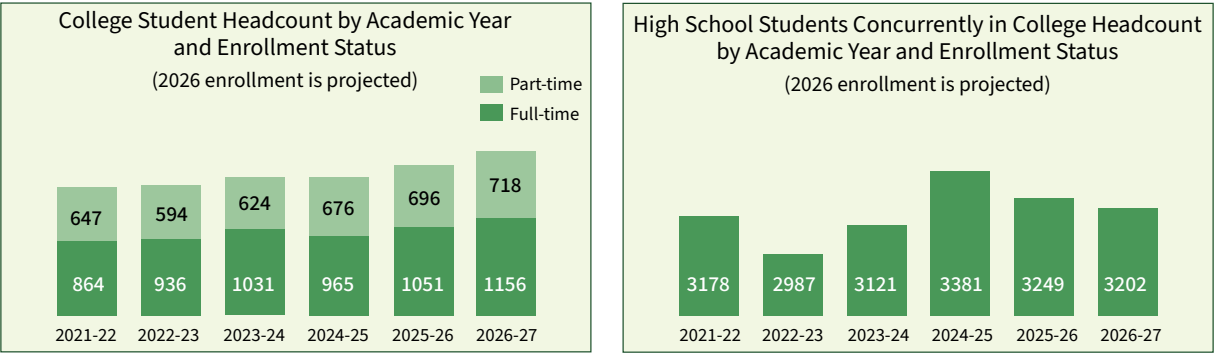


Figure 1. Student headcount by academic year (Fall data only) and enrollment status. The charts show College Fall core enrollment and high school enrollment respectively (left to right). Projected enrollments for 2026-27 Fall are also provided. (Source: Internal College Data)

An understanding of key data trends enhances the College's SEP. Per NYS projections, the number of high school graduates in NYS will drop nearly 4% by 2030. Locally, that decline is expected to be 5% in the sponsor counties and 4% within the donut counties. While an increasing percentage of traditional-age students are enrolling at four-year colleges, there is a 57% increase in the number of adult learners in New York who need additional education to access higher-wage jobs (0.4). These trends inform the College's approach to enrollment strategies, academic program diversification, and student service models. In Fall 2025, SUNY launched the SUNY Reconnect program to help adult learners (age 25-55) without college degrees gain in-demand skills in high-needs fields. The SUNY Reconnect program provides free tuition, fees, books, and supplies for eligible students in 13 of TC3's current programs spanning fields such as Healthcare and Counseling, Technology and Engineering, Environment and Agriculture, and Education. In AY 2025-26, 136 adults enrolled in Reconnect-eligible programs (0.6).

Graduation Rates	2019	2020	2021	2022
TC3 150% Graduation (IPEDS)	24%	27%	26%	30%*
Peer Benchmarking	29%	29%	34%	N.A.
Transfer Rates	2019	2020	2021	2022
TC3 Transfer-out rate (3 years; IPEDS)	19%	19%	18%	24%*
Peer Benchmarking	15%	17%	20%	N.A.
Retention Rates	2021	2022	2023	2024
TC3 (IPEDS Retention)	48%	42%	50%	53%*
Peer Benchmarking (IPEDS Retention)	55%	55%	57%	N.A.

* Data reported to IPEDS 25-26; Peer Benchmarking = 16 New York Community Colleges with comparable enrollment; N.A: Not available; IPEDS retention=FTFT retention and completion within a year.

Overall, TC3 has made significant progress in improving the student experience and College processes. Enrollment has stabilized and retention has risen by about 11%(IPEDS) since 2022 due to college-wide efforts at becoming more mission-driven, improving documentation and communication, reimagining curriculum and programs to meet students' needs at a time of great demographic change, providing students with targeted support services, reinventing academic assessment to ensure regular educational effectiveness reviews, making strides in department-level planning and non-academic assessment, and reorganizing shared governance structures. TC3 is amid an important cultural shift, guided by its mission and recently adopted Strategic Plan, SEP, and Academic Primary Plan (APP).

SUSTAINING A VIBRANT FUTURE

Recent institutional efforts have focused on accelerating improvements in student outcomes. The College's participation in Achieving the Dream (ATD) (0.6) and the SUNY Academic Momentum Initiative (SUNY AcMo) (0.7) provide a framework for targeting early momentum, milestone, and mobility metrics that drive retention and completion. These efforts are nested within the College's Strategic Plan (0.9), SEP (0.4), and APP (0.8). These mission-aligned plans inform unit goals and budgeting. Below is a brief description of the Strategic Plan, SEP, and APP, along with some recent successes and current initiatives that are helping the College meet its mission as a more data-driven, transparent institution.

Strategic Plan for 2025-2028

The Strategic Plan Steering Committee, consisting of representatives from across the College, used data collected through the reaffirmation of TC3's Mission to inform a set of initial strategic directions, goals, and key performance indicators. These data included peer benchmarking using IPEDS data, student and employee surveys, and focus groups with local stakeholders. This Strategic Plan (<https://www.tompkinscortland.edu/strategicplan>) serves as a road map to address the College's most pressing challenges and meet TC3's Mission (0.2) (p.4).

Strategic Direction I: Accountability and Transparency

TC3 demonstrates integrity by being accountable to internal and external constituencies through transparent governance and sharing of data, including institutional effectiveness and learner outcomes.

Since the prior self-study, the College has invested significant human and technical resources to support data-informed planning, including data analytics and departmental planning software and the formation of Strategic Enrollment Planning and Institutional Effectiveness Councils. Each Council is led by a VP to identify measurable goals, prioritize strategies, track progress, and report results. These efforts have helped to increase enrollment and retention, deepen the connection between planning and budgeting processes, and expand accountability and transparency.

Strategic Direction II: Innovation and Excellence

TC3 invests in infrastructure that supports academic excellence, including professional development and scholarship, technology, and physical resources that enhance teaching, learning, and student success.

The College has made significant upgrades to STEM facilities, providing state-of-the-art lab space for chemistry, nanotechnology, and electrical engineering courses. A Facilities Master Plan, finalized in 2026, advances TC3's strategic and coordinated approach to building excellent infrastructure, while leveraging funds from diverse sources in a fiscally challenging environment. In addition, the College dedicates funding for professional development and provides release time for faculty to develop curriculum and initiatives.

Strategic Direction III: Transfer and Career

TC3 enhances its connection to the greater community by aligning academic programs to ensure the social and economic mobility of learners through relevant programs and transfer pathways.

After the previous Self-Study, the College redesigned academic program reviews and carried out an academic portfolio review to include an analysis of each program's strength and stability, making the process more data-driven considering labor markets and student outcomes. In 2025, TC3 added program cost and strengthened "closing the loop" mechanisms, incorporating shared governance to allow meaningful change to occur. The College supports transfer and career success through articulation agreements, curricular alignment with workforce needs, pathway information on the TC3 website, and applied learning opportunities.

Strategic Direction IV: Identity and Belonging

TC3 builds a culture of inclusion and belonging by creating a strong identity for the college community of learners, faculty, and staff, as well as a strong identity for the college within the communities we serve.

TC3 supports the new student transition to college and integration into the community through such initiatives as strengthened onboarding and communications, streamlined student advisement and registration, expanded orientation activities, and increased opportunities for student engagement and voice in decision-making. Through an Adjunct Faculty Convocation, increased resources for the College Teaching Center, and an expanded faculty role in shared governance, the College is working to strengthen faculty identity. The offices of Human Resources and Institutional Effectiveness emphasize outreach efforts to enhance employee engagement and professional development.

Strategic Enrollment Plan

Collectively, the demographic shifts described above indicate that the College needs to take a methodical approach to strategic enrollment and retention planning to prioritize limited resources and ensure a stable future for the College. To address these trends, the College launched its most recent SEP **(0.4)** in 2024, setting measurable goals and strategies for targeted recruitment based on demographic projections in our sponsoring counties and surrounding area:

- Improve the high school capture rate of recent graduates from sponsor county high schools from 15% (Fall 2023) to 25% (Fall 2029)
- Increase the number of new students from outside the sponsor counties from 216 (Fall 2023) to 300 (Fall 2029)
- Increase the number of adult learners 25 years and older from 625 (Fall 2023) to 725 (Fall 2029)
- Increase overall retention rate by 2% each year from 49% for the Fall 2023 cohort to 59% for the Fall 2028 cohort, with a focus on improving retention by 1% each year for Pell recipients, underrepresented students, and students from outside sponsor and adjacent counties

To achieve these goals, the SEP Council is taking a holistic, data-informed approach including targeted marketing, alignment of academic programs with labor market and community needs, targeted recruitment of CollegeNow students, and the redesign of onboarding processes.

Academic Primary Plan

The heart of TC3 is its academic programs, so programs must be relevant to the needs of current and future students, lead to meaningful work or transfer to baccalaureate programs, meet the needs of local employers, and engage students in the betterment of their communities—all key aspects of the Mission. The most current APP **(0.8)** is focused on four primary areas and contains measurable goals:

- Academic Portfolio Review: TC3 is engaging in a three-year review of its academic offerings identifying which programs can be started to foster meaningful enrollment growth, re-imagined and invested in or condensed into concentrations under other programs, or deactivated or discontinued. Additionally, the College is developing new articulation agreements and working to ensure that 100% of all AAS degree programs offer a keystone applied

learning experience.

- Retention: Although Fall-to-Fall retention rates have increased approximately 10%, TC3 still lags behind peer institutions. The College is taking a data-informed approach, following analysis with implementation of appropriate action steps. In addition, the College is refining its academic advising model to address student needs.
- Academic Affairs Leadership Structure: Starting in spring 2025, discussions with the Faculty Association were held regarding the sustainability of the Academic Community Coordinator and Department Chair structure. As a result, TC3 reconfigured the Academic Communities and hired three deans to provide oversight and support for faculty, thereby advancing the program review process.
- Culture: To ensure that TC3 continues as a meaningful place to work, learn, grow, and innovate, Academic Affairs is working with the Faculty Association to develop clearer tenure and promotion criteria. In addition, the faculty voted to establish a new Faculty Senate in Fall 2026, strengthening shared governance.

These interconnected institutional planning efforts will be transformative for students, faculty, staff, and the community. This Self-Study provides an opportunity to elevate recent successes and close remaining gaps to help fulfill the College's Mission and maintain forward progress.

APPROACH TO THE SELF-STUDY

In Fall 2024, the Accreditation Liaison Officer (ALO), in coordination with the President and Self-Study Leads selected Working Group Co-Chairs for a Steering Committee to direct the Self-Study, communicate findings with the campus community, and prepare the report. The Co-Chairs and Working Group members, who represent different perspectives and roles at the College, have expertise directly relevant to the assigned standard. Working Group membership is identified in [Appendix 1](#). Each Working Group is affiliated with relevant shared governance and campus entities that the group consulted while drafting chapters. In addition, Self-Study communication occurred through a dedicated College webpage, welcome week activities each semester, and staff development days.

Institutional Priorities

To ensure that the Self-Study would be well aligned with College's strategic focus, TC3 identified the following four institutional priorities that advance the Mission and Vision and align with the current Strategic Plan and MSCHE standards ([0.10](#)) and that were reviewed and affirmed by the College's Board of Trustees, President, Executive Council, President's Cabinet, shared governance (College Senate), Student Government Association, and the Self-Study Working Group Chairs (Steering Committee):

- Cultivate excellence in teaching, learning, and academic programs
- Advance successful student outcomes to strengthen student mobility
- Create a caring, equitable, and engaged campus community for students, faculty, staff and community members
- Enhance institutional effectiveness, accountability, and transparency for responsible stewardship of resources

Each working group created a crosswalk table with examples of how their findings for the standard address these priorities. Then, to guide analysis and reflection, all considered the following assessment-driven Lines of Inquiry based in both internal data and peer benchmarking:

- How effectively does the College meet the criteria outlined in this standard using an evidence-based and data-informed approach for analysis?
- How successfully is TC3 meeting institutional priorities relevant to this standard?
- Using peer benchmarking and Annual Institutional Updates (AIU) indicators, what areas of strength and opportunity for TC3 are revealed in meeting the expectations of this standard?
- How does the College demonstrate a culture of continuous improvement and shared governance in meeting the expectations of this standard?

Standard I: From Mission to Momentum

TC3's Mission and Vision

We foster lifelong curiosity and inquiry through innovative educational pathways, leading students to meaningful work, economic growth, and a brighter future.

Our vision is to advance personal, economic, and social vitality in our communities through the transformative power of learning.



INTRODUCTION

The College's Mission, Vision, and Values (MVV) were revised in 2024 through broad engagement with students, faculty and staff, and community stakeholders, ensuring that the priorities of the College reflect the priorities of our entire community. The new MVV place an emphasis on post-completion outcomes, including economic mobility and workforce success, which are areas that were less explicitly articulated in prior iterations. The College's mission-driven approach is evident in expanded transfer opportunities and career-focused programs, along with targeted initiatives designed to improve early success and attainment of important milestones for students.

Table 1. Standard 1 alignment with institutional priorities and strategic directions.

Institutional Priorities	• Advance successful student outcomes to strengthen student mobility • Create a caring, equitable, and engaged campus community • Enhance institutional effectiveness, accountability, and transparency for responsible stewardship of resources
Strategic Directions	Strategic Direction 1: Accountability & Transparency

These initiatives are intentionally aligned with and operationalized through the Strategic Plan, Strategic Enrollment Plan (SEP), and Academic Primary Plan (APP). Collectively, these plans establish measurable goals for student retention, progression, completion, and post-completion success that ensure focus on meeting institutional missions. At the institutional level, the Strategic Plan outlines clear time-bound goals that define the student journey from enrollment through graduation and beyond while building sustainable systems to support student success. Alignment of department goals with the Strategic Plan ensures that the College is collectively focused on the mission.

Students benefit from a data-driven culture of continuous improvement that promotes belonging, community engagement, and equitable access to support. Guided by its updated mission, the College has strengthened student support services and strategically invested human resources to create a learning environment where all students can pursue innovative educational pathways, leading them to meaningful work and a brighter future.

EVIDENCE AND ANALYSIS

The College demonstrates compliance with all criteria and sub-criteria of Standard I, as evidenced by the supporting documentation and analysis.

Advancing Student Success through Mission-Driven Planning (Criterion 1a-d)

TC3 has strengthened its focus on student success and institutional improvement through two Strategic Planning cycles (1.1)(1.2) and reassessments of the College’s MVV in 2018 (1.3) and 2024 (1.4). These efforts have improved graduation rates, which are now comparable to national community college averages; a multi-year trend analysis indicates that the 2025-26 IPEDS graduation rate is up 4% (26% for the 2021 cohort to 30% for the 2022 cohort; also see IPEDS Factbook). The current Mission demonstrates the College’s added focus on the development of programs and pathways that advance post-completion outcomes through its focus on “meaningful work, economic growth and a brighter future.”

Table 2. Strategic Plan: Sustaining a Vibrant Future - examples of Mission-aligned strategic goals.
Goal 1.2: Set student success and institutional effectiveness benchmarks based on an analysis of aspirational community colleges to serve as goals to be met by the beginning of Spring 2028.
Goal 3.2: Develop 3-4 new academic programs that lead to strong career or transfer outcomes and increased Fall 2028 enrollment.
Goal 4.2: Expand strategic alignment with community partners focusing on local high schools, transfer institutions, and regional employers by the end of Spring 2028.

The College developed its current Mission during the 2023-24 academic year (AY) through a collaborative, evidence-driven process administered by a college employee leadership group charged by President Kremenek (1.5). The group gathered qualitative data (more than 1,000 comments) from the College community through World Café sessions (1.6). In addition, the group considered external factors and student needs and used these data to draft the new MVV. The drafts were presented to key stakeholder groups across the College (College Senate, the Executive Council, the Board of Trustees, the Student Government Association (SGA) and the campus community) via open forums and an all-campus professional day (1.7). Feedback was used to revise and refine the MVV, and the final version was presented to (1.8) and approved by the Board of Trustees (1.9). The new MVV, together with the information that shaped it, guided the development of key institutional goals and plans such as the new Strategic Plan (1.2), the SEP (1.10), and the APP (1.11). Each institutional plan retains a focus on developing sustainable structures, technology, and initiatives that help support the Mission.

The Strategic Plan represents core institutional goals with aligned divisional and departmental plans. The current Strategic Plan (Sustaining a Vibrant Future) was drafted by a Steering Committee (SPSC) comprised of faculty, staff, and administrators (1.12). The SPSC used data collected through the MVV development process to create draft goals; it then solicited feedback from the college community (1.13) and shepherded the new Strategic Plan through the shared governance process (1.14).

To ensure a comprehensive understanding of student success outcomes relative to peer institutions informed institutional planning, the SPSC systematically reviewed multi-year comparative data (MSCHE AIU, IPEDS Comparative Reports, Post-secondary Data Partnership data), student perception data (SUNY student satisfaction surveys), and external stakeholder input (employer and community surveys). Guided by these data, the College established targeted strategic goals to improve student outcomes (Table 2) and has demonstrated measurable progress during the first year of implementation (Table 3). Institutional efforts are further strengthened through alignment with SUNY’s Academic Momentum Initiative, including defined performance goals for the Fall 2026 cohort (1.15). The College’s Achieving the Dream plan (1.16) advances the implementation of evidence-based practices to accelerate gains in student success outcomes.

Table 3. Clarifying student pathways through evidence-based Strategic Planning and implementation.

The College's institutional goals are mission-aligned and data-informed. The College has consistently strong transfer outcomes relative to similarly sized NYS community colleges. To further improve student transfer rates, it was essential that institutional goals clarify the transfer journey of students and facilitate greater completion.

% IPEDS Transfer Rate (150%)					
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
TC3	22%	19%	19%	18%	24%
Peers	16%	15%	17%	20%	N . A .
IPEDS graduation rate survey (transfer without graduation); Benchmark = NY Community Colleges (16); *IPEDS data reported 2025-26					

Strategic Plan Goal 3.3: Develop at least three signature articulation agreements for each transfer degree program, signed by August 2027.

Goal Implementation: In AY 25-26, significant progress has been made on this goal.

Regional Partners

Alfred University, Cornell University, Ithaca College, Hobart and William Smith Colleges, SUNY Cortland, SUNY Potsdam, SUNY Oswego, SUNY Canton, Rochester Institute of Technology, Upstate Medical University

Resource Alignment: The College devoted human resources, a partial FTE from a temporary Dean position, to drive momentum.

Continuing Assessment: The College will continue to track transfer rates by college and program to ensure continual improvement.

The current Strategic Plan is also aligned with the Vision of the College, which anchors institutional work in the local community. For example, community and employer feedback revealed positive responses about TC3 activities as well as a desire for related increased external communication. The SPSC drew on these findings in the development of Strategic Plan Goal 1.4, calling for the "Creat[ion of] a structural framework for organizational community relations by the beginning of Fall 2028" (1.2).

Plans of the College's major divisions, such as the Division of Enrollment Management and Student Affairs (EMSA), also represent data-informed institutional goals aligned with the Strategic Plan and mission. For example, the SEP was developed by the Strategic Enrollment Planning Council (a diverse body of internal stakeholders led by the VP of EMSA), which conducted a review of internal recruitment, enrollment, retention data, peer SUNY community college data for benchmarking, along with community demographic data, in order to drive institutional change that will enhance student outcomes (Table 4).

Table 4. Divisional plan alignment with Mission: Strategic Enrollment Plan.

Strategic Enrollment Plan (Goal 4): Increase the overall retention rate by 2% each year from 49% (IPEDS 50%) for the Fall 2023 cohort to 59% for the Fall 2028 cohort with a focus on improving retention by 1% each year for the following sub-groups: Pell Grant, Underrepresented Students, and Students Who Reside in Outside Sponsor and Adjacent (donut) Counties.

Progress Towards Goal: *Full-Time First-Time Retention* Fall 2023: 50% (IPEDS) and Fall 2024: 53% (IPEDS data reported by College)

Resource Alignment: *SUNY ASAP (Advancing Success in Associates Pathways)* In the Fall 2025 cohort, 102 new students who received Pell were placed in the ASAP cohort supported by SUNY. This cohort's first year retention is 49% (registration for Fall 26 is ongoing) which is greater than the overall Pell population. This important and successful effort has been possible due to dedicated resources provided by SUNY for advising staffing and funding of student initiatives for ASAP.

Continuing Assessment: The success of the ASAP program is being closely monitored by SUNY and by the College to ensure increasing gains in outcomes for these students.

Beyond the development of institution-level plans, the College has intentionally used the MVV and Strategic Plan to drive department-level planning (Table 5). For example, while annual budget requests have long required managers tie their division or department annual goals and initiatives to strategic and diversity plans, the budget process was redesigned to support intentional mapping to—and continuous assessment of—Mission-aligned institutional goals in the 2025-26 planning and budgeting cycle. This process was described for budget managers in the 2025-26 Budget Development Guide (1.17) and is evident in department plans from across four years (1.18). These exemplars demonstrate an intentional effort to build capacity within the Workforce Development department to advance student post-secondary employment outcomes by steadily directing resources to applied learning, employment platforms, staffing, and internship support. Improvements in planning processes to support the Mission were made through resource commitments to the president's new Institutional Effectiveness division, created in Spring 2025 and led by the VP of Institutional Effectiveness (1.19) and supported by the Dean of Organizational Development (1.20).

Table 5. Evidence of alignment between Mission and Institutional planning (Criterion 1d)

Area	Examples of Action Taken	Alignment	Evidence
Unit Plans	Invested in planning software and training for unit plan development	All unit level goals map to an institutional plan; constituents connect their work to the MVV and Strategic Goals	All department plans show alignment to Mission and Goals (1.63)
Resource Allocation	Revised budget process and examples of resource allocation to help drive mission-driven work; resources devoted to driving improved student outcomes	Departments/divisions map budget requests to Strategic Plan outcomes; leadership reviews alignment prior to final budget decisions	Budget Planning Guide (1.17), Presentation (1.64) and Budget Timeline (1.65);
Program & Curriculum Development	Created a Health Science Professions AS degree to articulate with SUNY Upstate Medical University	Program design aligns with workforce demand and mission emphasis on economic mobility and post-completion outcomes	Board of Trustees (BOT) Resolution on Health Science Professions AS Degree (1.49)
Definition of Outcomes	The SEP and the Strategic Plan define clear goals and specific targets, with shared governance oversight, to address retention trailing peers	Connects retention and completion to Mission of supporting a brighter future and economic mobility	Strategic Enrollment Plan (1.10); Institutional Effectiveness Metrics (Figure 3)

Creating a vibrant learning environment and community connections (Criterion 1 e-f)

The College invests in scholarly inquiry and creative activities for faculty and students, helping faculty develop their own scholarly and creative skills while students develop skills and meet the learning outcomes outlined in the Institutional Learning Outcomes. For example, the College publishes Ke'lab, a literary and arts magazine for all members of the

College community (1.21), and has hosted showcases such as the annual New Media AS program student presentations wherein faculty and students from various programs perform, present posters, and demonstrate their work to the campus community (1.22). The College invests in faculty professional development through the College Teaching Center (CTC), which supports scholarly inquiry through roundtables for faculty and opportunities for mentorship pairings (1.23) and co-hosts a regional community college teaching conference (1.24). Moreover, a clause in the faculty contract allows full-time faculty to bank overload time and use it to take a semester off from teaching, advising, and service (1.25) (p. 11-12). Several have used this provision to focus on scholarly and creative activities, often leading to publication (1.26), which improves the standing of the institution and the quality of its pedagogy.

The College actively keeps the campus community informed about ongoing initiatives and programs related to the MVV and the Strategic Plan in a variety of ways, including through regular emails from the President to the campus community (1.27), dedicated webpages (1.28), and reports to the BOT (1.29). The College is committed to keeping external audiences (including alumni) informed on key events, opportunities, changes, and outcomes, thereby strengthening trust and reinforcing the value of their continued engagement with the College (1.30). Objective 1.4.4 of the Strategic Plan establishes communication with stakeholders as a priority and calls for the College to “refine annual institutional responsibilities for community relations and define a regular cadence for check-ins with key community groups by the end of Fall 2025.” Progress on this initiative began with an internal survey by the Marketing department that created an inventory of community relations work done by various departments (1.31) and the creation of a community-focused publication (1.32).

Mission-aligned, realistic goal setting (Criterion 2)

The College has realistic institutional goals appropriate to and consistent with its mission as a community college. While the College is just finishing year one of the 2025-2028 Strategic Plan: Sustaining a Vibrant Future, the goals are proving to be realistic as they are already yielding results, such as the development of multiple articulation agreements (Table 3). Another example of realistic goal setting is the 2024 SEP goal to increase adult student enrollment to 725; this goal was met in Fall 2025, when 775 adult learners enrolled (1.33). To ensure that institutional goals continue to be appropriate to higher education, the BOT developed Strategic Planning Guiding Principles (1.34) that align with the overall MSCHE values. To demonstrate consistency with the mission, a crosswalk between the language of the four strategic directions and the new MVV was developed and presented to the SPSC on January 25, 2025 (Table 6) (1.35).

Table 6. Strategic Plan crosswalk to Mission to foster lifelong curiosity and inquiry through innovative educational pathways, leading students to meaningful work, economic growth, and a brighter future.			
Strategic Direction	Curiosity and Inquiry	Innovative Educational Pathways	Meaningful Work, Economic Growth, Brighter Future
Accountability & Transparency			✓
Innovation & Excellence	✓	✓	
Transfer & Career		✓	✓
Identity & Belonging	✓		✓

Data-informed approach to student success and institutional improvement (Criterion 3)

Since the previous Self-Study, the College has strengthened its use of data infrastructure, analysis, and data-informed decision-making in many areas, including student enrollment projection and student achievement outcomes. The enrollment trends discussed in the introduction outline the importance the College has placed on stabilizing its core college student enrollment as well as the limitations of IPEDS total enrollment in understanding the enrollment trends of this key population through this data, due to a large concurrent enrollment program.

The College also has made significant progress in using data benchmarking to develop measurable student outcome goals and has seen real gains in these metrics. The student completion data (Figure 1) indicate that the College has a steady upward trajectory in its 150% graduation rates, and one year retention rates for first-time full-time students have improved. However, significant gaps remain relative to peers in retention, and the College is committed to further improving these metrics to meet and exceed peer benchmarks.

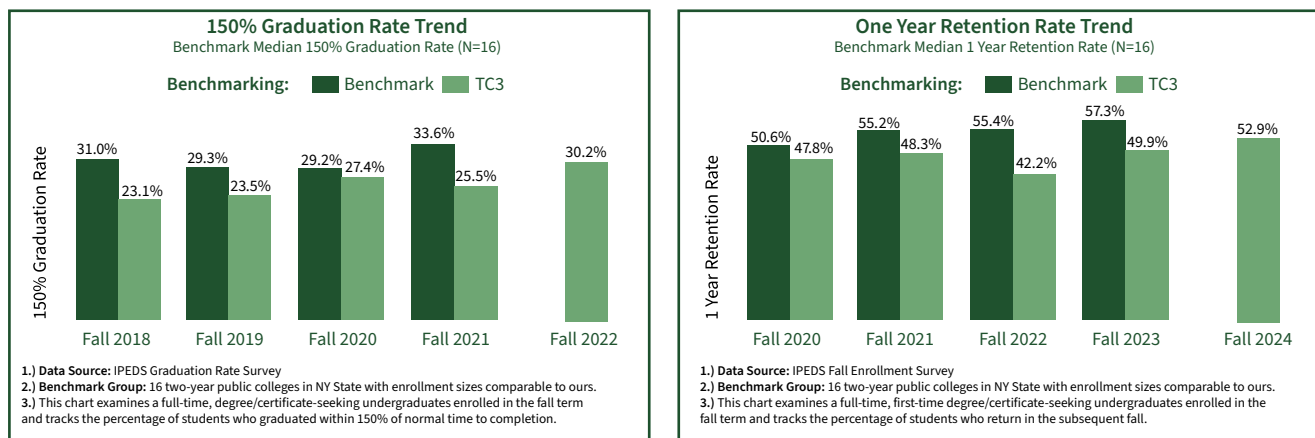


Figure 1. Student Milestone Momentum Metrics: IPEDS College 150% Graduation and First-Time Full-Time Retention (dark green) relative to sixteen SUNY benchmark institutions of comparable size (light green); Benchmarking data not available for the most recent IPEDS data

The IPEDS data were used to set Strategic Plan goals, including the Institutional Effectiveness (IE) Metrics described Figure 3. The goal for first-time full-time retention is set at 54% for 2025-2026 for the Fall 2025 cohort, and 150% completion was set at 30% for the Fall 2024 cohort (1.36). SUNY has set benchmarks for Colleges within SUNY, and the College's resulting SUNY Academic Momentum plan is focused on making improvements across the College that also will help drive improvements in gateway course completion, credit momentum, retention, completion, and FAFSA completion rates. Upon examination of multi-year, disaggregated data, the College identified Pell recipients as a sub-population that shows significantly lower metrics across several categories, including credit accumulation (Figure 2), relative to non-Pell students (1.15). Outcome measure completion rate data show that these gaps persist in 150% graduation and four-year, six-year and eight-year outcome trends (1.38).

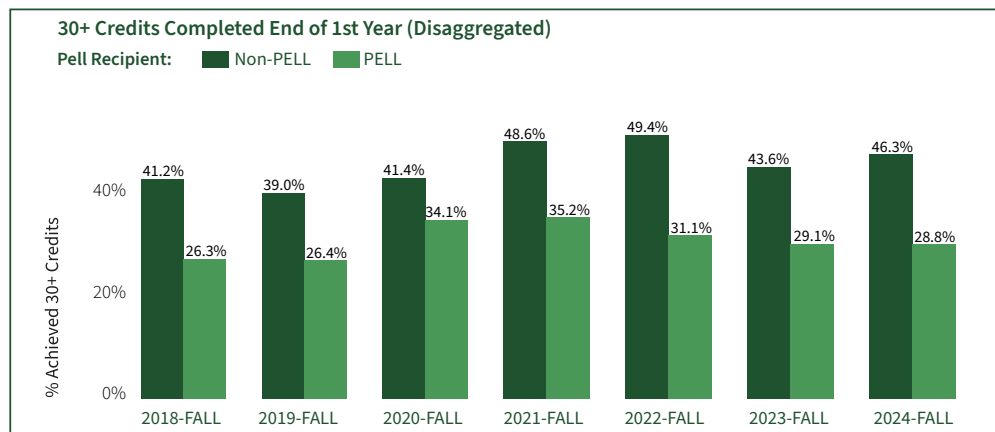


Figure 2. 30+ credit completion percentage by first-time full-time students in one year for students with Pell Grants vs. students without Pell grants.

Based on these findings, goals have been set for improving these metrics and resources have been devoted to help improve outcomes of Pell recipients through the ASAP program. Milestone momentum metrics are showing early progress for the Fall 2025 cohort (Table 4).

As part of its work with Achieving the Dream (ATD), the College is working closely with ATD coaches to strengthen its capacity for applying data to drive meaningful changes. The College has used all-campus meetings to communicate the connection between initiatives and goals (1.39) and to review the results of Institutional Capacity surveys administered in Fall 2025 (1.40). Institutional capacities identified as needing improvement (such as digital transformation) are prioritized for improvement in both the Strategic Plan and the ATD plan. The IE Metrics (Figure 3) show the credit momentum goals that are being tracked to measure Strategic Plan progress as well as meet the interval goals identified in the SUNY Academic Momentum plan. Figure 3 identifies drivers of change that will lead to these improvements or have led to recent incremental improvements.

Another improvement is the use of specific, measurable, achievable, relevant, and time-bound (SMART) goals. In the past, strategic and academic plans emphasized broad qualitative assessments. For example, the College's inaugural

(2019) APP, which was structured around Guided Pathways principles and moved the needle on important priorities (like developmental education), lacked clear metrics for such qualitative evaluation with summaries such as “some positive work was performed but not enough” or “limited or no work was accomplished” (1.41). The current APP, however, incorporates SMART goals, such as “Build three signature articulation agreements for each transfer degree program by Aug 2027” (1.11). Clearly stated objectives help to focus efforts, and the College has already seen progress: several programs are finalizing new and revised articulation agreements (1.42) (Table 3). This improvement in writing SMART goals has been extended to all levels of planning: institutional, divisional, and departmental.

Student Metrics Early Momentum Metrics						
IEC Category	Metric Name	College Profile	Contextual Data	Goal	KPI	Drivers for Change
First-Year Success	24+ Credit (includes prior credit)	Fall 2024: 49.4%		Proposed 25-26 Target: 50%		This is not a metric that SUNY has a stated target for, but because our campus culture currently advises students to take 12 credit hours/semester, it is prudent to examine our progress.
First-Year Success	24+ Credit Completion (excludes prior credits)	Fall 2024: 39.1%		Proposed 25-26 Target: 44%		Placement processes have been revised; success coaches trained and assigned to special populations; new ASAP and Reconnect support. A 365 academic schedule will also facilitate student success. Advising redesign and training with clearer expectations, orientation refinement and proactive student engagement are being implemented.
First-Year Success	30+ Credit (includes prior credit)	Fall 2024: 35.0%	SUNY Target: 26.8 %	Proposed 25-26 Target: 35%		When permitted to apply for credits earned from other colleges or via concurrent enrollment/AP credits, we meet this metric target. We expect that, if core enrollment credit accumulation increases, the inclusive credit accumulation will also increase. We have not revised our projected target because it already exceeds SUNY's target.
First-Year Success	30+ Credit Completion (excludes prior credits)	Fall 2024: 13.2%	SUNY Target: 26.8 %	Proposed 25-26 Target: 18%		Placement processes revised; success coaches trained and assigned to special populations; new ASAP and Reconnect support. A 365 academic schedule will also facilitate student success. Advising redesign and training with clearer expectations, orientation refinement and proactive student engagement are being implemented.

Figure 3: Institutional Effectiveness metrics tracked in the Strategic Plan

The College’s graduate survey showed that 30-40% of graduates were employed in an area related to their degree and most indicating that their time at TC3 well-prepared them for their next destination. Some indicated a need for greater help with the logistics of job searches or transfers (see sample comments) (1.43). Review of this qualitative data along with a labor outcomes report (1.44) and the graduate survey of TC3 alumni were used to develop goals in the Strategic Plan such as Strategic Goal 4.2: Expand strategic alignment with community partners focusing on local high schools, transfer institutions, and regional employers by the end of Spring 2028 (1.45).

The College performs well in standardized examinations and post-graduation outcomes. For example, the College has consistently performed well on NCLEX exams (1.46)(2018-2022 data)(1.47)(2023-present data) and is committed to maintaining the quality of its nursing program through ACEN accreditation. The College Scorecard shows that the College is above the two-year college midpoint for median earnings of financial aid recipients (1.48). Consistent with its Mission of “leading students to meaningful work, economic growth, and a brighter future,” the College is committed to raising median earnings through intentional, equity-driven strategies that ensure that all students thrive. This is being achieved through academic portfolio changes that are aligned with local labor market needs, as evidenced by the recent approval of the Health Science Professions AS degree (1.49). Further, the 2025-2028 APP includes Academic Program Review (APR) goals focused on providing applied learning experiences within each AAS program and articulation agreements within AA/AS programs, thus strengthening career and transfer outcomes, which, in turn, support increased earnings.

In the academic area, programmatic data on student completion and retention are important parts of the APR process (1.50) and have driven key goals related to improving student outcomes in the prior and current 2025-2028 APP. All academic programs are accountable for improvements in these metrics and are expected to use these to inform pedagogical and curricular improvements that drive improvements (discussed further in Standard III and V).

Nearly all credentials awarded at the College (96%-98%) are associate degrees (IPEDS Completion Survey). Pell student degree achievement lags that of non-Pell students, and there are gaps in degree achievement for male students and

Black students **(1.51)**. Multi-year trends indicated the percentage of degrees completed by women is greater than the proportion of their enrollment (IPEDS 12-month enrollment) while male degree completion is lower than the proportion of their enrollment. Similarly, white degree seeking students are a majority of the enrollment (63%-66%) but form a disproportionately larger percentage of degree completions (72%-77%). The second and third largest enrollment groups (Hispanic/Latino, 12%-14%, and Black, 9%-10%) constitute 9%-11% and 4%-5% of degree completions respectively.

The College is continuing to improve these outcomes in several ways: for example, two of the College's Values are equity and inclusion, and the 2025–2028 Strategic Plan reflects the College's commitment to these values and their relationship to diversity by dedicating an entire Strategic Direction to “Identity and Belonging.” This direction is closely aligned with the College's Equity, Diversity, Justice, and Inclusion (EDJI) Plan, reinforcing a charge to annually review EDJI metrics and meet defined goals by Spring 2027 **(1.52)**. The SEP further advances this work by setting specific goals for supporting students of color, male students, and socio-economically disadvantaged students **(1.53)**. The College's participation in both the ASAP program and Educational Opportunity Program (EOP) also help drive improvements in outcomes for African American students as student enrollment in these cohorts is comparable to proportions in the degree seeking population.

Table 7. Select examples of institutional support of student success (Criterion 3c).

Area of Support	Specific Examples	Investment of Resources
Administrative	Creation of Institutional Effectiveness Area (2024); Greater Resources to Student Engagement (Enrollment Operations)	Two dedicated staff positions (1.20)(1.19) , and creation of Institutional Effectiveness Council to support data-informed planning to improve retention and graduation (1.66) Two FTE dedicated to Slate CRM implementation from inquiry through completion, including advising and early alert communications to help drive student retention and completion (1.67)
	Panther Welcome Center Re-organization (2024)	Creation of Dean for Enrollment Operations and Welcome Center Services position and Bursar office to more effectively deliver student services (1.68)
Educational	Tutoring	Perkins formula funding support (2019-current) to support tutoring center to drive student course success (1.69)
	Access & Equity Office	Implementation of social justice model; creation of sensory space
	Advising Expectations	Creation of virtual space for information sharing among faculty and professional advisors (1.70)
	College Teaching Center	Faculty mentorships, workshops, etc. (1.23)
	Teaching Manual	Updated annually to provide information for instructors to ensure consistency of student experiences, including understanding of academic and student resources (1.71)
	Academic Assessment	Formation of the Academic Assessment Committee (2020) and the position of Academic Assessment Chair (3 FTE per semester) to guide the assessment of courses, programs, and SUNY General Education (GE) courses.
Student Support	EOP	SUNY-funded EOP initiative launched July 2022 (1.72) ; restructured to strengthen outreach and wrap-around supports (1.73)
	Support Corridor	Intentional development of Basic Needs services in shared physical location: Health and Wellness, Best Life/Counseling, Panther Pantry and Clothing Closet (1.74) , Campus Security, Recovery Center (1.75)
	Career preparation	Creation of grant funded Assistant Director of Employer Relations and Applied Learning position to improve applied student experiences and career services to drive post-completion success (1.76) ; grants to compensate students in unpaid internships to help improve student access to applied learning experiences (1.77)

Disaggregated data for faculty and staff show that TC3's employee racial diversity (1.54) reflects the surrounding counties (1.55), and employee racial demographics largely match those of our benchmarking institutions (1.56). However, the College's full-time faculty do not reflect the College's student composition in terms of race and ethnicity. To help attract more faculty from diverse backgrounds, the College has participated in initiatives such as SUNY's PRODiG+ program, which provides funding to attract diverse candidates.

The College has long focused on creating a caring, equitable, and engaged campus, investing resources such as new positions and funding to support staff and students (Table 7). Student services are further described within Standard IV. The College strives to operate in a fiscally responsible manner. In AY 2024-2025, the Executive Council focused on rightsizing the institution, which involved identifying investments that did not meet the College's core goals. For example, the College made the strategic decision to discontinue use of its underutilized extension centers—a move prompted by declining extension center enrollment and the shift toward online instruction. Recognizing that high-quality educational opportunities could be delivered effectively without maintaining certain physical spaces, the College approved the sale of the Cortland Extension Center and transitioned the Ithaca Extension Center to a fully leased facility (1.57). These actions reflect a broader institutional commitment to aligning resources with evolving student needs and instructional modalities while maximizing operational efficiency.

An analysis of IPEDS data on revenue sources and expense functions between 2019 and 2023 indicates that the College's percentage of total expenses dedicated to instructional support is comparable to that of its peer institutions, while academic support functions are a higher percentage of the total expenses as compared to peers (1.58). The College provides robust wrap-around support services to students as noted (Table 7), and the College is currently assessing the effectiveness of these services to ensure resource use is meaningfully aligned with student outcomes. For example, a 2025 analysis of tutoring usage (an academic support service) revealed that a small proportion of students was being served. Therefore, the tutoring model was rethought to make more effective use of resources and serve more students, helping to drive early momentum outcomes (Figure 3). This effort to redesign tutoring is in its early stages of implementation and represents an important part of the College's ATD plan.

Periodic assessment of Mission and Goals (Criterion 4)

Since the prior Self-Study, the College has shifted toward a more consistent and proactive process of institutional reflection (1.4). As an important part of this process, the President communicates clear goals and objectives for the College at the beginning of each academic year and then reports monthly to the BOT on progress toward those goals (1.59). For example, the President's goals for 2022-2023 (1.60) and 2023-2024 (1.61) outlined objectives to engage the campus community by strengthening Strategic Planning processes and to engage the external community by considering and addressing gaps in the mission. In pursuit of these objectives, the Dean of Organizational Development implemented a series of World Cafés centered on themes of belonging and retention. These inclusive, community-driven conversations became the foundation for reimagining the College's MVV. That renewed sense of shared purpose helped shape and guide the dialogue throughout the Strategic Planning process, ensuring that the voices of students, faculty, and staff were reflected in the institution's future direction.

To further ensure that the MVV is reviewed periodically, MVV review will be embedded into the Institutional Planning and Assessment Ecosystem (IPAE), the framework for aligning department planning and budgeting to divisional and Strategic Planning, as a step prior to the next Strategic Plan development. The cross-functional IEC oversees implementation of the IPAE to ensure that departments set data-informed SMART goals (1.62).

ALIGNMENT WITH INSTITUTIONAL PRIORITIES

Standard 1 is examined through the lens of the College's institutional priorities to ensure alignment between mission, planning, assessment, and institutional decision-making. Evidence presented in this chapter demonstrates that the MVV serves as the foundational framework for institutional priorities related to Accountability and Transparency, Innovation and Excellence, and Identity, Belonging, and Community Engagement.

Table 8. Standard I to institutional priority crosswalk.

Criteria	Institutional Priority	Alignment Narrative	Representative Evidence
Criteria 1–4	Accountability & Transparency	The mission and goals provide a clear framework for Strategic Planning, assessment, and budget development. The adoption of SMART goals and measurable KPIs in the 2025–2028 Strategic Plan reflects increased transparency, accountability, and intentional alignment between institutional priorities and decision-making processes.	Mission, Vision, and Values adoption materials; 2025–2028 Strategic Plan; Institutional Effectiveness KPIs; budget and planning guides
Criteria 1–2	Innovation & Excellence	The mission's emphasis on fostering lifelong curiosity, inquiry, and meaningful work informs institutional priorities related to instructional quality, academic innovation, and scholarly and creative activity. Strategic Planning and academic initiatives are designed to advance student learning outcomes and economic mobility in alignment with mission-driven goals.	Academic Plan materials; program review documentation; Teaching Center resources; scholarly and creative activity initiatives
Criteria 2–3	Identity, Belonging, and Community Engagement	The Mission and Values statement emphasizes inclusivity, equity, and responsiveness to community needs. Institutional priorities related to identity, belonging, and external engagement are grounded in mission-aligned planning processes, including community input during MVV development and strategic goals focused on strengthening community relations and workforce partnerships.	World Café summaries; community and stakeholder surveys; Strategic Plan Direction on Identity and Belonging; community relations initiatives
Criterion 4	Continuous Improvement and Institutional Effectiveness	The College engages in regular, data-informed reflection on mission and goals through leadership, governance, and its institutional planning and assessment ecosystem, supporting both mission relevance and goal achievement.	President's annual goals; planning ecosystem documentation; Board of Trustees materials; assessment and benchmarking reports

SUMMARY

The development and adoption of the 2024 MVV and the 2025-2028 Strategic Plan reflect a deliberate shift toward inclusive, data-informed, and mission-driven planning. These processes strengthened institutional coherence by aligning strategic goals, key performance indicators, and resource allocation decisions with the College's core purpose. Ongoing efforts to formalize planning, assessment, and communication processes further reinforce the integration of Standard I expectations with institutional priorities and continuous improvement.

Strengths

- Full engagement of campus and external stakeholder input into the development of its MVV.
- Intentionally outcome-focused MVV foundational for all subsequent planning documents, ensuring alignment across institutional efforts.
- Deeper use of data to inform decision-making and guide Strategic Planning.
- Development of SMART goals, establishment of measurable KPIs, and consistent benchmarking against peer institutions to assess progress and support continuous improvement.

Areas for Improvement and Action Steps

- The College has educated department leaders, as well as those staff and faculty serving on various councils and committees, about the integrated, data-informed planning and budgeting process, yet this level of deep understanding is not shared across the College.

Actions: Using Institutional Capacity Assessment Tool (ICAT) results to identify priorities, the VP of Institutional Effectiveness, together with the Institutional Effectiveness Council, will implement a plan to strengthen understanding among campus faculty and staff of the connection between the MVV and campus initiatives to the planning and budgeting structure. This includes sharing progress updates and data dashboards for institutional plans on the College website, as well as expanding data literacy and assessment training.

Standard II: A Culture of Shared Values



Table 1. Standard II alignment with institutional priorities and strategic directions

Category	Alignment
Primary Institutional Priorities Addressed	• Create a caring, equitable, and engaged campus community • Enhance institutional effectiveness, accountability, and transparency for responsible stewardship of resources
Strategic Directions Aligned	• Accountability and Transparency
Focus of the Standard	Ethical conduct, transparency, compliance, academic freedom, grievance processes, and truthful representation to internal and external stakeholders

INTRODUCTION

The College strives to create a safe and supportive environment, based on honest communication, respectful dialogue, caring, and collaboration, wherein students can learn, grow, and reach their goals. Ethics and integrity underlie these values. Since the last Self-Study, the College has rigorously demonstrated its commitment to ethics and integrity by fostering a culture of transparency, equity, and institutional accountability. Utilizing data from varied sources, including collaborative World Cafés and SUNY peer-benchmarked climate surveys, TC3 addresses campus climate needs to cultivate a diverse, welcoming, and equitable environment. Despite recent leadership transitions, the College has maintained ethical stewardship of its mission by standardizing policy reviews, updating regulatory documentation, and fortifying shared governance structures.

To ensure fairness and honesty in all student and administrative relations, the College utilizes data-informed practices to maintain a safe, supportive, and compliant campus environment. Integrity in administrative processes is reinforced through enhanced communication practices, systematic policy standardization, and targeted organizational development. The Student Rights and Responsibilities website explicitly outlines behavioral expectations, grievances, and disciplinary protocols, together with a reporting structure that ensures policies and procedures are executed in a timely, fair, and impartial manner, strictly protecting the due process rights of both complainants and respondents.

EVIDENCE AND ANALYSIS

The College demonstrates compliance with all criteria and sub-criteria of Standard II, as evidenced by the supporting documentation and analysis.

Supporting academic freedoms, expression, and intellectual property (Criterion 1)

The College is committed to an environment where academic and intellectual freedom, freedom of expression, and the protection of intellectual property rights are valued, as evidenced by their integration into College policies and contracts. Upholding these freedoms is foundational to TC3's Mission to "foster lifelong curiosity and inquiry through innovative educational pathways, leading students to meaningful work, economic growth, and a brighter future." Indeed, the ability of faculty and students to explore, learn, and engage with the community relies upon these rights, which is reinforced within the introduction to Student Rights and Responsibilities (2.1): student success "can only happen in learning and living environments that are open atmospheres for the search for knowledge and truth, critical thinking and personal growth." By policy, students are expected to use resources responsibly and may express ideas/support causes in a respectful way (2.2). Together, students and staff are responsible for keeping the campus a positive place to learn and grow under the protections described in Table 2.

Table 2. Support of academic and intellectual rights.	
Academic Freedom	Board Policy (2.104) Collective Bargaining Agreements for Faculty (2.22) (Article 8.1 p.8) and Adjunct Faculty (2.23) (Article 8.1 p.10)
Intellectual Freedom and Freedom of Expression	College Mission ("foster lifelong curiosity and inquiry") and "Inclusion" Value (2.105) Board Policy (2.2)
Intellectual Property Rights	Collective Bargaining Agreements for Professional Administrators (2.24) (Article 30 p.18); Faculty (2.22) (Article 18.5 p.49), and Adjunct Faculty (2.23) (Article 8.13 p.11)
Copyright Protections	Use of protected materials in library and class (2.106) Safeguards for faculty-created materials (2.22) (Article 17.12 p.47)

Fostering a climate of respect (Criterion 2)

The College's commitment to fostering a climate of respect among students, faculty, staff, and administration from diverse backgrounds and perspectives is exemplified by the College's actively applied values of excellence, community, integrity and accountability, inclusion, connection, and equity. These values drive educational experiences and campus activities that prepare students for a diverse and complex world. The College's support of a wide variety of students and employees demonstrates commitment to diversity in backgrounds, ideas, and perspectives in real and actionable ways. To gauge campus climate and satisfaction, the College conducts assessments of various stakeholders (Table 3) and uses the results of those assessments in planning (described in this standard as well as in Standards I and IV).

TC3 uses assessments to drive strategic priorities. For example, data from an internal stakeholder survey (2.3) supported the need for a strategic focus on employee engagement and transparency in decision-making. As a result, the College created a strategic pillar focused on strengthening employee engagement (Goal 4.3 of the Strategic Plan) (2.4); revised the EDJI plan to include an emphasis on professional development (2.5); developed a new webpage with shared governance information and resources to help strengthen shared governance on campus (2.6); and formed an Institutional Effectiveness Council to strengthen non-academic assessment practices (2.7).

Table 3. Periodic assessments of campus climate

Assessment Used	Administered	Utilized by	Example of Action Taken
SUNY Student Satisfaction Survey	At least every 3 years 2026 (in progress), 2024, 2021, 2019	Strategic Planning Steering Committee (SPSC), President, Executive Council (EC), Diversity Equity Action Council (DEAC)	Informed the Strategic Plan goals (2.4)
Campus Climate Survey of Students	At least every 4 years SUNY: (2024, 2020) Internal: 2018	SPSC, DEAC, President, EC	DEAC made recommendations to President and VP of Institutional Effectiveness (2.107)
Campus Climate Survey of Employees	At least every 4 years National: Fall 2026 (planned) SUNY: Fall 2024 Internal: Fall 2020	SPSC, DEAC, President, EC	Revision of Equity, Diversity, Justice, and Inclusion (EDJI) Plan to identify hiring practices as a priority area (2.5)
World Café Sessions on Retention	As needed Employees: Oct. 2023 Students: Feb. 2024, Nov. 2023	MVV Working Group, EC, SPSC, DEAC, SGA, BOT	Informed the revision of MVV and Strategic Plan goals (2.99)

As a community college, TC3 strives to represent the diversity of its community and create a welcoming environment on campus. The student population generally reflects the Census demographics of the two sponsor counties [\(2.8\)](#) in racial diversity, though with a higher percentage of Black students. Based on IPEDS [\(2.9\)](#), the racial diversity of employees, while comparable to that of peer institutions, does not reflect that of the student population. Criterion 5 describes the College's approach to hiring with attention to racial diversity. The 2024 Campus Climate Survey of Employees [\(2.10\)](#) indicates that in percentages of LGBTQIA+ (p.48) and disabled (p.22) employees, TC3 is more diverse than peer institutions.

In 2024, the College shifted from internal campus climate surveys, such as the PULSE student survey [\(2.11\)](#) and the Chief Diversity Officer's survey of employees [\(2.12\)](#), to peer-benchmarked surveys. The 2024 SUNY Student Satisfaction Survey [\(2.13\)](#) and 2024 Campus Climate Surveys of Employees [\(2.10\)](#) and Students [\(2.14\)](#) indicate that the College fosters a climate of respect among students, faculty, staff, and administration from a variety of backgrounds and ideas, including veterans, people with disabilities, LGBTQIA+ people, people of color, religious practitioners, and members of varied political parties. Overall, the results of the 2024 Campus Climate Surveys of Employees [\(2.10\)](#) (p.69-79) and Students [\(2.14\)](#) (p.71-80, 117, 119, 122) indicate that the College cultivates an inclusive, welcoming environment on par with benchmarking institutions. Further, among student subpopulations [\(2.14\)](#), 86% of veterans (p.13), 75% of students with disabilities (p.23), and 73% students of color (p.57) report feeling welcome on campus, while LGBTQIA+ students say they can openly express their gender identity/expression (75%) and sexual identity/orientation (74%) on campus (p.46 and 49). Supporting these findings, the 2024 SUNY Student Satisfaction Survey [\(2.13\)](#) shows that the College performs better than its benchmarking institutions when it comes to students feeling respected by faculty and staff (p.3). Similarly, subpopulations of employee groups [\(2.10\)](#) also self-report being treated with respect at the College (veterans p.17-19, employees with disabilities p.30-32), with some employee groups even reporting feeling more welcome on campus than in the surrounding community (LGBTQIA+ p.52, employees of color p.61).

While participation in the 2024 Employee Campus Climate Survey was robust, conclusions drawn from percentages must be approached with a degree of caution: subdivisions of respondents represent very small sample sizes and TC3 lacks necessary contextual information from SUNY to ensure comparisons are statistically valid. To address this, the office of Organizational Development will administer a nationally benchmarked climate survey AY 2026-27.

Fair grievance policies (Criterion 3)

The College has clearly stated grievance policies and methods for campus members to report incidents and complaints. Since the last Self-Study, the College has implemented several changes to ensure the fairness of the grievance and complaint system, including the use of Maxient software [\(2.15\)](#) for process documentation (ensuring effective tracking of concerns and responses), broad communication about student rights and responsibilities and the complaint process,

and the separation of the judicial process from the purview of Residence Life (addressing a recommendation from the prior Self-Study).

The process for complaints is straightforward. Anyone can access the Consumer Information page on the College website to report concerns with accrediting bodies (2.16), and all students and employees can report incidents, including incidents regarding discrimination, interpersonal violence, and non-academic or conduct violations, through a link on the Campus Police webpage. Students receive this link via email and through the College's Students Rights and Responsibilities site (<https://www.tompkinscortland.edu/student-rights-responsibilities/student-rights-responsibilities>) (2.1). The College summarizes all academic and non-academic grievance procedures with contact information and appeals options in a single webpage (2.18). The Associate VP (AVP) for Student Affairs reviews submitted reports and directs them to the appropriate administrative hearing officer who addresses the incident. To ensure timely responses, the Title IX committee meets weekly to discuss any cases, while the AVP for Student Affairs reviews any open cases at the first of each month to follow up with responsible officers. Students and employees may submit Title IX complaints directly or contact a Title IX Officer who then documents the complaint in Maxient (2.19). The Student Bill of Rights (2.20) further describes what a student should expect throughout the process, holding College staff accountable for upholding the rights of complainants while following required procedures, including the right to appeal.

The 2024 Campus Climate Survey of Students (2.14) shows that the College's efforts to build an equitable system for addressing discrimination and harassment are successful and at higher levels than students report at peer institutions. TC3 students indicated that they are aware of, confident in, and feel safe engaging in the complaint process (p.88-90). For example, 77% agree that the College would take a report seriously, compared to 62% at peer institutions; 62% respond that complainants are treated fairly (43% at peers) while 59% say those being accused of offenses are also treated fairly (41% at peers).

Contract violations and grievances by employees are tracked (2.21); there is a documented process for reporting within the contracts for faculty (2.22) (Article XVI pp.42-45); adjunct faculty (2.23) (Article XVI pp.23-27); professional administrators (2.24) (Article 40); and classified staff (2.25) (Article 34 p. 23-26). Policies and forms for reporting, investigating, and resolving incidents of discrimination or harassment are posted to the Human Resources (HR) website (2.26). Due to the 2026 self-study process, HR developed a clearer process for reporting complaints unrelated to contractual or legal violations (2.27).

Avoiding conflicts of interest (Criterion 4)

The College has documented policies on conflicts of interest for the Board of Trustees (2.28) and its employees. For example, the Nepotism Policy (2.29) states that TC3 is "committed to upholding the highest standard of ethical conduct with respect to the organization's hiring and business practices. This policy must be considered when hiring, promoting, transferring any employee as well as any business transactions that may directly be influenced by familial or household relationships." Further, the Nepotism Policy explicitly states the College's desire to "avoid creating or maintaining circumstances in which the appearance of favoritism or possibility of favoritism and/or conflicts of interest exist." In addition, the College "prohibits sexual or romantic relationships between College employees, or between College employees and students if there is an existing direct or indirect supervisory, evaluative or instructional relationship" (2.30). The College requires competitive bidding (2.31) to limit conflicts of interest in purchasing decisions. To help deter and expose fraud, including conflicts of interest, the College has a Whistleblower Policy (2.32).

Fair employment practices (Criterion 5)

The College, an equal opportunity employer (2.33), has policies and processes in place for all phases of hiring, evaluation, promotion, and separation. Collective bargaining agreements for classified staff (2.25), adjunct faculty (2.23), faculty (2.22), and professional administrators (2.24) outline fair and impartial practices regarding hiring, evaluation, promotion, and separation.

The hiring process has been documented by HR (2.34) and shared with administration and union leadership. To initiate hiring, a standardized Request to Fill form is completed (2.35), making clear the justification and approval process; the request then goes to the President and BOT. HR maintains a list of "Diversity Recruitment Resources" to aid search committees in recruitment with attention to diverse hiring (2.36). The College advertises open positions on the HR website and via The Chronicle of Higher Education – ChronicleCareer.com, Hispanic Outlook, Diverse Issues in Higher Education, InsideHigherEd.com, Insight into Diversity, CareerBuilder.com, HigherEdJobs.com, and Indeed.com (2.37), and search committee chairs may elect to advertise through additional avenues. Search committees must develop their decision-making rubric and interview questions, including a question addressing a candidate's approach to

working with diverse populations, before gaining access to the candidate pool. The hiring process includes a Candidate Pool Reflection and Affirmative Action Summary Report that require the search committee chair to explain decisions regarding candidates and tracking of any candidate disclosures. These steps help to build a diverse pool and limit the possibility that search committees may introduce bias into questions and decision-making as they review candidates. The updated EDJI plan acknowledges opportunities to strengthen diverse hiring practices, as evidenced by Goal 2, Action Step C (2.5), perhaps with support from the SUNY Affirmative Action Officer.

The Provost's Office has jurisdiction over promotion recommendations to the President for full-time faculty (2.22). Full-time faculty are engaged in the formation of a Faculty Senate, which may include a Tenure and Promotion Committee to provide shared governance input into the promotion process.

To assess equity in employment practices, HR invested in an Applicant Tracking System in Human Resources Information Management System (Paycor), which allows for review of overarching hiring patterns (2.38). At the direction of the President (2.39), HR will examine disaggregated data for hiring, evaluation, promotion, and separation and share summaries of the results with appropriate shared governance and employee groups (2.40).

Honesty in communications (Criterion 6)

The College is honest and truthful in its communications with internal and external audiences and has made significant investments to buttress its marketing and communications efforts with a focus on increasing engagement, improving transparency, and maintaining accuracy. Since the last Self-Study, TC3 reconfigured its external communications office with a new Director of Strategic Marketing (2.41), a web developer with expertise in digital accessibility (2.42), and a digital content specialist (2.43). Together, they ensure a coherent and accurate narrative as laid out in the Strategic Marketing Department Plan for 2025-2026 (2.44). The Strategic Marketing department is responsible for truthful communication in areas such as publications, press releases, social media accounts, web content and policies, and emergency alerts.

In 2024, the web developer met with staff and students to identify communication needs, which led to a full redesign that eliminated nearly half of older webpages, improved user experience, and eased website maintenance. The 2025-2026 Strategic Marketing Plan (2.44) includes an annual content audit to ensure that the website is regularly monitored for both accuracy and digital accessibility. The College also created a three-person Enrollment Management Systems team to oversee campus-wide implementation of Slate, a CRM that allows for seamless tracking and communications about student progress from prospect to graduate (2.45)(slides 30-32). Together, Strategic Marketing and Enrollment Management Systems are collaborating to expand and implement Slate CRM as the centralized platform for managing the entire student experience "to improve communication, track academic and engagement milestones, and align support services across departments to deliver a more integrated, personalized and efficient student journey" (2.44). The 2024 Student Satisfaction Survey (2.13) highlighted areas for improvement in student communications that have informed these efforts, as shown in Table 4.

CLOSING THE LOOP

Table 4. Using student sentiment to drive improvement in communications.

2024 SUNY Student Satisfaction Survey (rating on 5-point scale / change from 2021)	College Actions in Response to Communication Needs
Communication of college news/ information to students (3.97 / -0.09)	Improved communication channels (website and Slate CRM) through Strategic Marketing and Enrollment Management Systems positions and aligned goals (2.45)
Communication of student conduct rules and regulations (4.01 / -0.07)	Compiled academic and conduct policies and procedures into Student Rights and Responsibilities webpage (2.1) Expectations shared during onboarding and required compliance training
Usefulness of information on college website (3.98 / -0.06)	Nearly half of TC3 webpages eliminated during re-design to streamline and improve accuracy (2.108) Implementation of annual web content audit (2.44)
Ease of finding what is needed on college website (3.69 / 0.00)	Re-design of website (launched January 2025) Creation of separate "hubs" of online resources for TC3 Students and Employees

TC3 expresses truthful and honest recruitment communications with potential students and their families through accurate characterization in its admissions viewbook (2.46) and website of the small student to faculty ratio (IPEDS), the percentage of financial aid disbursement (IPEDS), and its no-cost application and open admissions policy (2.47). A flowchart outlines the communications and decision-making pathways that Admissions staff follow for all prospects, from inquiry to applicant to accepted student (2.48). Accepted students receive accurate information from the College through digital correspondence, onboarding materials, and the website; examples include information on accessing and navigating self-service (2.49), paying for college (2.50), and degree program requirements (2.51). Another example of honest communications regarding programs is the Healthcare programs career video (2.52), which refers to multiple course modalities and evening classes, clearly supported by our course offerings (2.53). Notably, the College uses photos and videos shot on the campus for the website and College promotion rather than stock images.

Integral to students' emotional and personal growth is taking responsibility for one's actions as well as for creating an environment where all feel respected and welcomed. Students are provided and oriented to the College's Student Rights and Responsibilities (2.1), which clearly outlines all policies, procedures, and expectations for members of the College community. A syllabus for each class provides course expectations and available resources for academic success (2.54). Residential students receive a Residence Life Handbook outlining related policies and procedures (2.55). In addition, students receive individualized updates (2.56); use Campus Groups for information about student activities (2.57); and receive information on Title IX, Title VI, and other compliance matters during onboarding and throughout the semester (2.17). Enrolled students receive accurate information about key academic deadlines through a publicly available Academic Calendar (2.58). The SGA shares concerns and updates through regular meetings with the President, Provost, and AVP of Student Affairs.

TC3's academic calendars are posted on the website (2.59). Students have access to events and student organizations through Campus Groups (2.60) as well as through the student hub on MyTC3 and their college email. Prospective students without a student account may view a simplified version of Campus Groups that shows all active student organizations, as well as information about athletics, recreation, and other student services. Faculty and staff generally learn of upcoming activities through their division heads and emailed announcements. All employees have full access to Campus Groups and receive a weekly newsletter that lists campus events.

The College demonstrates transparency in planning, advice, and decision-making by requiring shared governance bodies to post their charges or bylaws, memberships, agendas, and minutes on the website (2.6); and by including VP reports in BOT agendas (2.61). In addition, the President (2.62), VP EMSA (2.63), and the Provost (2.64) each provide periodic updates via email. Each semester, campus-wide meetings orient the community to shared goals, provide introductions to new employees, and communicate other important information related to institutional planning (2.65).

The College is committed to continuous growth in both internal and external communications as demonstrated through its current Strategic Plan's goals dedicated to Accountability and Transparency: "TC3 demonstrates its integrity by being accountable to internal and external constituencies through transparent governance and sharing of data, including institutional effectiveness and learner outcomes" (2.4) (p.2-4). The importance of accountability, transparency, and community visibility was noted in focus groups with internal (2.3) and external stakeholders (2.66). The College has already made strides in its communication about shared governance, student success, and opportunities for connections between the campus and the communities. Thus, the College not only meets its obligations toward honesty and truthfulness in communications but also has in place the structure to ensure continuous improvement.

Promoting inclusion, affordability, and accessibility (Criterion 7)

The College is dedicated to supporting all students academically, socially, and economically via policies and human, physical, and information resources. For example, the Board of Trustees has a policy to provide services for Academically Disadvantaged Students that support their college readiness (2.67) in addition to policies regarding Equal Opportunity and Affirmative Action (2.33), Preferred Names and Pronouns (2.68), Title IX (2.69), and Against Discrimination and Harassment (2.70). The Student Rights and Responsibilities website further outlines relevant policies and procedures such as commitment to human rights (2.71) and provision of disability-related accommodations (2.72). Several policies support affordability and access, such as a financial assistance policy (2.73) that directs participation in financial aid programs and establishes the TC3 Foundation to provide scholarship awards; tuition waivers for agencies that mentor student interns (2.74); in-state tuition for veterans, active military, and their dependents (2.75); and prior learning assessment (2.76) that allows adult learners to progress toward a credential by gaining credit for experience.

Resources to support student success (including services that support physical, social, and emotional needs) include a food pantry, a clothing closet, an alcohol and drug recovery program, mental health counseling, an Office of Access and Equity dedicated to disability-related accommodations, a childcare center, academic tutoring, LGBTQIA+ resources, a neurodiversity sensory space, student clubs and organizations, and several high-touch support programs such as the Educational Opportunity Program (EOP). These resources are discussed in Standard IV (criteria 1 and 4).

Access to financial aid is a seamless part of the application and enrollment process, and information is communicated in modes such as the website, Slate messaging to accepted students, and onboarding, as discussed in Standard IV. The Financial Aid website (2.77) is kept current and provides accurate information about managing college expenses, including cost of attendance (2.78); a net price calculator (2.79); information about loan repayment and defaults (2.80), tuition refunds (2.81), withdrawal and Title IV refunds (2.82); percent of students at the College with loans and average student debt (2.83); and cohort default rates (2.84). As a result of the College's outreach, over 85% of full-time first-time TC3 students receive some form of financial aid (2.77).

Even with the availability of financial aid, the College understands that students face a number of concerns around affordability. Therefore, to help students understand a credential's value (outcomes), the website provides clear information about the purpose of a credential (i.e., for transfer or career), duration of use, articulation agreements, related career paths, and median pay and regional job openings by career path. A summary chart appears when a potential student explores programs (2.85) and more detail appears on each program webpage: for example, the Accounting AAS (2.86).

Compliance with laws and regulations (Criterion 8)

The College dedicates resources to support full compliance with federal laws and regulations and with MSCHE Policies and Procedures (see Appendix 2). Consistent with federal rules, TC3 maintains an accurate Consumer Information webpage (<https://www.tompkinscortland.edu/policies/consumer-information>), the link to which can be found in the footer of College websites.

To increase transparency regarding College policies, all Board-approved policies are compiled into a single webpage (2.87) organized by category headings such as Human Resources or Academic Affairs.

SUNY System Administration facilitates a range of associations, committees, work groups, task forces, and listservs (2.88) that provide best practices, model language for compliance policies, and procedures, and resources from other State agencies, colleges and universities, and/or federal and international agencies. The College also receives support for compliance through memberships in the SUNY Student Conduct Institute (2.89), the New York State Disability Services Council (2.90), the Association on Higher Education and Disability (2.91), the National Academic Advising Association (2.92), and through retained counsel of Bond, Schoeneck and King, LLC (p.17)(2.93). Furthermore, members of the College community are required to complete periodic online training consistent with their campus role regarding their rights and responsibilities under various laws and regulations, including Title VI, Title IX, and computer security.

Advancing ethics and integrity (Criterion 9)

Since the previous Self-Study, the College has demonstrated continuous growth in conducting periodic assessments, ensuring the oversight of policies, processes, and practices, and engaging in self-reflection to improve campus culture, ethics, and integrity.

Assessments have resulted in the creation of several targeted resources and positions, including a temporary Chief Policy and Compliance Officer position; an Applicant Tracking System within HR; and staff to enhance communications in marketing, web development, digital content, and enrollment systems (Slate) management, all in service to the 2025-2028 Strategic Plan's key directions of Identity and Belonging and Accountability and Transparency. The unification of Admissions, CollegeNow, Student Success, Student Affairs, Workforce Development, Enrollment Systems Management, and Strategic Marketing under a single division and VP has ensured alignment in institutional policies, practices, and processes around the student experience from recruitment through completion (2.94).

Further, the creation of an Institutional Effectiveness Division demonstrates a strong commitment to more consistent assessment (2.95). Within the Institutional Effectiveness Division, the College created the Dean of Organizational Development position to oversee initiatives, policies, and procedures that support ethics and integrity; this position also serves as Chief Diversity Officer, highlighting the value of diversity within institutional effectiveness, including data disaggregation, goal setting, and policy development (2.96). The appointment of a full-time faculty member as Co-

Chair of the Institutional Effectiveness Council (2.97) and the inclusion of the Chair of Academic Assessment (2.98) further ensure that the ethics and integrity of teaching and learning are considered when reviewing college policies and practices.

The College utilizes several tools to assess internal and external feelings regarding campus communication, respect, and factors that reflect ethics and integrity. Examples of the College's practice of assessment include the annual administration of SUNY Student Satisfaction Surveys (2.13); periodic administration of climate surveys of students (2.14) and employees (2.10); Strategic Planning surveys of employees (2.3) and external stakeholders (2.66); World Cafés (2.99) and other student focus groups (2.100); and analysis of other measures of performance such as IPEDS and AIU data. The results of these surveys are reviewed by the VP of Institutional Effectiveness and Dean of Organizational Development, who prepare summaries for dissemination and discussion in Executive Council and shared governance.

A "Policy on Policies" (2.101) ensures a consistent process of review, adoption, and adaptation for all institutional policies, including assurance that they align with applicable State and Federal policies. The President manages the annual review of policies by senior leadership. Should any policies need to be created, changed, or retired, the President works with the College Senate and Diversity Equity Action Council (DEAC) to follow established governance process. The College Senate reviews (2.102) and the Board of Trustees (2.61) approves all institutional policies. Further, all academic policies are reviewed and voted on by faculty prior to advancement to the College Senate. All institutional policies are posted to a centralized, public-facing page on the College website (2.87).

ALIGNMENT WITH INSTITUTIONAL PRIORITIES

Consistent with the Self-Study Design, the College's Ethics and Integrity is examined through the lens of the College's institutional priorities of a Caring, Equitable, and Engaged Campus and Responsible Stewardship to ensure coherence among mission, planning, assessment, and resource allocation. Evidence demonstrates how activities, outcomes, and decision-making related to ethics and integrity intentionally advance the College's institutional priorities and support continuous improvement, reinforcing the integration of accreditation standards with institutional strategy and operational practice.

Table 5. Standard II to institutional priority crosswalk.

Criteria	Institutional Priority	Alignment Narrative	Representative Evidence
Criterion 1	Caring, Equitable, and Engaged Campus	Well-documented policies relating to academic, intellectual, and freedoms of expression ensure an equitable environment on campus	Collective Bargaining Agreements
Criterion 2	Caring, Equitable, and Engaged Campus	A regular pattern of climate assessment and actions taken in response ensure that members of the College community feel respected as part of a caring, equitable campus	Student Satisfaction Surveys, SUNY Campus Climate Surveys, World Café Data
Criterion 3	Caring, Equitable, and Engaged Campus	The College's adherence to laws related to Title IX and Title IV, as well as improved complaint processes and documentation for students, ensures a caring and equitable campus	Student Satisfaction Surveys, Campus Climate Surveys, Maxient Data
Criterion 4	Caring, Equitable, and Engaged Campus	The College has clear policies on conflicts of interest and those policies have been utilized, though heightened documentation is recommended	Nepotism Policy; Recusal
Criterion 5	Caring, Equitable, and Engaged Campus	The College has policies to ensure an equitable campus experience when it comes to hiring, promotion, evaluation, and separation	Collective Bargaining Agreements
Criterion 6	Responsible Stewardship of Resources	The College appropriately uses resources to enhance communication with the community.	Strategic Marketing and Enrollment Systems Operations (new staff, coordinated plans, Slate integration); Admissions Communications Plan for prospects
Criterion 7	Responsible Stewardship of Resources; Caring, Equitable, and Engaged Campus	The College leverages resources to support all students, providing extensive financial support and clear information for financial aid decision-making, ensuring an equitable student experience	Financial Aid Website
Criterion 8	Stewardship of Resources	The College provides the information necessary to ensure that students are well-informed on a variety of topics; and the public can access essential information as required by law	Consumer Information Page, Appendix 2
Criterion 9	Stewardship of Resources; Caring, Equitable, & Engaged Campus	The College leverages resources to ensure that policies are current so that all members of the campus community can have an equitable experience	Policy on Policies

SUMMARY

The College meets the requirements of this Standard by fostering a caring, equitable, and engaged campus for both students and employees through strong policies, processes, and communication supporting the student experience. TC3 upholds strong ethical standards through clear policies that inform procedures on academic freedom, nondiscrimination, conflict of interest, equity in employment, and grievance procedures. The College demonstrates integrity in internal and external communications and maintains transparent processes that support student and employee rights. These policies and processes have been strengthened through dedicated human and financial resources.

Strengths

- The College has demonstrated significant improvements in policy reviews, documentation, and clear communications with internal and external audiences.
- Resources dedicated to marketing and increased web development support have helped improve communications and the College's transparency.
- Investments in creating a holistically supportive student environment have resulted in students reporting a strong sense of belonging.

Areas for Improvement and Action Steps

- An opportunity for improvement exists in assessment of employee engagement and belonging and the creation of related comprehensive strategies.

Actions: The Dean of Organizational Development will administer internal and nationally benchmarked surveys to assess employee satisfaction and areas for investment.

- The College has strengthened its human resource policies and the ability to track processes. However, an opportunity for improvement remains in analysis of human resources data related to equity.

Actions: The VP for Administration will oversee the analysis of disaggregated Human Resources data as part of regular assessment cycles, in collaboration with the Diversity Equity Action Council, to ensure diversity in candidate pools and equity in hiring, placement, and promotion decisions. In addition, the VP will coordinate with the Director of Human Resources to develop a clearer process for reporting and tracking conflicts of interest including the completion and approval of the conflict of interest policy.

Standard III: Programs Built for Transfer and Careers



Table 1. Standard III alignment with institutional priorities and strategic directions.

Category	Alignment
Primary Institutional Priorities Addressed	Cultivate excellence in teaching, learning, and academic programs Advance successful student outcomes to strengthen student mobility
Strategic Directions Aligned	Innovation and Excellence Transfer and Career
Focus of the Standard	Academic program quality, faculty qualifications, learning resources, instructional modalities, general education, and coherence of the student learning experience

INTRODUCTION

The College has focused on strengthening various aspects of the design of the student experience with broad investments in technology, increased assessment, improvements to shared governance, and improvements to classroom spaces and online course design. Some key examples include enhanced scheduling and program analysis through data visualization tools and related analysis, strengthened curriculum governance (including revised Curriculum Committee policies and improved curricular assessment oversight by the Academic Assessment Committee (AAC), modernization of curriculum workflow through software adoption, significant faculty curricular review, faculty hiring in key areas of growth, improvements in classroom and laboratory spaces in STEM areas, revision of the program review process, and reassessment of the College's academic portfolio.

Post-pandemic, the College has expanded its instructional delivery options to synchronous online and HyFlex modalities, which have been particularly valuable for working students and adult learners. To enhance the effectiveness of teaching and learning across modalities, the College also implemented clearer expectations for consistent course design through master course syllabi, section syllabus review practices, and emerging guidance on time-on-task equivalencies for asynchronous learning. These efforts align with the College's current Innovation and Excellence and Transfer and Career strategic directions and are reinforced by broader institutional initiatives that support Guided Pathways and equity-centered student success (including SUNY Academic Momentum and Achieving the Dream

(ATD) work), ensuring that program requirements, teaching practices, and academic supports promote persistence, completion, and student mobility.

EVIDENCE AND ANALYSIS

The College demonstrates compliance with all criteria and sub-criteria of Standard III, as evidenced by the supporting documentation, analysis, and outcomes.

Intentionally designed programs which deliver meaningful learning, integrate knowledge, and provide appropriate academic depth and rigor (Criterion 1)

Academic programs at the College are intentionally designed, coherent, and structured to provide sufficient time for students to achieve program learning outcomes and complete associates degrees, certificates, or microcredentials. The Curriculum Committee oversees the creation and revision of programs through shared governance processes (3.1). New programs are reviewed by the full faculty, College Senate, Provost, President, and BOT. TC3 offers 26 AA/AS degrees, 12 AAS degrees, eight certificates, and 16 microcredentials. Degree programs require 60-64 credit hours, certificates require 26-35 credit hours, and microcredentials require 6-18 credit hours. Each program includes an audit sheet outlining sequential requirements (3.2) and a curriculum map aligning course-, program-, and institutional-level learning outcomes. Certificates and associate degree programs comply with SUNY (3.3) and NYSED requirements (3.4) and are approved through shared governance, SUNY, and NYSED processes (3.5). In accordance with SUNY guidelines, microcredentials are approved at the institutional level (3.6) and are designed to support workforce needs, career advancement, and stackability into degree programs (3.7).

The Curriculum Committee provides faculty oversight for the review and approval of courses and programs. In spring 2025, the Curriculum Committee revised its bylaws (3.1) to improve transparency, efficiency, and clarity regarding faculty roles and curriculum review timelines. Every course at the College has a Master Course Syllabus (MCS) identifying course description, credit hour assignment, student learning outcomes, essential topics, any mapping to program, institutional, or SUNY general education learning outcomes, evaluation methods, and grading standards (3.9). Students may review any MCS in the course search feature in self-service. Faculty are trained to use the MCS to ensure consistency across modalities and alignment with assigned credit hours (3.10). A section syllabus template (3.11) further ensures consistency across course sections and modalities. Section syllabi are reviewed by department chairs periodically and prior to a teaching observation (3.12).

Table 2. Microcredential Spotlight — Creating ladders to career success and degree completion.	
Responding to local needs through Microcredentials: Eight years ago, local employers identified a need for trained Direct Service Providers (DSP) to support people with disabilities. In response, the lead Human Services faculty developed the first DSP I microcredential for Direct Service Providers, incorporating college credit-bearing courses that addressed the skills employers wanted. These courses help students make progress towards a career/transfer degree or stop out and qualify for improved wages. DSP I completion resulted in financial incentives. SUNY policies helped this rapid response to local needs, as microcredentials can be approved at the institutional level. Microcredential Completions in DSP I: 40 students Continuous improvement and resource alignment: NYS agencies granted funds to add two further microcredentials, creating a ladder for students to work incrementally toward degree completion.	StackableProgram Take on as much (or as little) as you want. Our microcredentials and certificates provide you with credits to apply to 2-year programs — <i>when you are ready!</i> MICROCREDENTIAL Direct Service Provider I Direct Service Provider II Direct Service Provider III CERTIFICATE Human Services Certificate CAREER DEGREE Human Services A.A.S. TRANSFER DEGREE Human Services A.S.

The Curriculum Committee updated the MCS template in Fall 2017, and again in 2021, to support updated assessment processes as discussed in Standard V (3.13) and to develop implementation guidance for faculty (3.14). Between 2021 and 2023, faculty revised 166 MCS through the Curriculum Committee using the updated template, reflecting campus-wide commitment to consistent and outcomes-driven course design. First-semester course offerings were made consistent across Guided Pathways communities, reducing credit loss if students switch programs. All degrees were redesigned to contain first-semester writing requirements.

In 2023, the Division of Academic Affairs invested in Coursedog curriculum management software to strengthen the curriculum development and revision process (3.15) and instituted training in 2024-25. All curriculum proposals are processed through Coursedog and reviewed by the AAC to ensure that curriculum proposals include well-defined, assessable Student Learning Outcomes (SLO); appropriate mapping to Program Learning Outcomes (PLO), Institutional Learning Outcomes (ILO) (for service courses), and SUNY GE Outcomes (as applicable); and appropriate methods of assessment. The process provides greater transparency for all stakeholders and helps foster richer curricular discussions.

The College ensures that courses adhere to credit hours by using a block schedule (3.16) and reviewing compliance each term as part of the schedule creation process (3.17). All concurrent enrollment sections are required to meet the minimum minutes requirement, confirmed when instructors submit section syllabi with content calendars and again when schools report their class schedules in the summer. Courses comply with the Carnegie model and SUNY's guidance on credit hour assignment (3.18), as evidenced in the credit hour policy and procedures documents posted online (3.19) for both full-semester and shorter-duration courses (3.20). Students can access credit hour information through the online Academic Catalog (3.21) and via the self-service course search features used for registration.

COVID-era restrictions led the College to develop additional course modalities, such as synchronous online classes and HyFlex classes, to supplement fully in-person, asynchronous online, and hybrid modalities (3.22). An online Brightspace course shell is generated for all sections, including those in-person, to provide a common structure in which instructors store section syllabi and students access gradebooks. To lower student costs, most courses utilize low- or no-cost course materials, including open educational resources (OER).

Delivery of rigorous, effective, and continuously improved learning experiences by qualified faculty (Criterion 2)

TC3 hires a faculty that includes full-time teaching and non-teaching faculty, as well as adjunct teaching faculty and part-time paraprofessionals for tutoring. The full-time teaching faculty maintain focus on teaching, student advising, and service; the specific expectations for faculty are described in the contracts of the Faculty Association (3.23) and the Adjunct Association (3.24) and in the College Teaching Manual (3.25). The two contracts contain employment terms and titles, College policies, rights and privileges, roles and responsibilities, and contractual details, while the Teaching Manual outlines instructor credential requirements, minimum faculty responsibilities, and best practices for the design and delivery of courses and course materials. The Provost's Office assesses faculty adherence to these expectations at several points, including at the time of hire, via early career observations, and through additional check-ins and observations as dependent on full-time or adjunct status and rank. In the last five years, the College has increased investment in academic excellence and the pursuit of successful student outcomes through the hiring of an Assistant Provost and a temporary Assistant Dean whose duties include increasing teaching observations, supporting continuous improvement and self-reflection in classrooms. In Fall 2026, this workload will transition to three academic deans (3.26).

All TC3 faculty meet the minimum qualifications from SUNY (3.27) and NYSED (3.28). In most cases, these requirements include a master's degree in the field of specialization. As of AY 2024-25, 26% of full-time faculty and 28% of adjunct faculty at the College possess a doctoral degree (3.29). Credentials of full-time and adjunct faculty are reviewed as part of the Academic Program Review (APR) cycle to ensure appropriateness for field of specialization and level of programmatic offering (3.30). Consistent with NACEP accreditation requirements, academic departments review the credentials of CollegeNow instructors to ensure their qualifications are consistent with college expectations (3.31). See Standard I for discussion of racial diversity in faculty.

The College currently has 47 full-time teaching faculty. Per the most recent IPEDS feedback report (2025), the College has 99 full-time equivalent (FTE) instructional staff (benchmark=82 FTE), 31 FTE instructional support staff (benchmark=32 FTE), and 27 FTE management (benchmark=30 FTE) (3.32) (Page 10; Figure 25). The student to faculty ratio (2024) is 12:1, which is lower than peer benchmark groups (Table 3) (3.33)(Slide 4). On average, full-time faculty teach 16.5 credit hours per semester, which is 1.5 credits over the contractual base workload of 15 credits per semester (3.34) (internal data). In AY 2025-26, 11 department chairs were each provided with 12 credit hours of administrative release time.

Recognizing the ways in which this relatively large amount of release time took teaching faculty out of the classroom, the decision was made to transition Academic Affairs to an academic dean structure consisting of three administrative deans overseeing three schools within the College, reducing the number of faculty department chairs. This structure will result in a higher percentage of classes being taught by full-time faculty and will better support faculty by providing oversight and additional resources for teaching and learning. Overall, the College has sufficient faculty to teach across all the programs offered at the College. Due to a retirement, the Communications and Media Arts AS and Digital Media AS

programs are currently without full-time faculty teaching core courses, though full-time faculty oversee the curriculum while department faculty consider the future of these degrees in alignment with transfer and workforce needs (3.56).

IPEDS data (3.32) (Figure 24) indicate that the College has higher instructional costs than SUNY community college peers due to a variety of factors such as lower student-to-faculty ratios and the intentional decision to keep class caps at 10 students for developmental courses and 20-30 for all others. The College has worked to reduce these costs by reducing the number of sections with fewer than 10 students (3.33) (Slide 9) and is now evaluating the feasibility of low-enrollment programs to ensure that limited funds have maximum impact on student success.

The College offers a variety of professional development opportunities, primarily through its pre-semester faculty convocation week, fall staff development day, and the College Teaching Center (3.35). CTC programming includes mentorships (3.36), workshops on pedagogy and assessment, roundtables on relevant current educational topics, and a regional community college teaching conference (3.37). Per NACEP accreditation requirements, CollegeNow instructors attend annual professional development facilitated by TC3 faculty in both on-campus and remote formats (3.38)(3.39). Faculty also have access to external professional development opportunities through entities such as SUNY's Center for Professional Development (3.40), which offers courses, fellowships, and webinars addressing such topics as online teaching, digital accessibility, assessment, and artificial intelligence. As a result of these professional development opportunities, faculty have initiated, implemented, or completed projects resulting in faculty collaboration across disciplines and updated pedagogical practices (3.41). Additional professional development geared towards improving student outcomes has included faculty participation at Guided Pathways and ATD conferences.

To ensure a rigorous learning experience across modalities, the Provost's Office conducts observations of full-time and adjunct faculty according to a negotiated schedule outlined in the respective collective bargaining unit agreements. A working group of faculty and members of the Provost's Office created the class observation tool based on the definition and assessment of excellent teaching within each modality (3.43). Over the last few years, department chairs began observing adjuncts within their departments, resulting in more timely and productive observations and related improvements (Sample Observation)(3.44). Over the last four years, 81 full-time faculty and 120 adjunct faculty have been observed. In addition, exemplary teaching practices and faculty have been invited to discuss strategies in the CTC, department meetings, and the Adjunct Convocation to disseminate these strategies (3.45). Within the new dean structure, the three academic deans will be responsible for these observations. Consistent with NACEP accreditation, TC3 CollegeNow faculty liaisons observe concurrent enrollment instructors in their first year of teaching for the College and then every three years (3.46)(3.47). In collaboration with the faculty, the Director of CollegeNow addresses any concerns through the implementation of improvement plans or discontinuation of the concurrent enrollment course. Faculty liaisons use observations to inform professional development topics for CollegeNow instructors. Full-time faculty also provide their own reflections on their teaching and teaching evaluations in their annual reports to the Provost's Office.

To ensure regular evaluation of student experiences, the College uses Watermark to administer course evaluations (3.48). Overall, results show that respondents are generally satisfied with the instruction of their courses, as the average response is over 4.0 on a scale of five (3.49). Evaluations are anonymous, allowing students to share constructive feedback on course content and instruction. Results are available to both the Provost's Office and individual faculty after final grades have been submitted and are used to support reflection, continuous improvement, and professional growth. Student evaluation results may be used by the Provost in faculty assessment. Trend analysis of course evaluation results is possible within Watermark (3.50), though the College is reviewing how to make fuller use of this feature to support instructional quality.

Concurrent enrollment students complete course evaluations through an online form (3.51), yielding a high response rate of almost two-thirds (61% Fall 2024; 59% Spring 2025; 64% Fall 2025) (3.52). Overall, students indicate high levels of satisfaction with the course and instructor: for example, about 85% rate their instructor as excellent. Each instructor receives a summary of their results (3.53), and the Director of CollegeNow uses these to inform specific follow-up with faculty liaisons and schools, as well as supports and recommendations for all instructors.

The Faculty Association contract specifies that promotion is based upon teaching excellence, advising, and service (3.23), with additional details and suggestions provided by the Provost in 2023 (3.54). Historically, the Provost has made the decision about promotion and continuing appointment of full-time faculty based on a review of faculty portfolios.

Currently, the College and the Faculty Association are discussing refinements to the tenure and promotion processes including peer faculty recommendations within the recently created Faculty Senate. Adjunct faculty are also eligible for tenure and promotion through a similar process outlined in their contract (3.24).

The APR process involves assessment of various aspects of the academic program and student learning experiences, including curriculum, student enrollment and success metrics, and the personnel needs of the program. The College's investment in skilled institutional research personnel and analytics tools such as Power BI allowed for a significant revision of the APR template expanding use of data on internal enrollment, student success, and retention as well as external transfer and job forecasting to evaluate program health and identify opportunities to drive improvements in curricular content and learning outcomes (3.30). The chairs' annual program reports mirror the APR template to allow the annual data to be used in aggregate for the APR. Chairs also rely on external bodies' advice to develop and review program curriculum.

For workforce-focused programs, such as Hotel and Restaurant Management AAS or Paralegal AAS, advisory boards of local industry representatives contribute expertise on current employee knowledge and skill areas (3.55). For transfer programs, chairs and the Provost's Office often develop relationships with transfer institutions to remain updated on curricular changes to maintain seamless transfer. The Accreditation Commission for Education in Nursing (ACEN) affirms the Nursing AAS degree program's quality through a regular accreditation cycle, the next of which will occur in 2027 (3.57)(3.58). The Chemical Dependency Counseling AAS program must meet requirements for New York State licensing through NYSED.

As noted above, the student-to-faculty ratio at the College is lower than its peers, which is a driver of higher instructional costs (3.32) (Figure 24). Examining expenses per FTE in IPEDS data indicates that instructional costs are significantly lower at TC3 than at its peers. However, these data are misleading, as they include the large number of concurrent enrollment FTEs. Therefore, IPEDS expense ratios (instructional cost relative to total cost) provide a more accurate picture, demonstrating that the College has been consistently reducing instructional cost through deliberate schedule management over the last several years as enrollment has declined (3.33) (slide 9) (Table 3).

To bring student-to-faculty ratios closer to those of peer institutions and build greater financial stability, the Associate Provost analyzed low enrolled courses, revealing that the College has run a significant portion of its course schedule with sections of fewer than 10 students, many of which serve programs with few students (3.60). In response to concerns about low enrolled programs and sections, the Provost's Office initiated a health-check analysis of academic programs by faculty, which resulted in eight programs being discontinued through the shared governance process (3.61). The Culinary Arts AAS was deactivated and is undergoing review. Discontinuation of such programs allows the College to reduce the percentage of low-enrolled courses and bring the student-to-faculty ratio closer to peers while maintaining robust pedagogy (3.62) (Figure 30).

Clear programs of study (Criterion 3)

Degree requirements and time to degree completion are clearly communicated to prospective and current students. Each program's webpage lists all necessary courses and credits (3.63) as well as average salary information, major employers, top transfer schools, articulation agreements, scholarship opportunities, and job market demand (3.64).

Table 3. Data-Driven Academic Resource Management

Multi-year trend analysis from IPEDS indicates that instructional costs have declined proportionally with enrollment declines through section management (see table below). However, to ensure a cohesive academic experience for students no further reduction in sections was feasible.

	% Core Student Enrollment Changes relative to 2019 (high enrollment mark)	IPEDS Total Instructional Expenses (\$)	% Change in Instructional Expenses (relative to 2019)	Fall Course Sections	% Change in Course Section Offerings (rel. 2019)	Student to Faculty Ratio
AY'2019		\$17,198,415		623		15
AY'2020	-21	\$14,661,874	-15	526	-16	11
AY'2021	-28	\$14,196,768	-17	493	-21	12
AY'2022	-28	\$12,250,960	-29	506	-19	11
AY'2023	-22	\$11,762,763	-32	506	-19	12
AY'2024	-22					12

Changing programmatic offerings: In response to fiscal constraints and changing market demand, the College embarked in the summer of 2025 on an academic program health check process to review data across programs and to assess whether low enrollment programs should be sunset. This all-faculty effort headed by the Provost's Office led to the closure of several low enrollment programs and will allow the College to devote its limited resources to develop programs, such as the Health Science Professions AS that have strong local labor market demand (this new program currently has 52 students in its first fall enrollment cycle). Additional programs in the pipeline include a Cybersecurity AS and a Nanotechnology-focused AAS. These modifications will assist the College in arriving at a more fiscally sustainable faculty-to-student ratio more comparable to peers (18:1).

Degree Type	Name of Program Discontinued
Certificate	Biotechnology
A.A.S	Culinary Arts
A.A.S	Wine Marketing
A.S.	Gender and Sexuality Studies
A.S.	International Business
A.S.	International Studies
A.S.	Recreation Management
A.S.	Outdoor Recreation

In addition to working directly with academic advisors (discussed in Standard IV), students can track their progress (including their fulfillment of SUNY GE requirements) through DegreeWorks (3.65), a tool used across SUNY. DegreeWorks includes a planning feature allowing students and advisors to develop individualized, semester-by-semester academic plans aimed at timely graduation and aligned with career or transfer goals (3.66). These roadmaps to graduation are regularly updated in consultation with academic advisors and according to curriculum changes. A "What If" tool enables students to explore how their coursework would apply to other degree programs, supporting informed decisions about program changes. Additionally, detailed descriptions of degree requirements and course descriptions are published in the online College Catalog (3.67), which serves as the official institutional record. The catalog provides access to program audit sheets (including options to view and print degree program sheets), supporting transparency, consistent advising practices, and clear communication of curricular requirements to students and stakeholders.

In the last four years, several AS programs across disciplines have had enrollment of greater than 20 students (Table 4). Liberal Arts and Sciences: General Studies is the College's largest academic program by enrollment, partly because it housed students interested in nursing and health professions until Spring 2026, when pre-nursing and other Health Science Professions AS degree programs opened. To better serve those students and meet local workforce needs, the College opened a transfer-oriented Health Science Professions AS degree program.

Table 4. Associate of Science (AS) or Associate of Arts (AA) programs with total Fall enrollment greater than 20 students (4-year snapshot). (Source: Internal College Data: Power BI SEP)					
Name of Degree Program	Degree	Fall 2022	Fall 2023	Fall 2024	Fall 2025
General Studies	AS	346	368	390	408
Business Administration	AS	73	73	62	64
Sports Management	AS	30	36	34	41
Human Services	AS	32	31	35	40
Computer Science	AS	18	31	27	35
Criminal Justice	AS	35	36	43	34
Biology	AS	34	37	26	32
Early Childhood Education	AS	13	22	30	31
Psychology and Social Sciences	AS	57	38	46	30
Adolescent Education	AS	11	22	19	27
Engineering Science	AS	15	30	18	22
Exercise Studies	AS	14	15	25	20
Environmental Studies	AS	22	17	20	19

In summer 2025, SUNY developed the Reconnect initiative focused on degree programs in fields with high employment demands in NYS. (See Standard I.) The College has 13 such programs (3.68), including the Chemical Dependency Counseling AAS, the Computer Information Systems AAS, the Computer Science AS, the Computer Support Specialist AAS, the Construction and Environmental Technology AAS, the Engineering Science AS, the Environmental Studies AS, the Health Science Professions AS, the Nursing AAS, the Sustainable Farming and Food Systems AAS, and three Teacher Education Transfer AS degree programs. Table 5 shows growth in SUNY Reconnect-eligible programs enrollment since its Fall 2025 inception (3.134). Trends reflect increasing participation from adult learners, consistent with the initiative's focus on workforce-aligned education for post-traditional students, and also maintenance of engagement among traditional-age students. Nursing remains the largest AAS program, and other AAS programs, particularly those eligible for Reconnect, have seen recent enrollment increases (Table 6). The College has immediate plans for three additional Reconnect programs in Electrical Engineering Technology, Cybersecurity, and Semiconductor Technology.

TC3's career and technical education-focused (CTE) degree programs receive funding support from the Carl D. Perkins Grant. This funding is used to strengthen curriculum and fulfill equipment requirements for degree programs such as computer science, nursing, new media, graphic design, environmental studies, electrical engineering technology, and nursing. The College uses the Perkins Comprehensive Local Needs Assessment (3.69) to carry out an in-depth labor market analysis of CTE program needs, incorporating input from key internal and external stakeholders (3.70).

Table 5. Enrollment in TC3 SUNY Reconnect programs reflects recent changes in associate degrees that are Career and Technical Education focused. (Source: Internal College Data Power BI SEP Dashboard)				
Student Group (Age)	Fall 2022	Fall 2023	Fall 2024	Fall 2025 (SUNY Reconnect begins)
Under 25	166 (45%)	199 (49%)	191 (48%)	209 (40%)
25 and older	201 (55%)	211 (51%)	203 (52%)	316 (60%)
Total	367	410	394	525

Table 6. Associate in Applied Science (AAS) programs with Fall enrollment greater than 20 students (4-year snapshot) (Source: Internal College Data: Power BI SEP Dashboard)

Name of Degree Program	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Nursing	157	161	160	173
Chemical Dependency Counseling	30	27	27	88
Business Administration	41	39	49	60
Computer Information Systems	34	30	23	44
Paralegal	19	26	22	26
Accounting	10	16	24	23
Sustainable Farming & Food Systems	6	10	10	23
Early Childhood Education	24	32	26	21
Criminal Justice	23	22	28	19

In response to the changes in degree enrollment patterns, the Provost’s Office is working with faculty to consolidate some programs with the goal of maintaining fewer, more robust offerings, as informed by data from APRs (3.71), enrollment health checks (3.72), instructional cost (3.73), and formal program discontinuation analyses. Using this data-informed process (3.76), faculty, the Curriculum Committee (3.74), and the College Senate have approved the discontinuation of select programs (3.61) (see Closing the Loop). Successful graduation outcomes are concentrated in a small number of programs, while several low-completion programs provide limited longitudinal data, reinforcing the importance of Guided Pathways, proactive advising, and curricular alignment to support timely completion (3.78).

Institutional Research analyzed the number of credits students earn upon graduation (3.78) to examine credit accumulation to support timely completion (Table 7). On average, students graduate having earned slightly fewer credits than the program requirement (–3.0 credits), reflecting efficient degree completion rather than excess accumulation. Students bring in minimal credits from prior learning (0.5 credits on average) and rely more heavily on transfer credits (16.1 credits) and CollegeNow (7.6 credits) to meet degree requirements. An average of 50.7 credits are earned directly at TC3 by matriculated students against an average program requirement of 61.3 credits. This data suggests that students are strategically combining College coursework with CollegeNow credits and transfer credits, supporting timely completion while reinforcing the importance of transfer articulation, advising, and pathway clarity (Table 7). This pattern is evident in high-enrollment programs such as Liberal Arts and Sciences-General Studies, and Nursing. In contrast, several STEM and education-oriented transfer programs exhibit positive excess credits since many first-year courses require prerequisite coursework that students often have not completed upon entry, which increases both total credits attempted and time to graduation. To address this trend, STEM faculty are reviewing prerequisites: for example, a focused “pre-A&P” three-credit biology/chemistry course is being developed as a prerequisite option for anatomy and physiology that can be taken in lieu of the current seven-credit biology and chemistry requirement.

TC3’s high school partnerships program, CollegeNow, is a significant educational offering for the community, primarily through its Concurrent Enrollment program in which high school instructors are certified by TC3 faculty and the Provost’s Office to teach TC3 courses. The program’s NACEP accreditation demonstrates adherence to national best practices in curriculum, faculty, and student support (3.79). Most students take classes in their high schools while a smaller number takes courses taught directly by TC3 faculty in-person or online. The College also partners with a consortium of schools on a grant-funded early college high school called P-TECH, which is located on campus and supports students

Table 7. Average number of credits upon graduation (Source: Internal College Data)

Average program credits	61.3
Average number of credits transferred from other institutions upon graduation	16.1
Average number of credits earned at TC3 by matriculated students	50.7
Average number of credits earned at TC3 through concurrent enrollment	7.6
Comparison between average credits earned (TC3 versus program credits)	-3.0

from ninth grade through the completion of a degree in an aligned field. Concurrent enrollment headcount increased from 2,987 students in Fall 2022 to a peak of 3,381 in 2024 before a slight decline to 3,249 in Fall 2025, indicating overall stability with gradual demographic change. White students remain the majority, while participation among Asian, Black, American Indian or Alaska Native, and Nonresident Alien students shows steady growth, reflecting increasing diversity in the high school pipeline. Women consistently outnumber men, though male participation has steadily increased (3.80).

Non-credit offerings at TC3 are organized into three main categories: Open Enrollment, Customized/Contract Training, and Non-Credit Remedial. Open Enrollment courses are available to the public and include professional development and career training delivered through in-person and asynchronous online formats taught by TC3 faculty, independent contractors, or third-party providers (Table 8); enrollment varies depending on the number of offerings, but has seen a general decline over the last four years (3.81). Customized or contract training (when organizations hire TC3 to deliver training specifically tailored to their workforce needs) is local employer-driven and offered both in-person and online. Non-credit remedial courses, while not carrying academic credit, are SUNY-approved offerings that generate FTEs for the College and must meet formal approval requirements.

Non-credit offerings (Course #)	Instructional type	Years offered
Wilderness First Responder (1)	Contract Instructor	2021-22; 22-23
Project Management Fundamentals (2)	Contract Instructor	2021-22; 22-23
Phlebotomy Technician (3)	Third-party vendor	2022-23; 23-24; 24-25
Clinical Medical Assistant Fundamentals (4)	TC3 Faculty	2024-25
Hybrid Wilderness First Responder (5)	Contract Instructor	2022-23; 23-24
CNA Pre-Apprenticeship (6)	TC3 Faculty	2023-24
Drone Regulations and Operations (7)	TC3 Faculty	2022-23
Certified Nursing Assistant (8)	TC3 Faculty	2021-22; 22-23; 23-24; 24-25
Certified Recovery Peer Advocate (9)	TC3 Faculty	2021-22

Academic resources for students (Criterion 4)

The College's academic support system, including tutoring, library, and disability services, provides necessary resources for students to be successful in their academic goals as outlined in the degree program sheets (3.2), MCS (3.9), and section syllabi (3.82). CollegeNow students, instructors, and librarians have access to TC3's library, tutoring, and disability services (3.83). The Baker Center for Learning provides a central space on campus for the Library, Tutoring Center, Access and Equity Office, and College Teaching Center (CTC).

The library's 3.0 FTE of librarians provide research instruction and reference help, as well as textbooks and other class materials for loan (3.89). Librarians specialize in subject areas for which they serve as liaisons to academic departments. In this capacity, they routinely consult with program faculty to determine the sufficiency of library materials for the curriculum: an important step in the curriculum development workflow is library review, in which the librarians evaluate new course proposals to ensure the library has adequate resources. To supplement the existing collection, the library offers both quick delivery on-demand and interlibrary loan services through SUNY's Office of Library and Information Services (www.sunyconnect.suny.edu). Librarians maintain a robust catalog of bibliographic instruction materials on the library website, including research help (3.85), best practices and instruction for dealing with plagiarism (3.86), and resources related to artificial intelligence and education (3.87). Upon request, librarians provide targeted research instruction for classes and create online LibGuides and handouts to supplement instruction (3.88). The College maintains a robust library collection comparable to that of peers as indicated by IPEDS data (3.89).

The Tutoring Center, which is Level 3-certified by the College Reading and Learning Association, includes a Writing Center in addition to support for other courses (3.90). The Center offers in-person and remote sessions facilitated by both peer and professional tutors via one-on-one tutoring (3.91) and supplemental instruction (3.92) for specific courses (3.93). In response to internal data showing that available tutoring was not being utilized efficiently, the Provost engaged students and faculty in a discussion about possible changes to the tutoring model. Beginning in Fall 2026, most

professional tutors will be paired with courses with high drop/fail/withdrawal (DFW) rates, such as first-year writing, math, and science courses, in order to prioritize success in gateway courses, thus boosting early momentum metrics and retention (3.94).

The Access and Equity Office provides students with appropriate accommodations and supports faculty in aligning their course accessibility with the Americans with Disabilities Act. Recognizing that some students, especially adult learners or individuals from low-income households, may lack recent formal documentation of learning disabilities, in Spring 2023, the Office consulted with faculty to adopt a social justice approach to identifying needs for accommodations. This approach emphasizes professional evaluation of a student's lived experience, including input from the student, faculty, and support staff. (3.95) About 22% of students have registered a disability with Access and Equity (Table 9). See Standard IV Criterion 1d for further discussion.

The College currently has eleven programs that may be completed fully online. In addition, the College expanded its distance learning portfolio significantly to include modalities such as HyFlex and online synchronous classes. Student participation in distance learning has remained high post-COVID, though in some cases lower than at peer institutions (Figure 1).

The College assesses the effectiveness of distance education courses in the same way as assessment of courses in other modalities: students submit course evaluations, instructors submit SLO assessments for each course, and success outcomes are equally tracked. The Department Assessment Report (DAR) and program review tools include opportunities for chairs to disaggregate these metrics across modalities. The College's teaching observation document accounts for different distance learning modalities.

With the rapid expansion of distance learning modalities, student surveys and focus groups suggested that faculty

Academic Year	21-22	22-23	23-24	24-25
Number of students with disabilities in occupationally specific programs	143 (7%)	136 (6%)	154 (7%)	152 (7%)
Number of students with disabilities in other degree-credit programs	331 (15%)	319 (14%)	380 (16%)	367 (16%)
Number of students with disabilities (core enrolled)	474 (22%)	455 (21%)	534 (23%)	519 (23%)
Total number of students enrolled (core enrolled; all categories)	2141	2218	2315	2282

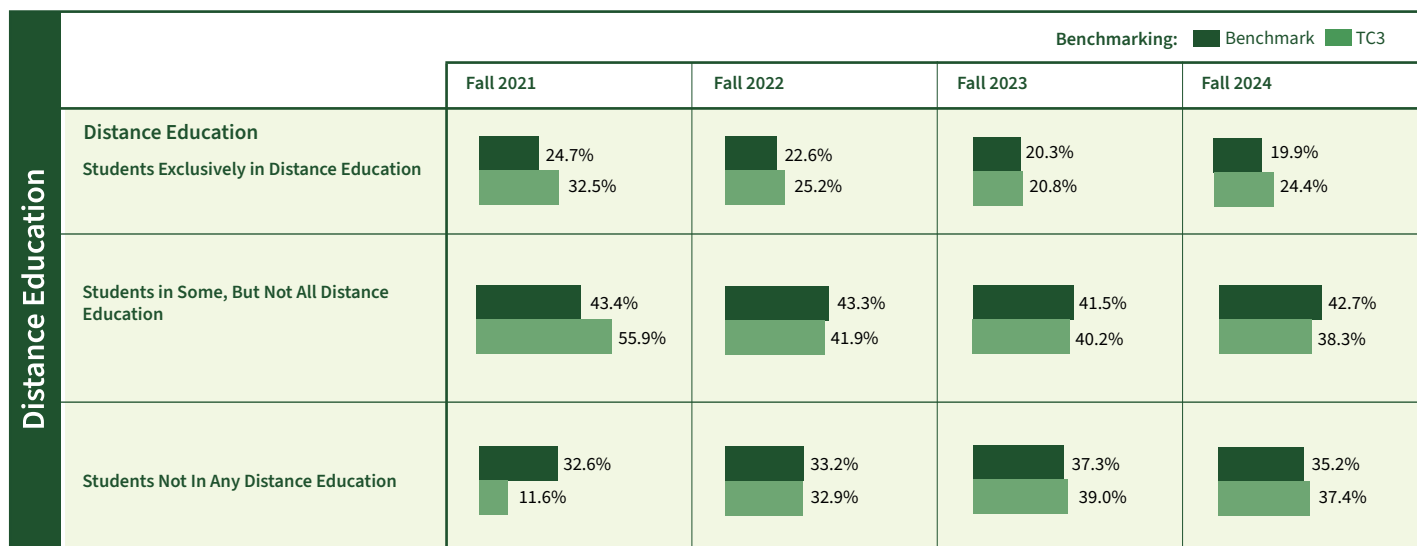


Figure 1: Fall enrollment (degree-seeking students) by distance education. Data source: IPEDS Fall Enrollment Survey

needed more training and qualifications to teach online courses. Some course assessments indicate lower success rates for students in online asynchronous courses. For example, the 2025 SUNY GE Humanities assessment revealed a significantly lower percentage of students earning a C or higher in fully online sections of English courses (65%) as compared to students in face-to-face sections (85%). When ENGL 102 was examined separately, this disparity was

reduced slightly: 67% of core ENGL 102 students in asynchronous sections earned a C or above, while 77% of students in face-to-face sections earned a C or above (3.96). Similar trends were identified in the 2026 SUNY GE World Languages assessment (3.97). Additional methods to analyze the impact of modality on student success are in the pipeline.

To address this observed disparity and ensure that modality effects on student success are minimized, the number and nature of teaching observations of all classes, including online classes, was increased (3.98) (3.99). In addition, during Spring 2024, the Provost's Office created a working group with teaching faculty and the College's instructional designer to create an Online Teaching Policy (3.100), which included the stipulation that the Provost's Office would determine the eligibility of instructors to teach online. Policy implementation (3.101), including developing training, templates, and rubrics based on best practices and faculty input, occurred in AY 2024-2025. The required training for the SUNY-wide adopted LMS, Brightspace, was launched in October 2025, and assessment of that training will occur in Summer 2026. One recommendation of the working group was that every instructor should renew their training every four years (3.102). The introduction of this required training (3.103) will mitigate students' struggles with navigating the LMS and provides a platform for continuous improvement of distance education.

Establishing faculty credentials for distance education, bolstering distance education technology, and improving student experience with online courses represent continuing improvements in which the College is actively engaged. These initiatives also reflect the College's Strategic Direction 2: [To] invest in professional development, physical infrastructure, and technologies to strengthen flexible learning modalities, measuring impact through academic assessment process, retention, and completion rates within courses using these modalities by the beginning of Fall 2027. Significant progress has also been made in meeting the new federal digital accessibility standards, including for courses in the LMS in all modalities; this progress is particularly important for online students (3.104) (pg.13).

The College offers tutoring, library, technology support, accommodations, mental health counseling, and career and academic advising services through online, live remote, and in-person means for all students, including those in distance education. These supports may be accessed directly through the Brightspace LMS. The next step in supporting students in distance learning is to deliberately integrate some of these supports within online courses. For example, the tutoring services related to the aforementioned plan to pair professional tutors with online courses with high DFW rates will be scheduled and structured based upon the specific needs of the students in those sections (3.94). With SUNY Reconnect, the College is seeing an increase in the number of adult students who need flexible schedules for course offerings and related academic support. In Summer 2026, the College is piloting free summer bridge courses for adult learners to brush up on English and math skills within an online environment with extra supports that can build confidence (3.105). Additionally, the College has two staff dedicated to supporting adult and online learners throughout their student experience, including navigating online courses and accessing resources remotely.

TC3 ensures student access to faculty for asynchronous courses by requiring each instructor to hold office hours, creating a Teams site for each course to allow real time communication, and requiring instructors to list a preferred method of communication in their syllabi. The online teaching policy requires regular and substantive interaction (RSI), best practices for which are part of the required online training for faculty. Faculty teaching asynchronous courses are observed, and those observations address any concerns around RSI. Moving forward, it will be important to study the ways in which student success rates are impacted by the new online teaching policy, both directly via quantitative success metrics and indirectly through student surveys and focus groups.

Developing the knowledge and skills for an engaged life (Criterion 5)

As a member of the SUNY system, the College follows SUNY's General Education (GE) requirements that, in turn, align with those of MSCHE (3.106). The SUNY GE Framework includes 10 Knowledge and Skills Areas and three Core Competencies (3.107). According to SUNY, students earning associate degrees must fulfill four Knowledge and Skills Areas and all three Core Competencies (Table 10). Beyond the SUNY-mandated GE requirements, TC3 faculty approved five Institutional Learning Outcomes (ILOs) and a TC3 Core curriculum (3.108). The TC3 Core requires that students in degree programs take ENGL101, as well as a course in oral communication, humanities, mathematics, natural sciences, and social sciences (Table 10). In total, students earning AS and AA degrees are required to earn at least 30 GE credits; students in AAS degrees are required to earn 20 GE credits, though they are advised to complete more if they intend to transfer to a SUNY four-year school with junior standing. Students can use DegreeWorks to track their progress toward meeting GE and other degree requirements (3.65).

TC3 incorporates GE requirements directly into its MCS template, ensuring that every proposed GE course (3.109)

is systematically reviewed for alignment with SUNY-mandated Core Competencies and Knowledge and Skills Areas. Faculty must indicate whether and how the course addresses SUNY GE requirements and explicitly link the student learning outcomes (SLOs) of those requirements to the TC3 course SLOs (3.13), allowing for the assessment of GE requirements through the SLO assessment process. This approach reflects the SUNY GE intent to integrate Core Competencies across the curriculum. To propose a new or existing course for SUNY GE designation, faculty must consult with department colleagues before bringing before shared governance (Curriculum and Academic Assessment Committees). These discussions include all impacted constituencies, including adjunct faculty, to ensure broad, cross-disciplinary input and consistent implementation of the SUNY GE Framework across programs (3.110).

Table 10. TC3 and SUNY General Education categories and competencies.

SUNY Knowledge and Skill Areas	SUNY/TC3 Core Requirements for Associate Degrees	Example Courses
Communication (Written and Oral)	SUNY, TC3 Core	ENGL 101: Academic Writing II (Written) ENGL 201: Public Speaking (Oral)
Diversity, Equity, Inclusion, and Social Justice (DEISJ)	SUNY	ENVS 102: Technology & the Environment ENGL 102: Approaches to Literature
Mathematics (and Quantitative Reasoning)	SUNY, TC3 Core	MATH 120: College Algebra MATH 200: Statistics
Natural Sciences (and Scientific Reasoning)	SUNY, TC3 Core	BIOL 101: Principles of Biology I BIOL 105: General Biology II CHEM 107: General Chemistry I
Humanities	SUNY GE option, TC3 Core	ENGL 102: Approaches to Literature ENVS 105: Environmental Ethics
Social Sciences	SUNY GE option, TC3 Core	SOCI 101: Introduction to Sociology ANTH 202: Cultural Anthropology
The Arts	SUNY GE option	ART 109: Introduction to Graphic Design ART 111: Photography I
U.S. History and Civic Engagement	SUNY GE option	HSTY 201: American History to 1877 HSTY 202: American History Since 1877
World History and Global Awareness	SUNY GE option	HSTY 116: The West and the World to 1500 HSTY 117: The West and World Since 1500
World Languages	SUNY GE option	SPAN 101: Beginning Spanish I ASL 101: Beginning American Sign Language I
SUNY Core Competencies		
Critical Thinking and Reasoning	SUNY	ART 117: Design Foundations I ENGL 101: Academic Writing II GEOG 130: Geovisualization: Mapping to Understand PSYC 103: Introduction to Psychology SOCI 290: Social Science Capstone
Information Literacy	SUNY	COMM 101: Mass Media ENGL 101: Academic Writing II ENVS 110: Introduction to the U.S. Food System SOCI 206: Juvenile Delinquency
Civic Discourse	SUNY (Beginning 2026)	SOCI 101: Introduction to Sociology ENVS 102: Technology & the Environment PHIL 201: Contemporary Moral Issues

The College embeds applied learning opportunities within courses to provide students with additional avenues connecting classroom instruction to workplace skills and the wider community. Within the online course catalog, students can filter for courses with applied learning, such as internships, clinicals, research, service learning, or travel. All faculty-led study abroad experiences are paired with multiple SUNY GE courses to ensure that, regardless of a student's program of study, these transformative experiences contribute to degree completion. The "Culture and Food Systems" trip to the Dominican Republic offers students credits in SUNY GE Social Sciences, DEISJ, and Civic Discourse (3.111); the "Sustainable Stories of the Border Counties" trip to Ireland offers students credits in SUNY GE Humanities, DEISJ, and Social Science (3.112); and the "Environment and Culture" trip to Costa Rica offers students credits in SUNY GE Natural Science, Social Science, World History and Global Awareness, and DEISJ (3.113). Beyond the College's study abroad offerings, several degree programs have applied learning requirements. For example, Chemical Dependency Counseling AAS majors must complete a fieldwork course (CDSC232) in their final semester (3.114). Early Childhood incorporates field study experiences into ECHD125 and ECHD206; students may complete these hours at TC3 childcare center if transportation is a barrier. The current Academic Primary Plan (APP) calls for 100% of AAS degrees to contain applied learning experiences with a potential future employer.

The College introduced a standardized curriculum map template (3.115) in Fall 2021, requiring all programs to document how SLOs align with PLOs and ILOs and how they fulfill SUNY GE requirements. All chairs were trained in completing the forms. Assessment of SUNY GE outcomes is coordinated through a structured and reflective process led by the Academic Assessment Chair, who oversees the evaluation of student achievement of these outcomes and ensures that course-level learning aligns with SUNY's systemwide expectations. The assessment process, discussed in greater detail in Standard V, provides a regular mechanism for analyzing results, implementing improvements, maintaining academic rigor across all GE offerings, and sharing results to close the assessment loop (3.116)(3.117).

The last comprehensive revision of the College's GE program occurred during AY 2021-22, following SUNY's updated GE framework. Since that revision, the College has developed and updated over 140 GE courses across SUNY Knowledge and Skills areas (3.118) and Core Competencies (3.119). These courses reflect TC3's intentional integration of core competencies across disciplines to ensure that students develop essential transferable skills alongside disciplinary knowledge.

In AY 2026-2027, as part of the Curriculum Committee's periodic review of the general education curriculum, it will review whether the TC3 Core should be amended or discontinued. As the College is considering establishing Associate of Occupational Science (AOS) degree programs for which some of the TC3 Core requirements may not be fully relevant, the Committee will need to consider whether the Core would apply to AOS programs. Any change to the TC3 Core may also affect AAS programs by increasing the credit hours available for technical electives.

Graduate and professional education (Criterion 6)

The College does not offer graduate degrees.

Reviewing third-party providers (Criterion 7)

The College does not use any third-party providers to deliver college-credit instruction.

To supplement non-credit continuing education, the College engages with carefully selected third-party providers (Ed2Go, Condensed Curriculum International, and UGotClass) through a deliberate and structured vetting process that ensures alignment with institutional standards, academic quality expectations, and SLOs. These partnerships were established prior to 2019 and represent long-standing relationships that support the College's Mission. Within the past five years, two of the associated contracts have been formally updated (3.120)(3.121). The College's Continuing Education staff are updating remaining agreements to ensure consistency, compliance, and alignment with current institutional policies. All contracts undergo administrative review and require approval by the President prior to execution. Vendors are selected based on a comprehensive review of program offerings, services provided, pricing structure, customer and partner feedback, and alignment with institutional needs. This process ensures that third-party offerings meet the College's expectations for quality, relevance, and value.

TC3 maintains institutional control over non-credit offerings. TC3-managed websites provide contact information

for Continuing Education (Con Ed) staff, and all course offerings are determined, approved, and marketed by TC3 (3.122). Con Ed staff register students into the College's student information system and verify attendance. Oversight mechanisms include regular communication with providers through email updates regarding student enrollment, progress, and course completion. Con Ed staff utilize dashboards to monitor student participation, track progress, and review course evaluation data in real time (3.123). Student feedback is a central component of oversight; Con Ed staff collect and review course evaluations to assess course quality, instructional effectiveness, and student satisfaction. Should concerns arise, Con Ed communicates with students to clarify issues and with providers to resolve concerns, reinforce expectations, or extend course access when appropriate (3.124). Approximately 13% of students in non-credit programming are taking courses delivered through third-party vendors, allowing TC3 to maintain focused oversight while leveraging external expertise as appropriate.

A culture of continuous academic improvement (Criterion 8)

With support from the Divisions of Academic Affairs and Institutional Effectiveness, the College assesses student learning experiences in several ways, including student surveys and various analyses completed by faculty, Chairs, and the AAC. Each type of assessment has driven faculty-led change at the College.

Student satisfaction surveys are conducted approximately every three years. Results from the 2024 SUNY Student Satisfaction Survey indicate strong overall student satisfaction, with mean ratings in General College Satisfaction remaining high and ranking in the top half among Small Community Colleges. Students reported high levels of satisfaction with the College overall (mean 4.08) and that their academic experiences met expectations (mean 4.05) (3.125). Additionally, 97.8% of respondents rated attendance at scheduled classes positively, and 88.1% rated class size favorably (3.126). However, the same survey indicated room for improvement in applied learning, which informed TC3's creation of a position overseeing the development of applied learning opportunities, passage of an applied learning policy by Curriculum Committee and Faculty, and the inclusion within both the Strategic Plan and APP of a goal to include an applied learning opportunity in each AAS program.

The College employs an Annual Chair Report process, a five-year APR, and the SUNY GE assessment cycle to evaluate academic quality and promote continuous improvement. The Annual Chair Report (3.127) and the APR (3.128) provide in-depth evaluation of programs using institutional data on enrollment, retention, completion, employment outcomes, curriculum alignment, and cost analyses compiled by the Provost's Office, analyzed by program chairs, and shared with faculty. During this period, the College also has engaged in data reviews to study academic outcomes. Related projects include the Guided Pathways initiative that helped improve the effectiveness of developmental education and, more recently, both SUNY's Academic Momentum initiative and the College's engagement with Achieving the Dream (ATD). The College's process for developing the Strategic Enrollment Plan (SEP) and Strategic Plan assessed the effectiveness of student learning experience by examining focus group data, survey data, and retention and completion metrics.

Chair reports and program reviews have guided the development of new courses, updates to existing courses, modification of degree requirements, and the reassessment of the viability of low-enrollment programs. Based on data-informed program reviews, the College has discontinued programs with limited demand while exploring and advancing new workforce-aligned offerings (3.130). In addition, the College implemented the Business and Industry Leadership Team (BILT) model—an employer-driven advisory framework—for the Construction and Environmental Technology AAS program (3.131) in order to support curriculum updates and enhance the student outcomes, offering a model of Advisory Board engagement for other applied STEM programs (see Closing the Loop in Standard V).

A recent institutional project offers an example of the College using data-informed approaches to address student learning experiences: While preparing the SUNY Academic Momentum plan, a team of faculty and staff reviewed student success data in disaggregated formats to identify equity gaps and guide targeted interventions. As reflected in the December 2025 Academic Momentum presentation for the Diversity Equity Action Council (DEAC) (3.132), outcomes were analyzed by race/ethnicity, gender, Pell status, gateway course completion, 30+ credit momentum, retention, and 100%/150% graduation rates. This analysis revealed persistent disparities in early academic momentum metrics, particularly among Pell-eligible students. The College also examined age, enrollment status, and modality (in-person, hybrid, online) to better understand structural factors influencing student progress. Results were used to develop specific interventions to help improve education effectiveness/outcomes and academic supports that will be implemented over the next few years. As outlined in the Academic Momentum plan (3.132), approved strategies include expanded co-requisite developmental education and supplemental academic support as well as scheduling strategies piloting shorter terms.

Since the last Self-Study, the College has reassessed and improved its academic administrative structure to strengthen support and oversight of effective teaching and learning. In 2022, the College transitioned to a chair model with 12 chairs aligned with Guided Pathways communities. However, this new structure was also unable to complete all administrative requirements necessary for program development and the concurrent need for faculty to focus on core teaching functions. Therefore, in AY 2025-26, the College and Faculty Association negotiated and approved a comprehensive academic reorganization, establishing three schools within the Division of Academic Affairs: the School of Humanities, Education, and Social Sciences; the School of Business, Technology, and Science; and the School of Nursing, Allied Health, and Life Sciences. National dean searches were launched to provide focused academic leadership for each school, with faculty and cross-divisional representation ensuring broad input and shared governance. By aligning related disciplines under dedicated leadership, the restructuring aims to promote curricular coherence, oversight of program quality, and enhanced coordination of academic support, ultimately improving instructional effectiveness and advancing student learning outcomes (3.133).

ALIGNMENT WITH INSTITUTIONAL PRIORITIES

Table 11. Standard III to institutional priority crosswalk.

Criteria	Institutional Priority	Alignment Narrative	Representative Evidence
Criteria 1, 2, 4, 5, 8	Academic Excellence	Standardized curriculum design tools and governance review. Structured evaluation of faculty credentials and teaching; opportunities for professional development. Academic support units provide curated learning resources, targeted tutoring, and equitable access services integrated with course expectations and academic standards. SUNY/NYSED-aligned general education design and course-level mapping ensures students develop measurable foundational competencies embedded across the curriculum. TC3 evaluates instructional and program effectiveness through systematic review cycles and governance processes that use evidence to refine curriculum, pedagogy, and learning supports.	NYSED/SUNY program requirements; Master Course Syllabus template + instructions Faculty credential guidelines + contracts + teaching manual; teaching observation form + observation guidance Library collections info, tutoring services documentation; Access and Equity webpage SUNY/NYSED/TC3 GE requirements Annual Chair Report + Academic Program Review template; Curriculum Committee charge + Courshedog memo; faculty observation documentation
Criteria 1, 3, 4, 5, 8	Successful Student Outcomes	Clear sequencing and credit-hour integrity support predictable time-to-completion and reduce barriers caused by inconsistent expectations across sections/modalities, helping students progress efficiently toward credentials. Degree planning and clear program roadmaps reduce mis-advisement and support on-time completion by enabling students to track progress and make informed program changes. Requiring recent training for faculty teaching non-traditional course modalities ensures rigor. Coherent GE framework supports transfer readiness and workforce adaptability by ensuring students can demonstrate broadly applicable competencies within the first 60 credits and across programs. Disaggregated outcomes and satisfaction surveys analysis (race/ethnicity, gender, Pell, modality) drives targeted interventions to close equity gaps and improve retention, momentum, and completion.	Block schedule + schedule creation process; credit hour/contact time compliance; section syllabus template + syllabus review DegreeWorks planning/“What If” functionality; audit sheets + curriculum mapping template; number of degrees Online Teaching Policy + implementation plan; online training course outline Curriculum map template + chair training; list of new/updated GE courses; TC3 Core review documentation Academic Momentum/DEAC summary presentation; SUNY Student Satisfaction Survey results

SUMMARY

The College meets the requirements of this Standard by engaging in a thoughtful, inclusive process to design a coherent curriculum with sufficient supports for academic and future success in compliance with the requirements of Standard III. Furthermore, the College's approach to its curriculum and academic supports aligns with its Institutional Priorities (see below), which are in turn aligned with the MVV and Strategic Plan. Strengths and opportunities for future improvements include the following:

Strengths

- The College maintains standardized master course syllabi, curriculum mapping, and governance review processes that ensure program coherence, credit-hour compliance, and alignment between course-, program-, and institutional-level learning outcomes.
- The Baker Commons model integrates library services, nationally-certified tutoring, accessibility support, and modality-based learning resources, contributing to a structured academic support environment.
- Program review cycles, faculty observation processes, student evaluations, and disaggregated Academic Momentum analysis demonstrate ongoing evaluation of educational effectiveness and student outcomes.

Areas for Improvement and Action Steps

- The College has implemented an Online Teaching Policy and requires faculty to complete training modules in online instruction, but more can be done to formalize and refine quality assurance framework across all instructional modalities

Actions: To advance quality assurance processes for online and hybrid instruction, the three Academic Deans will coordinate with the Instructional Designer to evaluate online training and policy implementation.

- The College's contractual process for promotion and tenure does not include a role for faculty shared governance, inclusion of which could support transparency, retention, and sustained instructional quality.

Actions: The Tenure and Promotion Committee of the newly established Faculty Senate will engage the Provost in the review and revision of promotion and tenure processes, including any changes to evaluation and observation practices, to support institutional goals for faculty development and instructional excellence.

Standard IV: Success for All Students



Table 1. Standard IV alignment with institutional priorities and strategic directions.

Category	Alignment
Primary Institutional Priorities Addressed	Advance successful student outcomes to strengthen student mobility Create a caring, equitable, and engaged campus community
Strategic Directions Aligned	Accountability and Transparency Identity and Belonging
Focus of the Standard	Admissions, advising, financial aid, student services, equity, retention, completion, and effectiveness of student support systems

INTRODUCTION

The College is committed to providing accessible, high-quality education that empowers students from diverse backgrounds to achieve their academic and career goals. The College's open-admissions policy ensures that students who have earned a high school diploma or equivalency can access higher education, reflecting the mission to foster lifelong learning, community engagement, and economic opportunity. TC3 supports student success through a wide range of services designed to enhance both academic performance and social, emotional, and personal well-being. The College provides financial assistance to make credentials more affordable and supports students with services to reduce barriers to success, including a food pantry, clothing, childcare, mental health counseling and recovery support, tutoring, and disability accommodations. (See Standard II for further discussion of institutional support of each student's circumstances.)

EVIDENCE AND ANALYSIS

The College demonstrates compliance with all criteria and sub-criteria of Standard IV, as evidenced by the supporting documentation and analysis.

Living TC3's mission through ethical recruitment and student support (Criterion 1)

Fundamental to the College's Mission is the belief that higher education should be accessible, inclusive, and transformative; the open admissions policy creates opportunity for all learners, including recent high school graduates, adult learners, veterans, career changers, transfer, homeschooled, and international students. Grounded in equity and service to the community, TC3 values student potential and provides personalized, student-centered support from inquiry through enrollment, as evidenced by the most recent Admissions Department Plan (4.1).

The College website has clearly stated admissions procedures, including any requirements for specific populations (4.2). To ensure ethical recruiting practices, admissions counselors engage in professional development. Each counselor is a member of SUNY Council on Admissions Professionals and National Association for College Admission Counseling. Membership in these organizations demonstrates a commitment to advocacy and ethics in the field. Ethical recruiting at TC3 is not only about enrollment; it also reflects broader commitments to the community and student success.

The College ethically markets and communicates to students by providing clear, accurate, and accessible information about programs, policies, and student outcomes. The website lists all academic programs, including required courses, credits and time to completion, and associated career and transfer pathways, enabling students to make informed decisions (4.3). The dedicated online Student Hub (4.4) provides students with handbook information, including policies, student rights and responsibilities, and available resources, as well as providing access to their self-service account, the course catalog, student life activities, support services, and more. The College's investment in Slate CRM strengthens the institution's commitment to ethical, transparent, and student-centered communication. Slate enables the College to manage student outreach through a secure, centralized system. In addition, Slate integrates marketing, communications, and recruitment efforts across every stage of the admissions cycle, ensuring coordinated, mission-aligned messaging from initial inquiry through enrollment (4.5).

The College enhances student support and communication through a centralized, student-centered service model. The Panther Welcome Center, recently reorganized based on an extensive qualitative and comparative analysis of the services offered in the existing one-stop (4.6), serves as a comprehensive, one-stop physical location providing access to admissions, registration, financial aid, student success advising, and payment services (4.7). Organizing these functions around student needs in a welcoming and accessible environment establishes clear and coherent pathways from initial inquiry through enrollment; it also reduces administrative complexity, strengthens communication of requirements and processes, and ensures that access to higher education is equitable, inclusive, and responsive to the needs of the community.

Representatives from the Offices of Institutional Research, Enrollment Management, and Budget and Finance collaborate to complete annual enrollment projections using modeling based on admissions data, high school yields, county enrollment trends, and retention averages of cohorts. For example, for Fall 2026, using these models, enrollment is projected at 895 incoming students (new, transfer, and reinstate students) (4.8). A more detailed discussion of projection methodology is provided in Standard VI. The Strategic Enrollment Plan (SEP) prioritizes retention, specifically improving Fall-to-Fall retention rates for first-time full-time and part-time cohorts (4.9). College efforts thus far have improved retention by 11%, from 42% in Fall 2022 to 53% in Fall 2024 (4.10). While retention is still below the 58% benchmarking average (4.11), the College is confident that focus on early momentum indicators and completion milestones as laid out in ATD (4.12) and SUNY's Academic Momentum metrics (4.13) will lead to progress. Addressing early credit accumulation, gateway course completion, and first-year persistence can sooner identify potential barriers in a student's academic journey. This framework reflects the College's commitment to strengthening student success from admittance to completion. Lagging indicators such as 150% graduation rates have shown 6% improvement across four years (from 24% to 30% for the Fall 2022 cohort). Pell recipients remain one of the key focus groups for improvement in outcomes. See Standard I for disaggregated analysis of graduation rate data and related actions.

Due to the new SUNY Reconnect initiative targeting adult learners and based on current enrollment trends, students aged 25 and older are expected to represent the majority of TC3's core enrollment starting in Fall 2026 (4.14). To meet this demand, the College has established an Adult Learner and Reconnect Center, a centralized point of access designed to better serve post-traditional students, including SUNY Reconnect participants, evening and online learners, veterans, and students balancing education with work and caregiving responsibilities (4.15).

Making college affordable for all students (Criterion 1a)

Financial aid is crucial to higher education access. Financial aid counselors are available on-campus and online to help students and their families understand financial aid eligibility requirements, application processes and procedures, and the types of aid available. Counselors meet with both incoming and continuing students to complete aid applications, discuss all available financial aid options, and conduct mandatory loan counseling. The outreach has been effective. During AY 2023-2024, the Financial Aid Office recorded 1,537 appointments with students to discuss financial aid options.

To assist prospective and accepted students, the College website provides complete information regarding cost of attendance, including tuition and fees and a net price calculator (4.16) (<https://www.tompkinscortland.edu/tuition/net-price-calculator>), types of aid, and scholarship information. The website contains direct links to Free Application for Federal Student Aid (FAFSA) and NYS's Tuition Assistance Program (TAP) applications (4.17). The FAFSA completion rate for new and transfer students is 78.8% (4.18).

The College has focused on minimizing tuition and fee increases over the last four years, which is discussed further in Standard VI (4.19). That said, tuition and fees are higher at the College compared to peers (Figure 1), due to several factors including the high cost of living in Tompkins County and NYS, the relatively low sponsor county contributions, and limited increases in State funding.

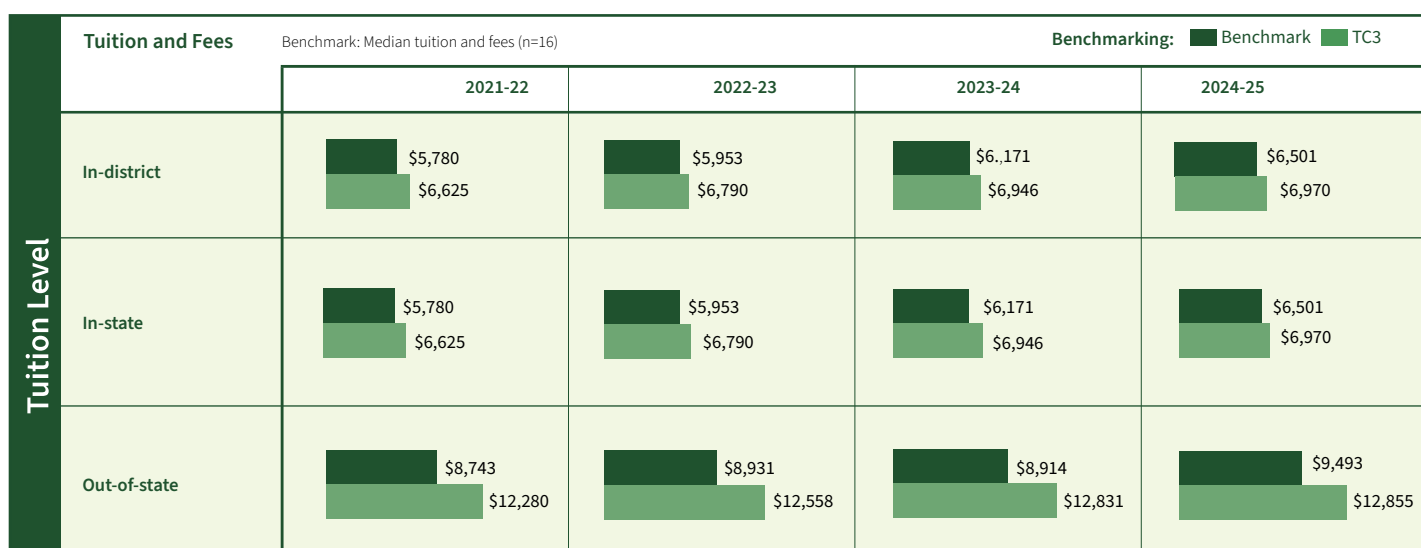


Figure 1. Four-year trend in tuition and fees compared to benchmarked groups. (Sources: IPEDS)

While costs are near the top when compared to peers, the College does well in making programs affordable. For AY 2023-2024, 87% (vs. 82% benchmark) of first-time full-time students received grants, loans, or scholarships. Of that cohort, 62% (57% benchmark) received Pell Grants and 45% (29% benchmark) received federal student loans. During the same period, 29% of this cohort of TC3 students received an institutional grant or scholarship (19% benchmark) (4.19). Through the TC3 Foundation, the College offers a range of scholarships to support all types of student populations and needs through a single application in the student portal. For example, students aged 25 and older may receive a Pathways scholarship: since Pathways' inception in 2008, 466 students have received over \$2 million in tuition support (4.20). Tuition aid for adult learners has expanded due to SUNY's Reconnect initiative. The College also maximizes

Table 2. Average student indebtedness for FT-FT students. (Source: IPEDS)

Metric	2020-2021	2021-2022	2022-2023	2023-2024
Avg Student Indebtedness	\$6,666	\$5,413	\$6,209	\$5,906
% Students w/ Loans	39%	33%	40%	45%
% Pell Grants	58%	61%	57%	62%
Avg Pell Grant	\$4,478	\$4,516	\$4,712	\$5,445
% Institutional Grants	22%	20%	26%	29%

use of available aid for students eligible for State-funded Excelsior, ASAP, and EOP programs. Recently, in response to changes in Ability-to-Benefit (ATB) rules in the State, TC3 has applied to NYSED to allow students without a high school diploma who meet the ATB threshold (on the Accuplacer) to receive TAP aid while they pursue an equivalency diploma based upon the completion of 24 credits towards their degree. Importantly, ATB testing would allow adults without a high school diploma to start in SUNY Reconnect-eligible degree programs with full tuition support.

TC3 students with federal loans took out an average of \$5,410, slightly more than the \$5,006 benchmark (IPEDS Student Financial Aid data). TC3’s average student indebtedness is shown in Table 2. In 2017, the College’s student loan cohort default rate was 21.3%. In response to this rate, the Financial Aid Office strengthened counseling and resources (both in-person and online) to help students understand loan responsibilities, debt management, and how much of the maximum loan amount available they might choose to borrow. Through deployment of these efforts, the student loan default rate dropped significantly, to 16.6% in 2018 and 7.3% in 2019. Though still above the SUNY Community College average of 4.5% (4.21), the number is expected to further improve as processes are refined and the supportive services of a debt collection agency are engaged.

Helping underprepared students (Criterion 1b)

Student success advisors at the College use multiple measures to place students in their first semester courses: Advisors review criteria such as high school GPA; Regents exam scores for NYS students; standardized test scores including SAT, ACT, TASC, AP, CLEP, and/or IB scores; earned dual credits and other college credits; the TC3 faculty-designed English Background Survey (4.22); and Math Background Survey (4.23); and information disclosed by applicants during initial advisement. Some entering students may need to take an Accuplacer placement test, including students for whom English is not their native language (4.24) and those seeking to place into a higher-level math course than what a transcript review indicates (4.23). To ensure accurate placement, English and Math chairs work closely with Student Success to determine if revisions to the placement process are needed. As part of its commitment to student success and transparency, the College has regularly reported basic skills data including developmental data through the Voluntary Framework of Accountability, Post Secondary Data Partnership, and optional uploads in the Annual Institutional Updates (AIU). Benchmarking data from these reports have driven key improvements in placement and developmental education.

Based on this holistic assessment, per College policy (4.25), some students may be placed into developmental support courses in writing and/or math skills. Before the introduction of multiple measures assessment, the two-year average percentage of full-time students taking developmental math was 34%. After the introduction, this figure dropped to a two-year average of 20%. The percentage of students enrolled in developmental education writing courses dropped from 33% to 24%, and the percentage of students taking both developmental math and writing in their first year dropped from 19% to 7% (4.26). These numbers represent a notable decrease in the percentage of students placing into developmental courses.

Prior to the 2018 Self-Study, the College had implemented a co-requisite model for English skills support (ENGL 098: Accelerated Writing Skills for ENGL 100) to replace the stand-alone developmental course approach intended to improve retention and on-time degree completion. Such an approach allows students immediate access to college-level material with extra support to address foundational skills gaps. Building on the success of the English skills support course, in 2022 the Math department developed a co-requisite model for college-level math courses. From the Fall 2022 through

Table 3. Success rates of students needing English and math co-requisite courses compared to overall success rates for all students in the college-level course. (Core enrollment only;Source: SLO Dashboard Fall 2022-Spring 2026)		
College-Level Course	% Students with C or above placed in co-requisite	% Students with C or above (overall)
ENGL 100	56.8%	54.6%
MATH 117	54.3%	56.2%
MATH 120	58.7%	42.6%
MATH 200	46.7%	33.7%

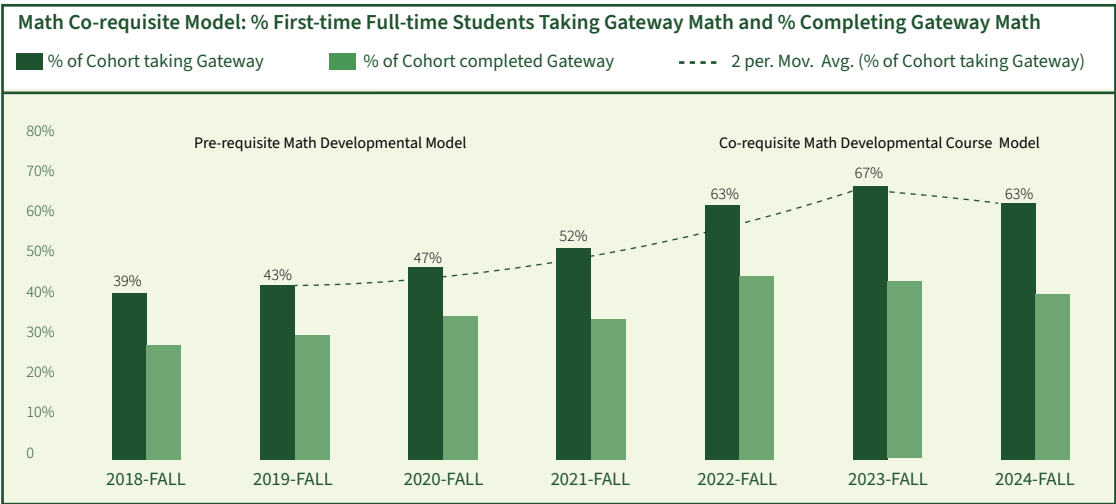
Spring 2026, the average “C” pass rate for students placed in co-requisite courses was as high or higher than students in those college-level courses overall (Table 3), suggesting that co-requisite courses help underprepared students successfully complete these important college gateway courses. These efforts are key as success in both writing and math is a focus of the College’s plan to meet the SUNY Academic Momentum metrics (4.18). (See Table 4 for more detail.)

∞ CLOSING THE LOOP

Table 4. Improved gateway math course access and success.

Multi-year trends revealed Math Gateway Access gaps for FTFT students: 2019-2021 data indicated that less than half of the FTFT cohort were able to attempt key gateway math courses such as College Algebra and Statistics upon completion of math prerequisite courses (see figure below). Additionally, of those students who attempted gateway, only 27%-35% completed these courses successfully.

Co-requisite Math Models to improve Gateway Math Success: The Math department created co-requisite courses for all Math gateway courses and re-wrote the curriculum for the gateway courses, leading to significant improvements in access for the FTFT cohort. More modest improvements were observed in Math course completion rates.



Disaggregation of data to drive further improvements: Further examination of data disaggregation by gateway courses revealed student success varied by course. Most notably, the success rates in Statistics remained low. The Math department has been iteratively refining the curriculum.

Next steps and resource alignment: The SUNY Reconnect and ATD plans both address specific interventions to improve these student success outcomes. Carl D. Perkins funds will be devoted to redesigning tutoring support for math courses.

Orientation, advisement, and counseling (Criterion 1c)

As TC3 students are diverse in age, college preparedness, and language ability, and they seek a wide range of degrees and certificates taught via multiple modalities, the College offers orientation, advisement, and counseling in a variety of forms in order to assist and retain accepted students.

In June 2024, the College hired a new VP of Enrollment Management. One of the VP’s first initiatives was to redesign the student onboarding process in response to challenges experienced by students in terms of required steps as well as operational challenges raised by a significant number of students either not enrolling or not registering for classes until the very end of the summer. This surge in late registrations impacted staffing in Financial Aid, Student Accounts, and Access and Equity Services; it also affected the ability of the Office of Academic Affairs to assess course demand, add or remove sections from the schedule, or secure adjunct faculty.

Drawing on best practices, the VP of Enrollment Management collaborated with division staff to redesign the existing onboarding process to provide better structured registration opportunities that encourage incoming students for the Fall to register before August. The additional time for students to complete important requirements such as financial

aid, Certificate of Residency, and immunizations enabled Academic Affairs to better align course offerings with student demand. A central component of this redesign is Accepted Panther Day, the College's comprehensive and holistic onboarding program for accepted students (4.28). Before arriving at Accepted Panther Day, students receive a checklist to help them prepare for the day's activities (4.29). The initiative includes sessions wherein students review their course schedules with an advisor, become familiarized with essential technologies, and receive guidance on important topics like billing and financial aid (4.30). The Accepted Panther Day initiative was launched in Fall 2024 to support students beyond course registration by ensuring they are fully prepared for the transition to college. Several Accepted Panther Days are offered prior to each semester. Students who cannot attend in person can meet with a Student Success Advisor for a virtual onboarding appointment, after which they are sent instructions for their next steps (4.31). Overall, positive feedback from students who attend Accepted Panther Day indicates that they found the session helpful (4.32).

The day before each semester begins is marked by New Student Orientation (NSO), a welcoming and inclusive program designed to introduce students to the academic, social, and logistical aspects of college life (4.33). The Fall 2023 NSO hosted 364 students, representing 63% of invited new students, while Fall 2024 saw 325 students, representing 67% of those invited (4.34). Before attending NSO, all students access online orientation modules, which are the primary orientation for online-only students (4.35). In response to student feedback (4.36), the College launched an expanded, interactive online orientation in May 2026 for incoming Fall 2026 students, including new modules and semester-long student access. Supplementing NSO, the Global Initiatives Office hosts an International Student Orientation including topics such as maintaining compliance with student visa status and tips for navigating the American education system (4.37). During the first month of each semester, social events like the Get Connected Fair help new students build relationships and integrate into campus life (4.38).

The College's approach to academic advising is built around the Guided Pathways model, a student-centered approach that streamlines the path to completion by providing clear, structured educational experiences, particularly in the first semester of closely aligned programs. Academic advising is contractually the work of teaching faculty and Student Success Advisors. Faculty advisors carry a load of advisees based on the Faculty Association contract (4.39), and advisees are assigned based on faculty advisors' discipline. The Provost and the Faculty Association clarified a set of advising expectations during Summer 2022 (4.40), and the Provost reviews these expectations at the start of each semester (4.41). As part of ongoing improvements, a faculty working group is identifying the key outcomes for faculty advisors and necessary supports such as training. In addition to advising, faculty advisors respond to early alert flags, connecting advisees with appropriate academic and student supports. Student Success Advisors work with new and transfer students to design their initial schedule, and the Global Initiatives Office provides dedicated advising to support students on F-1, F-2, and J-1 visas. The College provides F-1 students with a Primary Designated School Official and four Designated School Officials; it also provides J-1 students with one Responsible Officer and two Alternate Responsible Officers. Overall, students are pleased with their academic advising, rating it a 3.94/5 both in 2021 and in 2024 in the SUNY Student Satisfaction Survey (4.42).

A comprehensive review of advisement structure in Fall 2024 and Spring 2025 revealed that Student Success Advisors were inadvertently limited in proactive engagement with students at academic risk (4.43) (slide 9). For example, analysis showed that the Academic Recovery Program was generally reactive, relying on one-time interventions tied to registration holds, and without consistent follow-up or progress tracking. Further review identified structural misalignment in the Student Success Advisor model, including advisor caseloads below national norms and NACADA benchmarks, inconsistent assignment of non-matriculated students, and limited opportunities for sustained relationship-building. To improve Fall-to-Fall retention rates and better complement academic advising, Student Success Advising was redesigned as a more intentional "success coaching" approach similar to the support provided for ASAP and EOP students. The Success Coaching model uses information about risk factors to offer holistic, personalized support throughout the first year (4.43) (slides 11-16). TC3 launched Success Coaching in Fall 2025 for first-time, at-risk students, incorporating structured advisor training and tracking to monitor student engagement and progress (slides 17-21). See Criterion 1d below for further discussion. The review also prompted enhancements to academic advising practices, including earlier assignment of faculty advisors and the development of academic profile sheets (4.44) to support more personalized, informed advising.

Strengthening advising expectations, training, and alignment between faculty advisors and Student Success staff remains a priority within both the College Strategic Plan and the SEP. Success Coaching will expand, informed by proven models such as SUNY ASAP and EOP, and evolve through ongoing assessment with the goal of improving persistence, coordination, and overall student success outcomes.

Furthering the College’s commitment to fostering a caring and equitable campus, Health and Wellness Services (HWS) offers services to encourage individual and community well-being. HWS works with students to address life challenges that could hinder academic success, including mental health, physical health, food insecurity, and alcohol and substance abuse recovery. In 2024, the College ranked in the top three among peer colleges for reported student satisfaction with mental health counseling, student health services, and programming regarding alcohol and substance abuse (4.42). From June 2021 until December 2024, the Panther Pantry and Community Closet had 11,231 total visits, of which 1,686 were distinct visitors (4.45). These services reflect an integrated approach to supporting students’ academic, personal, and basic needs.

The College’s Campus Advocacy, Referral, and Education (CARE) Team (4.46) promotes student success and well-being by serving as a central resource for identifying and responding to concerns about a student’s health, behavior, or overall safety. The CARE Team brings together staff from offices like Campus Police, Student Conduct, HWS, and Access and Equity to assess situations, coordinate support, and connect students to campus and community resources. Members work collaboratively on early intervention when students are facing challenges that could impact their academic progress or personal well-being, ensuring timely support and follow-up to help students thrive in college. During AY 2024-2025, 71 students benefited from CARE Team resources (4.47).

Compared to peers, the College heavily invests in academic support and student services (Figure 2). Despite this, retention rates at the College remain low compared to peers, though transfer and completion metrics are strong. As described in Criterion 1d, the College engaged in a thorough data-informed process to revamp its tutoring model to address the inefficient allocation and use of tutoring services. To address specific student complaints related to operational inefficiencies, the College is improving digital services and addressing structural issues that lead to inadvertent barriers in academic support and student services. The transition to Slate and the creation of the one-stop Panther Welcome Center is easing communication and tracking of student interactions that align with persistence, retention, and completion indicators while also allowing closer coordination between offices to ensure accurate information and shortened response times (4.5).

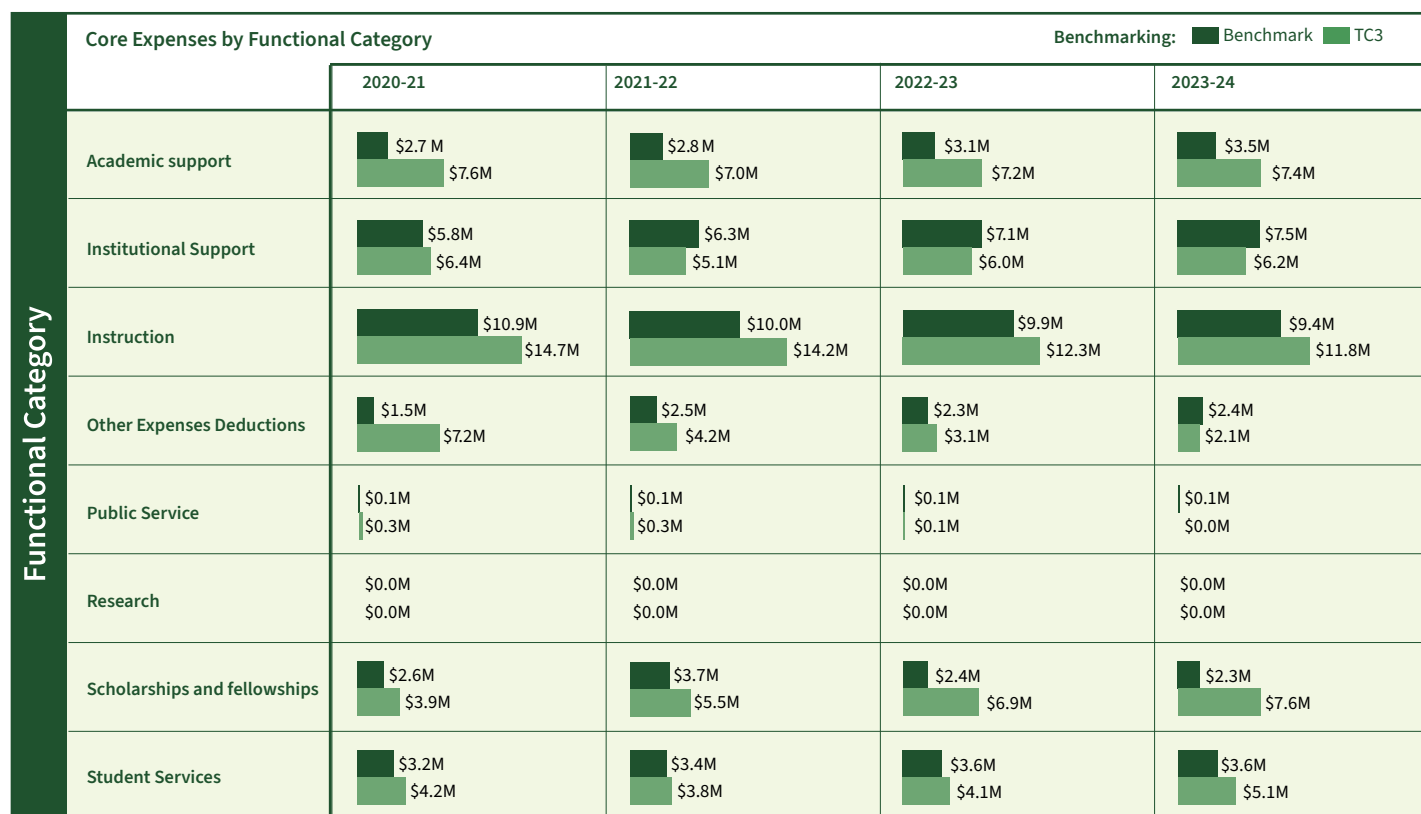


Figure 2. Core expenses by functional category compared to peers. (Source: IPEDS)

Enhancing student achievement (Criterion 1d)

Academic advising plays a critical role in supporting students’ academic progress. Faculty advisors meet with their advisees throughout the year to select courses, discuss academic progress, and answer questions about future studies and career pathways.

As discussed above, the College adapted its prior Student Success approach, where generalist advisor supported students on a walk-in basis or after alerts were raised, to a “Success Coaching” model (4.48), which proactively supports the whole student in developing skills in time management, self-direction, goal-setting, and effective use of campus resources. Students are matched with Success Coaches using multiple risk indicators, such as a high school average below 80, first-generation college student status, and first-time adult learner status. Success Coaches serve a role similar to the advisors for the College’s “opportunity” programs, such as EOP and ASAP. As such, all coaches were provided with extensive training (4.49). In the pilot study conducted in Fall 2025 with an initial cohort of 182 students, Fall-to-Spring retention rates for participants were in line with the general student population. Overall, 64.3% of students in this pilot study were retained to Spring 2026, with particularly high Fall-to-Spring retention rates for Black students (82.6%, n=23) and students 25 years and older (71.7%, n=46) (4.50). While it is difficult to draw concrete conclusions about the impact of the Success Coaching model with such low sample sizes, the College’s efforts appear to be making an impact by retaining these at-risk populations at levels comparable to the general population. As the program grows, retention and other success metrics will continue to be studied.

Through EOP, the College supports students who demonstrate academic promise and face significant economic barriers to higher education. EOP provides a range of holistic services designed to promote student success, including a Summer Bridge program to prepare students for their first college semester, dedicated tutoring hours, and a quiet study space (4.51). Since the program began in Fall 2022, the number of participants has continued to grow, with 35 students in the Spring 2025 cohort (4.52) (4.53).

To support students who are low-income but above the EOP threshold, the College joined SUNY’s first cohort of ASAP participants in 2025. The initial cohort of 150 students in this comprehensive program supporting timely completion started at TC3 in the Fall 2025 semester. Of the 150 students in the initial ASAP cohort, 80% were retained to Spring 2026 (4.54) compared to 49% Fall-to-Fall retention of ASAP students new to the College in Fall 2025 (with Fall 2026 registration still in progress). Through participation in Student Success Coaching, EOP, and ASAP, approximately two-thirds of new first-time students in Fall 2025 received additional enhanced, personalized support (4.48). In Spring 2025, EOP, ASAP, and Global Initiatives (for international students) co-located in an Opportunity Programs suite to help raise the profile of support services and support community building.

The Baker Center for Learning provides students with free tutoring services for a variety of subjects, including English, Math, and Science, provided by both paraprofessional and student tutors and both in-person and online synchronous formats. The Tutoring Center has been nationally recognized for quality by receiving the College Reading and Learning Association Level 3 certification, the highest level of certification, based upon standards for tutor selection, training, service, and evaluation (4.56). See Standard III Criterion 4 for discussion of plans to increase tutor usage.

The College’s Office of Access and Equity Services provides support and resources for students with disabilities, working to remove barriers and to create an inclusive learning environment. Beginning in Fall 2023, as part of a broader institutional commitment to accessibility, TC3 adopted the social justice model of disability, a self-reporting approach for accommodations to promote equity and inclusion for all students (4.57). During the onboarding process, all students are asked via a Slate form if they have a disability and are interested in learning about disability-related services; by requiring all students to complete the form, TC3 decreases stigma and lessens the chance of a student not receiving needed accommodations. The social justice model empowers students to advocate for their needs without expensive medical documentation, thereby fostering autonomy and reducing barriers to access. Since implementation of this model, the number of students receiving academic accommodation has increased (4.58).

The Committee on Academic Status (COAS) supports the student experience by reviewing and making recommendations for policy and procedure changes related to academic standards. Recent recommendations included removing the Administrative Withdrawal for students who had missed two weeks of classes and instituting an official policy for Incompletes (4.59). COAS has traditionally played a role in supporting students facing academic suspension, though this role is being reviewed in conjunction with the Success Coaching model to ensure a proactive approach.

As a community college, supporting students in their transfer goals (4.60) continues to be a priority. The College hosts a fall College Fair with over 50 four-year colleges in attendance, and a spring Transfer Week featuring panel discussions with TC3 alumni, workshops, and a transfer college fair (4.61). As SUNY Cortland is TC3’s top transfer institution, a Transfer Advisor from SUNY Cortland is on campus weekly to assist students. In addition to working with faculty advisors, students can meet with a Student Success Advisor to discuss general transfer options. In Spring 2025, the College partnered with the Aspen Institute for a full-day workshop to reimagine its approach to transfer, including

prioritizing new articulation and dual admissions agreements (4.62). TC3 students who choose to enter the workforce upon degree completion have multiple opportunities to connect with employers on campus, and many find jobs with local employers (4.63)(4.64).

The College cultivates a campus-wide culture of career readiness by providing comprehensive career exploration, job and internship preparation, and essential skill development (4.60). In a 2024 SUNY Satisfaction Survey, TC3 ranked fifth among peers in both career planning services and availability of internships (4.42). These numbers marked improvement since the 2021 survey: for career services, TC3 moved from membership in the bottom five of peer institutions to the top five of peer institutions. This improvement is the product of focused development and strategic deployment of grant funds from Carl D. Perkins allocations. Students can receive individualized advising from a Senior Student Success Advisor for career exploration and assessments, résumé and interview preparation, and job or internship searches. A variety of online tools, further support career research (Career Connections modules in LMS), degree alignment (Career Coach), and access to job and internship opportunities (Handshake). The cross-departmental Career Team offers workshops, classroom presentations, networking events, and regional job fairs, as well as administers the TC3 Internship Fund, which awards \$36,000 annually to support students in unpaid or low-paid applied learning experiences (4.63).

As a result of several initiatives outlined in this standard, the College's graduation rates have increased.; 150% graduation rate is up to 30% for the Fall 2022 cohort relative to 25.5% for the Fall 2021 cohort. As indicated in Standard I (Closing the Loop) IPEDS transfer rates have also improved. Fall 2022 is 24% compared to 18% in Fall 2021. Completions by program can be found in the IPEDS Completion Data (4.65). The programs with the five highest number of completions are as follows: Liberal Arts General Studies, Nursing, Liberal Arts Math/ Science, Business Administration and Human Services. Despite enrollment declines, steady or growing numbers of completions indicate that student achievement is steady or improving in these programs.

Using disaggregated student achievement data to drive change (Criterion 1e)

The College outperforms benchmark institutions across all race and ethnicity categories. See Standard I Criterion 3 for data and discussion related to disaggregated demographic information and gaps in student success for Pell-eligible students, male students, and Black students. The College is continuing to improve outcomes for these populations in several ways:

In the SUNY Academic Momentum plan, SUNY and the College identified two populations of first-time full-time students on which to focus due to lagging retention and graduation rates: 1) Pell-recipients and 2) students of color (Asian, Black, Hispanic/Latino, Two or More Races, Native American) (Table 5) (4.18). Through the Strategic Plan (4.11) and with the support of ATD, multiple departments (e.g. advising, admissions, faculty, EOP, ASAP, SUNY Reconnect) are collaborating to close the gap. Examples of interventions that are already showing signs of promise include the ASAP program that primarily serves Pell students (see Standard I).

Table 5. First-time full-time degree seeking student (associates only) and success rates.

Category	100% Graduation (Fall 2022 cohort)	150% Graduation (Fall 2022 cohort)	Retention (Fall 2024 cohort)
Pell	35/206 (16.9%)	58/206 (28.2%)	107/219 (48.9%)
Non-Pell	44/164 (26.8%)	55/164 (33.5%)	67/121 (55.4%)
Students of color (excluding non-resident aliens, students of unknown ethnicity)	17/113 (15.0%)	26/113 (23.0%)	49/86 (57.0%)
White	60/225 (26.7%)	82/225 (36.4%)	105/194 (54.1%)
SUNY and College Targets: All SUNY Targets are for the 2026 cohort			
SUNY Targets (Fall 2026)	28.3%	35.0%	58.0%
Internal Goals	23.4% (Fall 2024)	30.0% (Fall 2024)	54.0% (Fall 2025)

Clear policies for awarding credit to incoming students (Criterion 2)

To assist prospective transfer students, the College website offers several resources regarding the transfer of credit, including the transfer credit policy (4.66) and Credit for Prior Learning (4.68). Transfer courses are evaluated by the Registrar on an individual basis with credits for all courses passed with a letter grade of C or higher at regionally accredited institutions and recorded on official transcripts and accepted if they apply to specific TC3 degree or certificate requirements. College-level courses completed outside the United States also are considered for transfer credit if they are listed on official transcripts and the originating institution is accredited by the country's Ministry of Education.

The College also uses a Prior Learning Assessment process to determine if a student has already mastered skills and knowledge through prior learning experiences that are equivalent to college-level credit (4.68). A student may receive credit for such prior learning based on a portfolio evaluation by faculty, standardized exams (such as AP or CLEP), career and technical licensure and training, and Military American Council on Education (ACE) guidelines. The Board of Trustees' Policy for Prior Learning Assessment affirms the College's authorization to evaluate prior learning per SUNY guidelines (4.69). Ultimately, credit awards are at the discretion of the Provost's Office, in consultation with appropriate faculty and staff. This process aims to support adult learners, reduce costs, accelerate degree completion, and align with TC3's goal of increasing upward mobility for non-traditional students. In addition to these resources, faculty advisors offer general advising for advisees looking to transfer and provide advice for their specific disciplines, while Student Success Advisors are trained to work with both incoming and outgoing transfer students (4.70).

Students may also transfer credits to TC3 through SUNY's seamless transfer credit policies. The College has a thorough process for awarding credit, individually reviewing each course for applicability to the TC3 degree program. This is an area where the College hopes to identify efficiencies through the incorporation of digital tools, perhaps within its existing Parchment transcription services. From Fall 2021 to Spring 2025, the College awarded transfer credit to 1,384 incoming students, for a total of 30,951 credits. These transfer credits were mostly traditional credit hours from other colleges and universities, but they also included College Board AP credits (459), College Board CLEP credits (63), and Military ACE credits (28) (4.71). IPEDS data show that the College's total number of new transfer students has remained steady the last few years, with Fall 2024 enrollment reporting a total of 194 new transfer students (4.72).

TC3 supports seamless transfer as a central component of its commitment to student success. Per SUNY transfer policies (4.73), TC3 students who have completed their AS or AA degree are guaranteed acceptance at a SUNY four-year institution with junior standing in their degree guaranteed if they transfer to a parallel program. College faculty have designed all AS and AA programs to meet relevant SUNY Transfer Path requirements to maximize credit acceptance. Information regarding the Transfer of Credit policy (4.74) is available on the College website along with listed SUNY transfer institutions and transfer course equivalencies. The College also maintains numerous articulation agreements (4.74) with transfer institutions, including Cornell University (4.75) and SUNY Upstate Medical University (4.76), to ensure clear academic pathways and minimize credit loss. In the last two years, the College has signed 14 articulation agreements in a variety of programs (4.77). These agreements align course work between TC3 and the transfer partner to provide students with structured transfer plans that promote timely completion. Some agreements, including the dual admissions agreement for Biology majors with Ithaca College (4.78), include transfer scholarships to help TC3 students complete their baccalaureate. Through coordinated advising and established institutional partnerships, the College strengthens transfer outcomes and ensures that students are prepared to continue their education efficiently and successfully.

Maintenance and security of student information and records (Criterion 3)

The College's Student Rights and Responsibilities webpage (4.79) offers students information regarding privacy and data issues such as FERPA, Computer Resource Use Protocols, and student email accounts. Students who wish to have additional privacy may complete the Directory Information Withholding Release form to prevent identifying information from appearing in any College publications or FOIL requests (4.80).

The Information Security Protocol (4.81) ensures the safety and security of personal information, protects against anticipated security threats, guards against unauthorized access, and complies with all applicable regulations. The College contracts with a Virtual Chief Information Security Officer (vCISO) to support campus technology staff with cybersecurity strategy and risk management to safeguard student and employee data (4.82). In addition, the BOT Policy for Computer and Information Security ensures College compliance with federal regulations (4.83). The Board of Trustees (BOT) also maintains a schedule for retention and disposition of records (4.84).

The College maintains a secure online student identity verification protocol for distance education (4.86), requiring students to access courses through the College's LMS using unique college-assigned credentials tied to official enrollment records. Before an online student receives their credentials and student ID card, they must verify their identity by supplying government-issued photo identification and other unique personal identifiers (4.86). This process supports academic integrity, protects student privacy in compliance with FERPA, and ensures transparency regarding identity verification practices, reflecting the College's commitment to ethical operations and quality assurance in online learning.

Student life activities that support the College's mission and goals (Criterion 4)

Student fees are assessed to support the provision of extracurricular activities such as athletics, recreation, and student organizations as well as health and wellness services (described earlier in this chapter) and childcare and residence life services. The amount and use of these fees are overseen by the AVP for Student Affairs and the Faculty Student Association (FSA), whose Board includes students, faculty, and leadership from each department in Student Affairs. The BOT authorized the FSA to provide these services for the mutual benefit of the College and students (4.87).

Athletics and Recreation

The College offers students access to a fitness center, swimming pool, recreation facilities, intramural sports, and intercollegiate athletics in baseball, softball, men's lacrosse, and men's and women's basketball, golf, and soccer (4.88); volleyball and cross-country were paused after 2023. In 2024-2025, 79 men and 38 women participated in intercollegiate athletics (4.89). The College does not offer athletic scholarships. A Captains Council consisting of student representatives informs athletic and recreation services and promotion within the campus community.

The Athletics and Recreation Mission Statement (4.90) highlights team building, sportsmanship, diversity of people and perspectives, and building better citizens. Intercollegiate athletics values mirror those of the College with a focus on life-long learning, excellence in teaching from the coaching staff, and assisting student athletes in continued success beyond their TC3 experience.

All College athletic standards and conduct policies (4.91) comply with NJCAA standards (4.92), which includes maintaining a GPA of 2.0 or higher to play on an intercollegiate team. The Athletic Director keeps a record of Team GPA (4.93); the team GPA includes all students who started the semester eligible for the team, meaning that the team GPA may fall below 2.0 if some players lose GPA eligibility during the semester. In 2023-2024, 15 TC3 student athletes were honored for academic excellence by the NJCAA: Men's Golf and Women's Soccer were named as Academic Teams of the Year for having team GPAs of at least 3.0 (4.94).

Student Activities

The Office of Student Activities is central to creating a caring and engaged campus community. The Office uses the National Association of Colleges and Employers competencies to inform programs design and assessment. Flagship events include online and on-campus new student orientation, engagement events during the first month of each semester, and leadership activities for students (4.95). In addition, there are more than 20 student clubs and organizations, all of which adhere to all applicable State and Federal laws and regulations governing student organizations and their activities. The Club and Organization Handbook (4.96) outlines all responsibilities, policies, benefits and privileges, parameters, and guidelines for student clubs. Student participation and achievements outside the classroom are recorded on each student's Co-Curricular Transcript (4.97). As of March 2026, students have earned over 2,562 badges, which can be used for résumé building and LinkedIn profiles (4.98)(4.99).

Following a recent review of student services fees (discussed in Criterion 6), Recreation and Fitness Center operations transitioned to Student Activities to better align these services with student utilization and engagement trends, establishing the Department of Recreation, Fitness, Aquatics, and Athletics. The department balances rigorous operational data with qualitative field-based outreach to maximize student wellness and co-curricular integration. Early-semester focus groups and face-to-face field interviews are utilized to map student availability and interest. When long-term quantitative metrics revealed a severe structural decline in traditional on-campus intramural sports, the department used qualitative scheduling feedback to pivot its budget model away from passive sports and into off-campus experiential recreation (such as consistent bowling, canoeing, and rowing trips). By establishing service reliability, the department successfully doubled its unique user participation metrics. In intercollegiate athletics, the college tracks comprehensive recruitment, academic eligibility, and transfer pipelines. Athletic outcomes are fully integrated into institutional academic accountability structures, as all varsity sports carry formal course credit with SLOs routinely evaluated by head coaches serving as faculty members.

The Office of Student Leadership and Engagement utilizes an intentional, theme-based assessment framework to measure co-curricular efficacy against documented SLOs. Every campus initiative features a standardized evaluation loop: Welcome Week serves as an annual baseline to test scheduling and event types, while post-event surveys isolate and measure specific student learning gains. Programmatic assessment directly informs long-term fiscal sustainability and vendor management. For example, longitudinal tracking identified a multi-year decline in student engagement with the National Society of Leadership and Success. Because the program required high contractual overhead, the department successfully closed the assessment loop by sunsetting the external contract and reallocating those institutional funds into high-demand, high-impact internal leadership retreats and large-scale events that yield documented student engagement returns (4.100).

Residence Life

In AY 2025-2026, more than 275 students lived on campus. Student Resident Assistants (RAs) plan programming around community-building and social interaction. The professional staff (Hall Directors and Staff-in-Residence) organize educational programming on belonging and inclusivity and other life-skills needs such as communication skills, harm reduction, and self-care. Residence Life provides a student handbook (4.101) to educate students on the expectations of living in a community on campus, pertinent safety issues, and applicable policies and procedures.

In an effort to ensure that limited funds are effectively benefitting student residents and that the College leverages the potential of residence life programming to positively impact overall student success and retention, the College has executed a strategic reorganization of its residential sector, reframing the traditional model into an intentional, proactive Community Living Program focused on residential citizenship and life-skills education. The program merges quantitative software monitoring through Maxient and Campus Groups with qualitative peer feedback loops. Evidence of closing the assessment loop is reflected in a recent structural shift: in response to RA feedback and student preference metrics, the department transitioned from an individual to a group programming model; this intervention, combined with localized staff reassignments, correlated with an 80% reduction in total student conduct cases from fall (260 cases) to spring (52 cases). Rather than relying on incident reports as a sole measure of student compliance, the program uses trend data to deploy proactive co-curricular interventions, such as targeted “Apartment Cooking 101 workshops” designed to address the root-cause mechanics of accidental fire alarms. For AY 2026–2027, the Community Living Program is introducing formalized SLOs and new qualitative post-adjudication instruments to systematically measure student comprehension of institutional standards following the judicial process (4.100).

Childcare

The Arthur Kuckes Childcare Center is a licensed, not-for-profit facility providing services to children of TC3 students, faculty, staff, and, as space permits, members of the community. The center offers a safe and nurturing environment, promoting the social, emotional, physical, linguistic, and cognitive development of children. The infant program, toddler program, and preschool program operate Monday through Friday from 8 a.m. to 4 p.m., with before and after-care available (4.102). The Center maintains a structured assessment cycle that integrates multi-year parent surveys with external quality benchmarks to verify service efficacy and support student-parent retention. The center merges quantitative demographic tracking with qualitative developmental metrics, capturing parental assessments of childhood milestone growth and environmental support. Operational reviews confirm that children of active student-parents are equitably supported across every age group and classroom bracket. Assessment data serves as the foundation for the center’s Quality Stars renewal. To resolve historical non-response barriers from passive digital outreach, the center has modernized its data collection process to ensure a continuous mechanism for identifying programmatic strengths and executing service adjustments (4.100).

Student support services by third party providers (Criterion 5)

The College contracts with American Dining Creations for all food service on campus (4.103). The contract, which outlines the rights and responsibilities of American Dining Creations and the College, first took effect August 2009. The current contract, renegotiated to reflect post-pandemic occupancy declines, took effect August 31, 2023. Exhibit 7 of the contract identifies KPIs of Operational Performance, which include administering an internal student satisfaction survey and monitoring student comments and ratings. For example, in response to internal surveys indicating students wanted more information about menu options, American Dining Creation’s TC3 webpage added nutritional information, warnings about potential allergens, and recipes (4.104). To ensure that dining services meet student needs, the FSA formed a Student Food Advisory Committee to provide regular feedback from students to American Dining Creations.

Assessing student support services (Criterion 6)

All components of the Division of Enrollment Services and Student Affairs regularly assess services through quantitative and qualitative means to identify gaps and implement changes to reduce barriers and improve wrap-around support for students. For example, an evaluation of the Enrollment Services Center's operations revealed that a fragmented reporting structure was contributing to inconsistent student service. Although Admissions, Financial Aid, Student Success, and Billing were physically co-located and collectively responsible for critical front-facing and administrative functions, the absence of a centralized communication and triage model resulted in disjointed student interactions. Staff concerns and a formal assessment in Summer 2024 revealed that a One-Stop model had been previously envisioned but never fully implemented. As a result, the President approved a restructuring that aligned most functions under the new Enrollment Management and Student Affairs (EMSA) division, while retaining Billing under Finance in the form of a best-practice Student Accounts (Bursar) Office. This transition was supported by a new Dean of Enrollment Operations and Welcome Center Services position, who was charged with leading the development of the Panther Welcome Center and improving student onboarding in partnership with senior leadership. Through collaborative planning, staff reassignment, cross-training expectations, and exposure to a successful One-Stop model at a peer community college, the College implemented a new operational structure, launching both the Panther Welcome Center and Student Accounts Office in Spring 2025. In response to clarified leadership, improved alignment across functions, and the creation of a Bursar position to ensure continuity in financial operations, early feedback reflects improved role clarity and coordination. Periodic assessment of the One-Stop model includes the use of "secret shopper" consultants posing with various prospective student personas to identify strengths and gaps in the enrollment process (4.105). These results are used to inform ongoing training and process refinements as the model evolves to further enhance student service, efficiency, and cross-functional collaboration.

Building upon the Success Coaching model, the College launched an Adult Learner and Reconnect Center in Summer 2026. This centralized point of access is designed to better serve post-traditional students, including SUNY Reconnect participants, evening and online learners, veterans, and students balancing education with work and caregiving responsibilities. The Office, which aligns with the SEP and Strategic Plan, will emphasize structured outreach, coordinated referrals, and clear points of connection for students while supporting adult learners through coordinated coaching and navigation in partnership with their faculty academic advisors. Notably, this initiative positions TC3 among the first SUNY community colleges to establish a dedicated structure specifically supporting SUNY Reconnect students and reinforces the College's commitment to adult learner access and success (4.106).

The College uses the Council for the Advancement of Standards in Higher Education (CAS Standards) as the quality benchmark for Student Affairs programming. CAS Standards provide professional criteria for higher education programs and services that promote assessment, improvement, and the quality of student learning and development. In addition to tracking usage of support services and participation in activities, Student Affairs offices utilize both internal surveys and the SUNY Student Satisfaction survey to assess the quality of student support services. Each Student Affairs department reports on goals and assessments to the FSA and the VP EMSA. Services provided through the Office of Enrollment Management are also assessed through the SEP. Periodically, the VP EMSA conducts more in-depth reviews to identify needs in conjunction with SEP and Strategic Planning goals. Below are examples of the types of periodic assessments that HWS and Student Activities conduct to inform improvement.

HWS annually assesses student use, program efficacy, and campus health and wellness needs with multiple strategies and tools. HWS captures program and service utilization and impact with electronic student sign-ins, student satisfaction surveys, and student focus groups. Mental health counseling, case management, and individual support are recorded in the electronic medical record. From 2021 to 2024, HWS saw a positive mean change in student satisfaction rates for mental health/counseling services (0.05 increase), student health services unrelated to mental health/counseling services (0.01 increase), education programs regarding alcohol and substance abuse (0.13 increase), and general health and wellness programs (0.04 increase) (4.42). HWS also administers the ACHA National College Health Assessment every other spring to inform health promotion efforts related to students' health and wellness knowledge, attitudes, and behaviors.

Student Activities assesses defined goals to inform activities for student engagement. Program attendance is captured through sign-ups on Campus Groups and program check-in information. Student Activities establishes goals prior to events and uses post-event student satisfaction surveys and after-action assessment to assess those goals. Priority updates include the average attendance at student events, increasing student club membership, and increasing attendance and engagement at onboarding activities such as New Student Orientation and Welcome Week (4.107). The Director of Student Activities submits an annual report (4.108) including goals, KPIs, and outcomes showing alignment to CAS Standards and EMSA priorities.

In 2025, the VP EMSA and AVP of Student Affairs led a comprehensive six-month review of student services to ensure they remain impactful, responsible, and sustainable (4.109). The Student Affairs Leadership Team (SALT) was actively engaged throughout this process, examining service data and participating in collaborative, design-focused charrettes to explore how structures and resources could better align with today's student needs, a review of which highlighted the necessity of Student Services Fee (SSF) guidelines. These guidelines, developed in collaboration with the Executive Council and subsequently approved by the FSA Board, prioritize student-centered use, align services with changing student demographics, and ensure long-term fiscal responsibility through transparency. Importantly, the guidelines increase the percentage of fee dollars dedicated to student-directed engagement (4.106). The student voice was essential throughout this process, and SALT gathered student input through representative groups like the SGA and direct feedback to inform its understanding of student priorities. Moving forward, the College is committed to providing continued transparency and education as well as opportunities for campus-wide engagement (including through an all-campus email and presentations to the President's Cabinet and College Senate) regarding SSF resource allocation to support student success.

ALIGNMENT WITH INSTITUTIONAL PRIORITIES

Table 6. Standard IV to institutional priority crosswalk.

Criteria	Institutional Priority	Alignment Narrative	Representative Evidence
Criterion 1	Advance successful student outcomes to strengthen student mobility	Through coordinated onboarding, advising, academic support services, and the use of milestone and early momentum metrics, TC3 implements structured processes that support persistence, completion, and successful transfer or career placement. Initiatives such as Guided Pathways, Success Coaching, EOP, ASAP, and other targeted student support programs help identify student needs early and align institutional resources to improve academic progress and upward mobility.	Corequisite model success Success of EOP & ASAP students Increased retention rate
Criterion 1	Create a caring, equitable, and engaged campus community	TC3's comprehensive advising, counseling, health and wellness services, and equity-focused support programs foster a campus environment that prioritizes student well-being and belonging. By intentionally designing services that respond to the diverse needs and experiences of its student population, the College promotes an inclusive and supportive learning community.	Accepted Panther Day Student orientation Health and Wellness services and visits Campus Climate Survey
Criterion 2	Advance successful student outcomes to strengthen student mobility	TC3 maintains clear and transparent policies for evaluating and accepting transfer credits and prior learning, ensuring that students receive appropriate recognition for previous academic and experiential learning. Through articulation agreements and established transfer pathways with partner institutions, the College supports efficient credit mobility and facilitates students' continued educational advancement.	New articulation agreements Prior Learning Assessment and Transfer Credit policies
Criterion 4	Create a caring, equitable, and engaged campus community	Student Life activities contribute to a vibrant campus environment that promotes connection, leadership development, and student engagement. By operating within the same institutional policies and oversight structures as academic programs, these opportunities support holistic student development and strengthen a sense of belonging within the campus community.	Co-Curricular Transcript FSA Board, Captains Council, and Student Food Advisory Committee
Criterion 6	Advance successful student outcomes to strengthen student mobility	TC3 regularly assesses the effectiveness of student support services through institutional and departmental data analysis, early momentum indicators, and Strategic Planning initiatives coordinated with Institutional Effectiveness. These assessments inform continuous improvements in advising, academic support, and student success programming to strengthen retention, completion, and transfer outcomes.	SUNY Academic Momentum KPI's CAS Standards Report
Criterion 6	Create a caring, equitable, and engaged campus community	Assessment processes examine student engagement and access to services across diverse populations to ensure equitable support and participation. Findings guide enhancement of programs and resources that promote student well-being and engagement along with a supportive campus climate.	Campus Climate Survey Adult Learner and Reconnect Center

SUMMARY

The College meets the requirements of this Standard by supporting students from initial inquiry and application through graduation by offering a breadth of services such as orientations, academic advising, tutoring services, mental health counseling, and career service. The comprehensive support system reflects deep commitment to the institutional priorities of advancing student outcomes and creating a caring community. As reflected in the MVV, TC3 strives to empower a diverse student population through accessible, high-quality education supporting student success, equity, and lifelong learning. By fostering a supportive and inclusive environment, the College helps students achieve their academic and professional aspirations.

Strengths

- Multiple spaces and services for engagement, building a sense of belonging, and addressing student needs, including student clubs, athletics, mental health services, pantry, Best Life Lounge, Recovery Space, Opportunity programs and Adult Learner Office/lounges, leadership opportunities, and co-curricular transcripts.
- Access and Equity's social justice model incorporates students' lived experience, supporting equitable access for those who may lack recent formal documentation of disability.
- Targeted resources for specific populations, including an Adult Student Recruiter and Success Coaches for EOP, ASAP, and adult learners.

Areas for Improvement and Action Steps

- Utilization of academic support and student services has been uneven and data on the correlation between these services and student success is incomplete.

Actions: The VP EMSA will coordinate the implementation of an integrated student development model with clearly defined participation benchmarks to increase awareness, access, and utilization of academic and student support services. These will be reviewed annually to ensure that services are equitably accessed and demonstrably contributing to improved retention, persistence, and student success outcomes.

- While teaching faculty have access to myriad advising resources, in the form of documentation, online tools, and professional development, there is a lack of common training on key knowledge and skills.

Actions: The Provost and the VP EMSA will coordinate the implementation of required faculty advisor training aligned with the work of Student Success Advisors and best practices in transfer and career support.

Standard V: Closing the Loop to Support Student Learning



Table 1. Standard V alignment with institutional priorities and strategic directions.

Category	Alignment
Primary Institutional Priorities Addressed	Cultivate excellence in teaching, learning, and academic programs Advance successful student outcomes to strengthen student mobility
Strategic Directions Aligned	Innovation and Excellence
Focus of the Standard	Assessment of student learning outcomes, use of evidence to improve teaching and learning, and evaluation of assessment processes

INTRODUCTION

Since 2019, the College has refined its academic assessment process, resulting in a steady increase in participation in and concurrent value of the evaluations. To address suggestions from the last Self-Study, the College strengthened academic assessment through several coordinated strategies: the creation of the Academic Assessment Committee (AAC) (5.1); the Curriculum Committee's new template for Master Course Syllabi (MCS) that includes Student Learning Outcomes (SLOs) (5.2); the requirement that department chairs review individual section syllabi for MCS compliance; the establishment of an updated program assessment cycle for department chairs with more data support (5.3); the purchase of Power BI to connect the Provost Office and department chairs to real time data; and the 2019 initiation (5.4) and 2025 renewal (5.5) of an Academic Primary Plan (APP) cycle. These improvements reinforce TC3's institutional

priorities (Table 1). Supporting the institutional priority of academic excellence, the alignment of Institutional Learning Outcomes (ILO) with Program Learning Outcomes (PLO) and SLOs ensures that assessment efforts are directed and collaborative across the College's academic communities. By codifying an assessment cycle and process, the College created multiple ways to assess its efforts, collaborate on revisions to MCS and PLOs, and institute effective, data-informed improvement. When considering the institutional priority for successful student outcomes, the College's revitalized approach to connecting its ILO/PLO/SLO assessment to the "big picture" analysis found in its Department Assessment Reports (DARs), Academic Program Reviews (APRs), and Strategic Plan reveals the intentionality of assessment in support of graduation, transfer, and career.

The representative AAC collaborates with the Provost's Office, teaching faculty, and the Curriculum Committee to oversee the creation of SLOs and PLOs rather than merely review assessment results. Interconnectivity of these outcomes is reinforced yearly through a guiding Schedule of Assessment Activities calendar (5.3) and successful reporting on assessment activity throughout levels including instructor, department chair, AAC Chair and members, and the Provost's Office. In addition, the College has established a five-year rotating schedule (5.6) for the review of all academic programs, SUNY GE courses, and ILOs.

EVIDENCE AND ANALYSIS

The College demonstrates compliance with all criteria and sub-criteria of Standard V, as evidenced by the supporting documentation and analysis.

Learning outcomes connected to Mission (Criterion 1)

In March 2020, College faculty approved a series of revised ILOs proposed by the newly formed AAC. These ILOs, which are listed on TC3's General Education webpage (5.6), provide an academic foundation of excellence for all College programs with close alignment to both SUNY GE outcomes and the College's overall Mission and Vision (Table 2) (5.7).

Institutional Learning Outcomes. Upon graduation, TC3 students will be able to:

- Communicate effectively, in oral and written forms, taking into consideration audience and purpose
- Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline
- Use information, critical thinking, and the creative process to solve problems and reach conclusions
- Use technology appropriate to their discipline
- Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people

Category Mission/Vision Institutional Learning Outcome	Curiosity and Inquiry	Innovative Educational Pathways	Meaningful Work, Economic Growth, Brighter Future	Personal, Economic, Social Vitality in Community	Transformative Power of Learning
Communication			✓		✓
Scientific/Quantitative Reasoning	✓	✓			
Critical/Creative Thinking	✓	✓		✓	✓
Use of Technology		✓			
Sustainability			✓	✓	✓

Following the approval of the ILOs, the Provost’s Office charged department chairs with reevaluating how well each degree program’s course requirements supported both the existing PLOs and the new ILOs to affirm that the programs were designed for successful student outcomes. These curriculum maps (5.8) informed updates that chairs made to MCS, the template for which was revised to show the mapping of SLOs to relevant PLOs, ILOs, and SUNY GE (5.2). The resulting curriculum maps (5.8) serve as a visual guidepost for the interconnectivity of each program’s core courses, PLOs, and ILOs, and for the overall relevance of student educational experiences.

The functions of the AAC’s chair and members were codified in Spring 2021 (5.9) and most recently updated in 2026 in the Academic Assessment Committee Charge (5.1). The AAC provides recommendations for SLO assessment, curriculum map development, and the assessment of PLOs. Recently, the AAC has been formally incorporated into the curriculum approval process via the Coursedog catalog management system, with the Committee Chair and the relevant Academic Community Assessment Committee members reviewing SLOs and PLOs for MCS and degree program proposals in collaboration with the Curriculum Committee and the Provost Office. This provides the AAC with greater proactive oversight of SLOs and PLOs. The interconnectivity of these outcomes is reinforced yearly through a guiding Schedule of Academic Assessment Activities calendar (5.3) and through successful multi-level (instructors, department chairs, the AAC Chair and members, and the Provost’s Office) reporting on assessment activity.

Faculty-driven academic assessment guided by student success (Criterion 2)

Update of the assessment process (Figure 1) required faculty to revise each course’s SLOs according to the new MCS template in a manner that was appropriate to higher education and defensible in the assessment process. Evidence of this massive migration from the old to new MCS template can be found in the MCS Status Excel Sheet (5.10). The CTC provided professional development for faculty on SLO writing, curriculum mapping (5.11), and SLO assessment (5.12). As part of course approval process within Coursedog, the AAC evaluates SLOs in each MCS proposal for clarity and assessability (5.13). Once an MCS is approved by the Curriculum Committee, the updates are incorporated into curriculum maps and added to the catalog via Coursedog, making them visible to students through the online catalog.

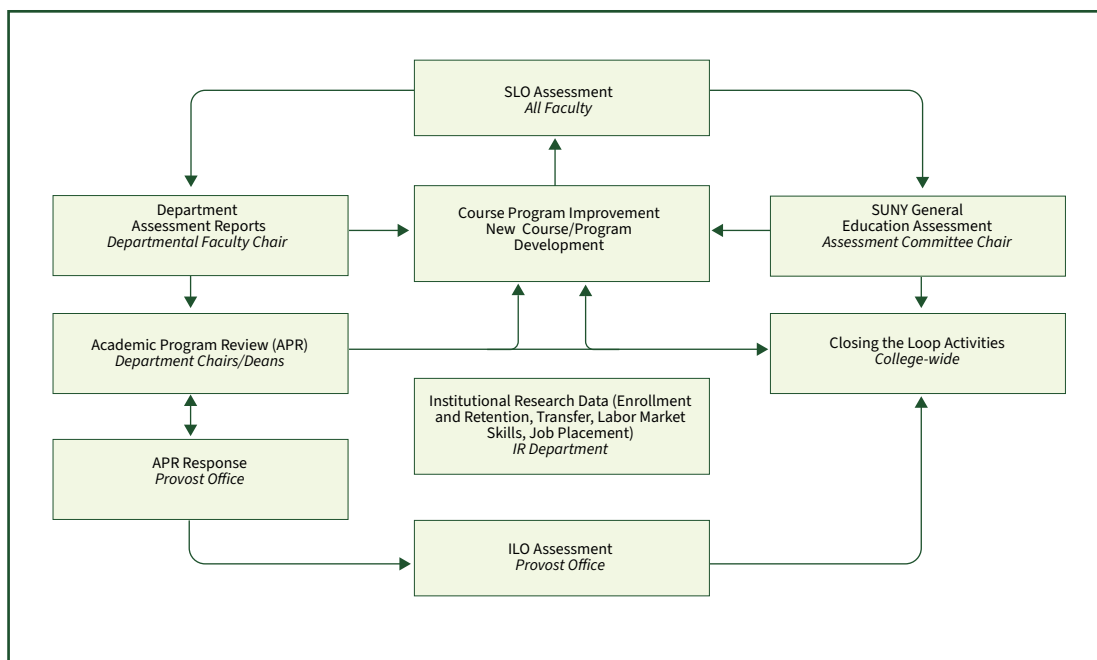


Figure 1. Diagram of the assessment cycle.

Each instructor reports assessment results for all SLOs in all course sections at the end of each semester using an SLO reporting form (5.14). In this systematic process, department members discuss which assignments will be used for each SLO assessment, collaborate on common rubrics, and define the categories of “met expectations,” “approaching expectations,” and “did not meet expectations” so that SLO reporting is consistent across sections taught by different instructors, allowing for meaningful comparisons of data. This exercise encourages a deeper level of intentionality for instructors when they build their assignments and course content.

To support and sustain SLO, PLO, and ILO assessment as well as to facilitate discussion with stakeholders, the College uses Department Assessment Reports (DARs) (5.15) to assess PLOs in each department's academic programs and to provide the necessary connective tissue between instructors, department chairs, the Provost's Office, and the AAC. Using each program's curriculum map, department chairs compile DARs from assessments of the course SLOs that connect to PLOs that map to the specific ILO being assessed in that academic year. For example, per the assessment schedule (5.6), ILO5 (Sustainability) was assessed in 2023-24. The Liberal Arts Social Sciences AS curriculum map (5.16) showed SOCI290's SLO4 mapping to PLO4 (Use evidence to describe how privilege and inequality are socially and/or historically constructed and how these shape students' lives), which in turn mapped to ILO5. Therefore, Social Sciences used SOCI290's SLO4 assessment results in that year's DAR (5.17).

DARs allow department chairs to identify outliers, anomalies, or other aspects of courses and programs that need improvement. As a result, DARs serve as a conduit for collaboration each year, encouraging department-wide participation each fall semester to determine assessment approaches for the individual SLOs being mapped to the upcoming scheduled ILO in Section 1 and to reflect on the previous year's efforts to map to that scheduled ILO, closing the loop in Section 4 of the DAR. Department chairs use the summer to complete Section 2 (PLO results) and Section 3 (Conclusions and Recommendations) to analyze the assessment report data from that year's subset of courses in Power BI and look for areas of success or opportunities for revision. For example, in 2024-25, the members of the Creative Writing Program completed individual assessments of each course and collaborated on their DAR. They found that there was no common course that could be assessed for a culmination of skills or mastery of their discipline. To close that loop, the faculty redesigned the program to include a new capstone course (5.18). This new course provided the opportunity to assess the culmination of the Creative Writing students' skills and to better gauge whether the program was successfully and intentionally preparing students.

Another example of a DAR's leading to effective revision is found in the Communications Department. In AY 2023-24, the DAR revealed that one of the first-semester major-specific courses for all Communications programs, COMM101, had a very low success rate, both in supporting "ILO 5: Sustainability" and in the number of students getting a grade of C or above in the course. Upon closer examination, it became clear that two revisions were necessary: First, the COMM101 MCS required the course to cover SLOs that mapped to multiple PLO and ILO requirements, resulting in the curriculum being too dense. In response, faculty revised the content of the course. Second, the placement of the course in the first semester of the first year on the COMM program sheets required a certain level of mastery acquired from other courses that students had not yet taken. Therefore, faculty moved COMM101 to the second year to increase student success rates. These changes, discussed with department faculty and the AAC, were documented by the program chair in that year's DAR Section 4 "Closing the Loop" (5.19).

The College's ILOs affirm its Mission and Vision (Table 2) and because each degree maps to these ILOs, all students take courses that consistently support successful student outcomes, whether via transition to a career or to further education. Two examples demonstrating career alignment in AAS programs are the Sustainable Farming and Food Systems AAS (5.20) and the Applied Science and Technology AAS (5.21) degrees: in both cases, program faculty wrote PLOs that promote the skills needed to find employment in the field while also connecting meaningfully to the College's overall ILOs and Mission. The College's AS degrees serve as building blocks for academic excellence and successful transfer to four-year institutions. Both the Psychology and Social Science AS (5.16) and the Environmental Studies AS (5.22) degrees provide examples of transfer programs that prepare their students appropriately for further education. These programs' curriculum maps identify PLOs that are supported by the skill sets in specific course SLOs while also serving to underline the overall mission of the College in their ILOs.

The College's repeating five-year schedule of individual ILO assessment, including related GE competencies and categories, is sustained by the collaboration of the academic departments, the AAC, and the Provost's Office in the completion of DARs (each year), Chair Reports (each year), and APRs (every five years for each program). Program review is the mechanism by which Chairs review data to support skill, career, and transfer alignment in each of their degree programs. The College's previous Self-Study revealed that while the completion rate of APRs was high, the format and structure of APRs did not consistently result in meaningful reflection and revision. In response, the APR template was revised to include more data on workforce trends and student outcomes. The Provost also began to use his response to each APR to provide robust institution-level analysis and recommendations for improvement, thereby closing the loop. The Provost's work is additionally supported by Academic Deans, who prepare responses for programs in their area. Examples of this process include the Graphic Design AS APR (5.23) and Provost's Office response (5.24), the Sport Management AS APR (5.25) and Provost response (5.26), and the Computer Science AS APR (5.27) and Provost response

(5.28). To reinforce the assessment work of the past three years, Academic Affairs plans a series of days for academic assessment discussion beginning Fall 2026 during faculty convocation week, division meetings, and staff development days.

The revised APR template contains sections devoted to labor market and transfer data provided by the Office of Institutional Research and made possible through institutional investment in high-quality data sources and analytics tools such as Power BI. The labor market section provides job market information and expected job skills with data drawn from Lightcast, an economic modeling company that evaluates the job markets in the local area. Chairs compare these data to their current PLOs to align career-related knowledge and skillsets. The transfer section provides data drawn from IPEDS regarding degree completion and transfer. Chairs use these data to discuss the academic success and goal achievement of students in their programs and to assess the value of current PLOs. For example, the Computer Science program's 2023-2024 APR **(5.27)** examined what programming language and technical skills were waning or growing in relevance, both for the program's career-focused AAS degrees and its AS transfer degree.

The career skills addressed in AAS programs also are informed by advisory boards. By meeting with advisory boards and consulting with partners in industry, department chairs overseeing AAS degrees can ensure that curriculum maps maintain alignment with current workforce needs. Advisory boards assist faculty in identifying community needs and incorporating those into the degrees' curricula. For example, the Hospitality and Food Systems Programs Advisory Board **(5.30)** serves multiple programs within a single Academic Community: membership consists of relevant staff within the College, representatives of area schools, and local business leaders **(5.31)**. In addition, the College's Workforce Development Office connects faculty with appropriate industry partners at coordinated roundtable events, such as ones for healthcare **(5.32)** and manufacturing **(5.33)**, to ensure that career skills built into degree programs are relevant. Recently, the College joined the Business and Industry Leadership Team (BILT) **(5.34)** to build stronger connections between technical degree programs and employers by ensuring the College's programs are in line with workforce needs (Table 3). Future career success is also aided by the applied learning requirements found in a variety of degree programs, such as the Chemical Dependency Counseling AAS **(5.35)** and Early Childhood Education AAS **(5.36)** degree programs, which require students to put their skills to work in real-world scenarios. APRs also help to inform new program proposals. For example, the Computer Information System AAS APR **(5.37)** examined potential transfer pathways and employer needs. Based on these analyses, the Chair recommended the development of a new Cybersecurity AS program, which was approved by the College in Spring 2026 and will be part of SUNY Reconnect.

Table 3. Using industry partners to update curriculum.

Employer engagement in defining Knowledge, Skills, and Abilities (KSAs): As part of the APR for Construction and Environmental Technology, the Program Chair worked with the BILT external stakeholder group to ensure the curriculum was meeting the needs of local industry leaders. This involved mapping priority KSAs to the existing curriculum to identify curricular gaps, as well as rethinking courses which emphasize low-priority knowledge or skills.

Findings:

KSA	Priority (4=Most Important)	Course
Explain procedures for checking and adjusting survey instruments.	Low (1.8)	CONT 202: Surveying I
Explain the role of project management software in estimation.	Medium (2.8)	Not available
Inspect roofing systems for proper installation and waterproofing.	Medium (2.8)	Not available
Understand construction project life cycle phases and processes	High (3.8)	Not available

NEXT STEPS:

Curriculum changes informed by external stakeholder feedback:

Develop existing curriculum and approve new curriculum: Re-evaluate coursework in surveying since these skills are not as valued as others. Expand content in inspection, quality control, project management, scheduling, and building information modeling (BIM) through updates to and addition of courses (“Introduction to Construction” and “Construction Inspection”)

Enhance applied learning: Integrate current industry software (BIM and project management), print reading, and real-world project scenarios to ensure students gain job-ready technical skills

Transition program focus: Evolve the AAS curriculum toward a construction management technology and technician-centered model

Expand workforce-aligned credentialing: Develop stackable microcredentials and certificates to support entry-level employment and career progression pathways

Leverage SUNY Reconnect opportunity: Position the program for adult learner recruitment, re-training, and workforce development aligned with regional labor market demand

As the College is a part of the larger SUNY system, its associate degrees contain robust SUNY GE category requirements detailed in academic program sheets and DegreeWorks (5.38). Each MCS identifies any mapping between SLOs, SUNY GE, PLOs, and ILOs. For example, some individual MCS that include mapping to both ILO5 and SUNY's GE requirement for "Diversity, Equity, Inclusion, and Social Justice" (DEISJ) are found in ENVS102: Environment and Technology (5.39), ENGL102: Approaches to Literature (5.40), and ENGL210: Intercultural Communication (5.41). The Chair of the AAC provides a yearly in-depth analysis of how well courses meet SLOs, covering all GE requirements on a rotating three-year schedule (5.6). For instance, the Assessment Chair's 2024 GE report on the DEISJ requirement provided a solid overview of how well courses did in supporting that goal (5.42). Therefore, in addition to adhering to ILO/PLO/SLO requirements, the SUNY-wide requirement for proficiency in all three Core Competencies, as well as seven Knowledge and Skills Areas areas including Communication, DEISJ, Mathematics, and Natural Sciences, ensures that the College's degrees expose students to a wide variety of perspectives and disciplines and maintain academic excellence. See Standard III for more discussion of GE requirements.

Using disaggregated data to improve student success (Criterion 3)

The College outperforms benchmark institutions regarding completion across all race and ethnicity categories, though gaps in achievement remain for male, Black, and Pell-eligible students. (See Standard IV, Criterion 1e for further discussion.) The College is committed to increasing these metrics at the institutional level through three specific initiatives: the 2022 introduction of the co-requisite math models (see Standard IV Criterion 1b), the College's SUNY Academic Momentum Initiative focused on improving early momentum metrics to drive improvements in completion metrics, and the Achieving the Dream (ATD) plan.

Academic Program Reviews (APRs) make use of disaggregated data to drive decision-making. Institutional Research (IR) collects and provides enrollment, completion, retention, and persistence data for each program that can be disaggregated across relevant dimensions such as age, gender, ethnicity/race, Pell and TAP status, instructional modality, enrollments status, etc. Data are maintained and regularly monitored by IR in data visualization dashboards in Power BI for regular internal monitoring by key constituencies such as chairs and the Provost's Office. In addition, these dashboards support and inform the Strategic Enrollment Planning process (5.43), informing College-wide retention efforts as well as current efforts to improve early momentum, milestone, and completion metrics as part of the SUNY Academic Momentum initiative. The College makes use of the National Student Data Clearinghouse to regularly monitor transfer rates for all programs.

IR shares disaggregated data sets on program enrollment data with department chairs through Power BI for use in APRs and Chair Reports. Historical examples of these APRs include those prepared for the Sport Management AS (5.44), Liberal Arts and Sciences-Social Science AS (5.45), and Entrepreneurship AAS (5.46) degree programs. Examples completed using the new APR template include the Computer Information Systems AAS (5.47), Paralegal AAS (5.48), and Accounting AS and AAS (5.49) programs. In addition to enrollment data, Chair Reports include disaggregated retention, transfer-out, program completion rates, and course success data to allow for informed and responsive program revisions. For example, when examining enrollment trends as part of the 2024 Computer Science AS APR (5.27), the chair noted that enrollment skews male and white. Therefore, the chair suggested broader outreach and bridge programming to diversify enrollment in the program. Similarly, the 2024 Sustainable Farming and Food Systems AAS APR (5.50) documented an increasing proportion of non-traditional aged students because of the program's eligibility for SUNY Reconnect. The chair noted that, particularly for this demographic, limited course modality offerings serve as a barrier to retention and recommended exploring hybrid or HyFlex modalities or alternative scheduling models. The College therefore allocated SUNY funding to improve HyFlex classrooms.

All faculty have access to programmatic data sets on the Faculty SharePoint site, while Chairs have access to more detailed Power BI data sets for disaggregated achievement data. The labor market data in Chair Reports come from Lightcast for market trends and from the TC3 Graduate Survey for job placement rates. The job placement data has limitations due to a low (30%-32%) survey response rate (5.51). To improve comprehensiveness, the College collaborated with Lightcast to use data scraping techniques to find alumni online, with limited success. While acquiring this data is a challenge for many community colleges, TC3 continues to identify better sources of national and state data sets regarding job placement and wages. For instance, the College is currently retrieving post-secondary wage records from the Federal Post-Secondary Employment Outreach (PSEO) to explore the wages of its Top Four programs in enrollment (5.52). The Nursing AAS program has robust job placement data, likely because it administers its own graduate survey and its degree typically results in immediate employment. The benefit of a high response rate is evident in the quality of the program's evaluation plans from AY 2021-2022 (5.53), AY 2022-2023 (5.54), and AY 2023-2024 (5.55).

Though DARs are the means through which academic departments analyze SLOs and their effectiveness in supporting connected PLOs and ILOs, it has not yet been possible to disaggregate these data at the student level. To rectify this, in 2025 the College obtained a license for Watermark to enable tracking of SLO outcomes at the student level. This reporting process will be piloted Fall 2026.

Use of third-party providers for academic assessment (Criterion 4)

The College does not engage third-party providers to complete the work of academic assessment at any core level under this criterion.

Reflecting on academic assessment to improve courses and programs (Criterion 5)

As a result of the periodic assessment of assessment policies and procedures, the Academic Assessment Committee's Charge and Schedule of Assessment activities have evolved. For instance, in response to the creation of SLOs, the Curriculum Committee revised the original MCS template (5.56) to include a section requiring the inclusion of SLOs and the mapping of those SLOs to any applicable PLOs, ILOs, and SUNY GE SLOs (5.2). To provide more support for faculty, the AAC altered its charge (5.13) to include a collaborative role with the Curriculum Committee in providing feedback on specific mapping within MCS and program proposals.

As an additional assessment support, the AAC reviewed the completed 2023-2024 DARs and provided feedback to department chairs through "Department Assessment Report Review" forms, noting any additional aspects of reports worth closer examination by the chairs (5.15). Typically, the AAC Chair provides a general, holistic review to all DARs while committee members review DARs corresponding to their own Academic Community to bring their specific expertise to reviewing the subject matter more closely. This review provides each department with additional opportunities to learn about what is working or not working within their specific courses or the overall program. Two examples of DARs with corresponding DAR Review feedback from the AAC can be found in the Engineering/Math DAR (5.58) and DAR Review (5.59), and the Business DAR (5.60) and DAR Review (5.61).

The AAC's review of DARs has helped identify needs for more professional development or revision to assessment forms or processes. Examples of this process of review, discussion, and revision are detailed in the AAC's monthly minutes (5.62). As the role of the AAC has changed over time to include deeper collaboration with the Curriculum Committee in course and program proposals, and as chairs have become more confident with the PLO assessment process, it was decided that rather than review every DAR, the AAC would focus on proactive supportive coordination with chairs.

In addition to revising assessment forms for clarity and ease of use, the AAC has made several important changes aimed at emphasizing process over product, with the goal of communicating the results of assessment to improve teaching and learning. After the initial DARs were introduced (5.63) and completed in 2022 and 2023, the AAC realized that collaboration was not given enough emphasis in the assessment process, in communicating assessment results within departments, or in collaborating on ideas for improvement. As a result, the DAR form was revised for the January 2024 cycle (5.17). Later in 2024, AAC's review of the DAR revealed that there was confusion among some of the chairs about how to craft the written responses to the various prompts in each of the four required sections, as well as difficulty in effectively engaging with some of the technology within the form to incorporate Power BI data. In response, the AAC again revised the DAR (5.15) for the 2025 Assessment Cycle.

In 2024, the AAC Chair reviewed the assessment of SUNY GE courses. As some SUNY GE categories (and most competencies) span multiple departments, the AAC Chair provided all faculty with feedback on the SUNY GE assessment, including best practices, during a faculty meeting (5.64). Determining that this format was inadequate for supporting all faculty's ability to close the loop, the AAC, the Institutional Effectiveness Council, and the Provost's Office are collaborating on annual professional development "Assessment Days" intended to strengthen faculty data literacy and assessment culture.

To support CollegeNow instructors' understanding of the assessment process and improve response rates, the AAC provided several professional development sessions through CollegeNow in Spring 2026 (5.65). These were conducted live on Teams by a member of the AAC and reviewed how the quantitative and qualitative data generated by instructors was used at the department, program, and institutional levels. The sessions were well-attended and generated robust discussion on improving assessment methods and response rates. The sessions were recorded for instructors who could not be present.

Despite the AAC’s work at establishing a robust academic assessment culture, the College continues to experience some challenges related to the assessment process. Starting in 2024, TC3 experienced a year of transition in the Provost’s Office, which led to gaps in the submission of APRs. Since the current Provost arrived in January 2025, 19 APRs have been submitted; five are past due. With the 19 reviews in hand, the College is able to inform the improvement of academic programs and student outcomes. This experience led to the realization that the assessment process needed to be durable regardless of individuals in academic leadership. In response, the College initiated the hiring of three academic deans to lead and support faculty with the completion of assessment reports. In April 2026, the College and Faculty Association signed a one-year MOU to transition the campus from department chairs to deans, who began work in July 2026. The AY 2026-2027 provides a time to evaluate this new structure within shared governance and make any necessary adjustments for negotiations of the successor Faculty Association contract.

ALIGNMENT WITH INSTITUTIONAL PRIORITIES

Table 4. Standard V to institutional priority crosswalk.			
Criteria	Institutional Priority	Alignment Narrative	Representative Evidence
Criteria 1, 2, 3, 5	1	Newly developed curriculum maps and assessment processes at the course, program, and institutional level ensure core courses map to program and institutional learning outcomes and provide faculty with data-informed opportunities to reflect and improve upon teaching and learning. Systematic examination of assessment process has resulted in significant improvements.	Curriculum map template, SLO assessment form, DAR, Program Review template, DAR review form, Schedule of Suggested Assessment Activities.
Criteria 2,3	2	The newly developed program review template and program advisory boards help align programs with labor market and transfer institution needs. New data dashboards allow chairs and IR to see disaggregated success metrics, thereby better serving all students.	Program Review template, Chair report template

SUMMARY

The College meets the requirements of this Standard. TC3 has done substantial work building a process for performing organized, systematic assessments, including improving the clarity of SLOs and their assessment, in compliance with the requirements for Standard V. TC3 is dedicated to continuous improvement, identifying and remedying gaps in the assessment process to cultivate excellent outcomes in teaching, learning, community partnerships, and student success. Since implementing the recommendations provided by Middle States during the last review, the College has made great strides in creating a data-informed, collaborative academic assessment structure, process, and schedule, and remains committed to building upon this foundation in coming years.

Strengths

- The College has developed an accessible and comprehensive academic assessment infrastructure that supports transparency and sustained engagement in assessment activities. Highlights include Department Assessment Reports (DARs), curriculum maps, chair reports, revised program reviews, documented committee feedback, and an overarching schedule of assessment activities. The College has strengthened its assessment infrastructure through the establishment of a clearly articulated Academic Assessment Committee (AAC) Charge, supported by engaged leadership and membership representative across academic disciplines.
- The creation and integration of the AAC into the curriculum approval and review process demonstrates a systematic approach to ensuring that assessment of student learning informs curricular decision-making and supports continuous improvement using an inclusive and faculty led approach. The College has developed accessible assessment resources that support transparency and sustained engagement in assessment activities.

Areas for Improvement and Action Steps

- While the College has established processes for assessing student learning, including SUNY GE outcomes and APR, opportunities exist to more systematically document how findings inform curricular, pedagogical, and programmatic improvements.

Actions: The Provost, with support of AAC, will standardize the structure and expectations for annual assessment meetings for faculty and academic leadership to enhance efforts to close the loop and disseminate improvement actions across programs.

- The College collects information on post-completion outcomes; however, opportunities remain to enhance the use of employability skills and job placement data, especially through inclusion of external stakeholder feedback (as highlighted by the excellent BILT model).

Actions: Chairs of AAS programs will increase external stakeholder engagement by regularly sharing APRs and Department Assessment Reports with program advisory boards and using their feedback to inform curricular revisions.

Standard VI: Integrated Planning and Assessment for Sustainability



Table 1. Standard VI alignment with institutional priorities and strategic directions.

Category	Alignment
Primary Institutional Priorities Addressed	Advance successful student outcomes to strengthen student mobility Enhance institutional effectiveness, accountability, and transparency for responsible stewardship of resources
Strategic Directions Aligned	Accountability and Transparency Innovation and Excellence
Focus of the Standard	Integrated planning, budgeting, assessment, financial sustainability, facilities, technology, and continuous institutional improvement

INTRODUCTION

Since the last Self-Study, the College has strengthened institutional planning and assessment processes, more clearly linking unit-level goals to strategic priorities and ensuring that planning cycles are systematically connected to resource allocation and budgeting. Guided Pathways served as the central organizing framework when the College developed the first Academic Primary Plan (APP) and Strategic Enrollment Plan (SEP) in 2019. Coupled with the development of these plans, the College began significant investments in data infrastructure, which advanced the data-informed culture of planning at the College. This cultural shift enabled more informed and transparent decision-making at all levels and across units, laying the groundwork for a second, more assessable SEP. Having developed measurable goals through an inclusive process using a variety of datasets, the SEP and the SEP Council model inclusive and data-informed planning and inform the College's approach to subsequent planning efforts. Implementation of the customer relations management platform Slate led to increased enhancement of the data and engagement ecosystem. Slate forms a cornerstone of the College's enrollment and student engagement strategies and was identified as a key goal in the third SEP plan. This implementation is a key example of resource alignment coming from planning insights and has helped the College strengthen enrollment gains post-pandemic.

The current Strategic Plan reflects a deliberate institutional shift toward measurable, time-bound objectives. To increase planning capacity, accountability, and transparency, the College established the Institutional Effectiveness Division in Fall 2024 and reestablished the Institutional Effectiveness Council (IEC) in Fall 2025, providing centralized leadership and shared governance oversight for planning and assessment. During AY 2025–26, the College implemented a reorganized Institutional Planning and Assessment Ecosystem (IPAE) that explicitly connects department goal setting, divisional planning, Strategic Plan implementation, and budgeting within a unified, Watermark-supported framework. The College's membership in Achieving the Dream (ATD) beginning in 2025, further advances the use of disaggregated data to address equity gaps in student outcomes and will help drive the student-centered planning and resource alignment necessary to address these gaps.

Collectively, these actions demonstrate the College's sustained, incremental progress from fragmented planning practices to a more integrated, assessable planning and resource allocation ecosystem grounded in integrity, accountability, and inclusive constituent engagement.

EVIDENCE AND ANALYSIS

The College demonstrates compliance with all criteria and sub-criteria of Standard VI, as evidenced by the supporting documentation and analysis.

Mission-driven planning (Criterion 1)

The College engages in mission-aligned planning through an annual cycle tying unit goals to Strategic Planning and budgeting. These goals are assessed to support decision-making and improvement. The College has undergone substantial organizational change since 2019. The current structure consists of five divisions: Academic Affairs, Administration, Finance, Enrollment Management and Student Affairs, and Institutional Effectiveness. Each division houses one or more departments with a total of 28 units. Executive leadership is supported by several key advisory committees and councils (6.1) (Pages 1-2). Standard VII describes the shared governance and leadership structures that support inclusive decision-making.

Since the last Self-Study, the College has iteratively strengthened its planning processes to improve transparency and accountability. Before the 2025 departmental planning cycle, all unit plans addressed institutional priorities broadly and with variability in the measurability of goals, making progress difficult to assess. The current IPAE (Figure 1) defines a clear, layered planning structure in which divisions and departments maintain a regularly reviewed division/department plan and budget request structure aligned with the Strategic Plan. The IPAE integrates planning, assessment, and resource allocation across divisions within a transparent, shared governance framework (6.1) (Pages 3-4). The IEC, whose members represent all College divisions, guides the implementation of the IPAE in conjunction with the Institutional Effectiveness Division (6.5).

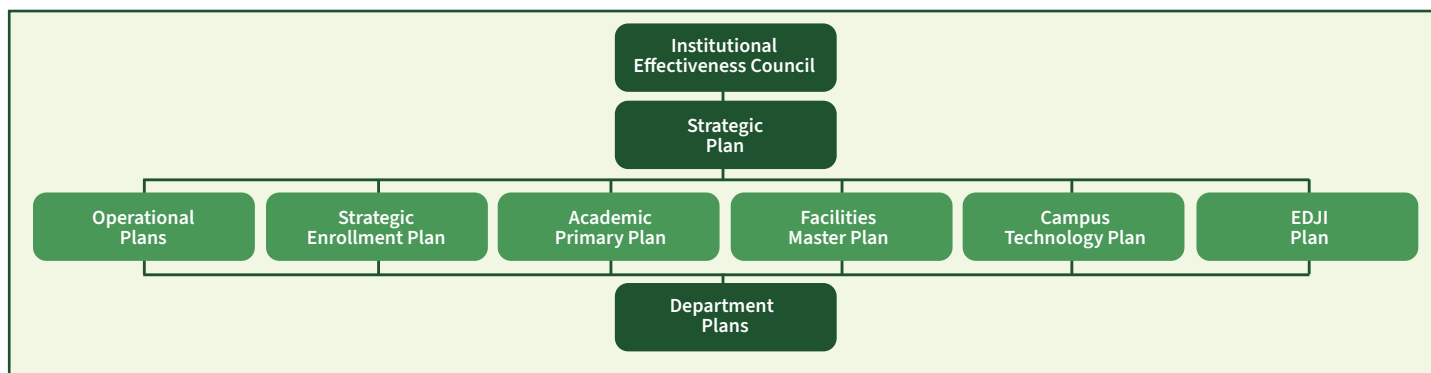


Figure 1. Integrated planning ecosystem (IPAE) with planning hierarchy

Before 2025, the Office of Budget and Finance provided a template (6.6) for department managers to describe their mission and annual goals and how those supported the College’s Mission, Strategic Plan, and diversity plan (known as EDJI), as well as to discuss methods and metrics departments use to assess effectiveness. Then, in the budgeting section of the template, managers prepared a narrative explanation for their requests. Examples include these from the Health and Wellness unit and Student Conduct (6.8). These plans informed the introduction of two key initiatives over the last several years: 1) a student support corridor based upon student surveys indicating needs for more services and 2) the implementation of Maxient to enhance tracking of student complaints and Title IX concerns. In the Division of Academic Affairs, student feedback gathered through World Cafés informed the implementation of comprehensive online teaching and learning standards (6.9). SUNY Student Satisfaction Survey results informed the development of applied learning and career exploration experiences, overseen by the Office of Workforce Development (6.10). The College allocated resources to support these efforts, including the strategic use of grant dollars to implement technology solutions, strengthen faculty professional development, and hire personnel. Significant improvements in these services have resulted: For example, the College holds an annual Manufacturing and Development Expo (MADE) attended by close to 375 high school students and area employers, and a Career Carnival attended by close to 200 students at the College. These and other career events are a result of the hiring of the Assistant Director of Employer Relations. This improvement also represents an excellent example of a goal from the prior Strategic Plan that was fully implemented with resource alignment (2019 Strategic Plan: Goal 3) (6.2).

While the above planning structure yielded some successes, in spite of department goals being required to align with higher-level plans, the process was siloed. Departments’ plans and assessments were reviewed by the VP in charge of that area, with limited transparency and shared governance participation, as well as unclear expectations for how goals were defined and assessments used.

As of 2025, all plans, including goals, mapping, and outcomes, are tracked within Watermark, which allows visualization and tracking of crosswalks between department planning and Strategic Plan goals for all divisions (6.11). Recognizing that non-academic department goals were sometimes written in ways that were not readily assessable, the College trained department leaders in how to write measurable, time-defined (or SMART) goals (6.12) and how to use Watermark to map goals to higher-level plans. To support transparency and accountability, all employees have access to Watermark to review these plans and any associated contractual budget requests. The IEC, in collaboration with divisional VPs, provides feedback on the plans to department managers, thus supporting consistent expectations (6.13).

In this improved process, all unit plans (department, division, and the institution’s Strategic Plan) include more clearly defined SMART goals that are mapped to related plans at the division or college-wide level. The implementation of this more systematic approach has meant that clear progress in outcomes is already evident. For example, one of the strategic goals was 4.2.2: “Create dual admission agreements with four-year institutions to strengthen transfer pathways by the end of Spring 2028.” The Provost explicitly incorporated this goal into the Academic Primary Plan, taking responsibility and developing a plan to meet the objective. Progress was made in this goal with a key dual admissions agreement signed with Ithaca College, a key local partner. Several other dual admissions agreements are also underway.

The evolution of the divisional planning process is most evident within academic and enrollment planning. The first Academic Primary Plans (APPs) were written broadly with many goals generally aligned with Guided Pathways, but their lack of discrete, time-defined goals and metrics aligned with the Strategic Plan made assessment and accountability difficult. Developed under the new process, the current 2025–28 APP (6.14) contains clearly defined SMART goals that prioritize the use of student enrollment data and detailed cost analyses to assess program viability and guide program

development (6.15). Similarly, the College's third SEP, approved in 2025, sets annual enrollment goals based on demographic data and benchmarks reviewed by a cross-functional committee. The VP of Enrollment Management and Student Affairs provide weekly enrollment reports leading up to each semester with unit-specific action items (6.16). Examples of success from these new planning paradigms are provided in Standard I (Closing the Loop and Table 4).

A historical example of a holistic business plan is provided here to illustrate progress towards institutional goals based on a data-informed approach (6.17). All unit plans from the most recent year (2025-2026) are also provided (6.18). Budget managers use division plans to prioritize funding requests, which the Finance Division evaluates based on strategic priorities (6.19)(6.20). This alignment is apparent in both the outline of the historical process and the newly refined process. The VP of Finance re-instituted zero-based budgeting, requiring budget managers to explicitly link resource requests to institutional plans (6.21). In the summer, non-academic departments evaluate progress made for each goal based on identified metrics (6.22).

While unit goals have long been linked to the College's MVV and pertinent institutional plans, these connections are now clearly mapped within a cohesive and transparent process with built-in assessment and accountability. The College has appropriately invested in the creation of an integrated planning framework (IPAE), shared governance oversight (IEC), and resources (Institutional Effectiveness Division, Watermark, and staff training) to sustain ongoing institutional improvement guided by the College Mission and Strategic Plan, both of which are both focused on improving student outcomes. The opportunity for improvement is continuing the forward motion in the form of the College making sustaining these practices and building a deeper assessment culture in non-academic offices through ongoing professional development.

Inclusive planning and improvement (Criterion 2)

The Strategic Plan and each division plan are developed with oversight by shared governance through inclusive processes involving multiple opportunities for constituent input into plan goals and outcomes. The College Senate reviews these plans, provides feedback, and receives annual updates on plan operationalization. (A sample calendar showcasing the inclusion of shared governance appears in the President's September 2025 opening remarks (6.23). These institutional planning processes include distribution of plans to stakeholders and opportunities to provide feedback. For example, the College held several World Café events to deepen constituent engagement within planning processes, especially to identify perceptions related to student success priorities such as retention (6.24). Based on feedback from World Café events, the College expanded its use of Slate to improve and streamline communication, instituted changes to services provided in the Panther Welcome Center (e.g., Success Coaching), created new spaces for students to connect with each other, and increased the number of career-related events.

The evolution of the strategic enrollment planning process exemplifies its increasingly inclusive, data-informed approach. Responding to a 2020 external consultant report developed through interviews with departments (6.25) and relying heavily on data about declining high school graduation rates across New York, the then-Dean of Admissions developed the initial 2020-22 Strategic Enrollment Plan (SEP), aligning it with the Strategic Plan and focusing primarily on recruitment (6.26). While a good first step, the plan lacked clearly defined goals with responsible parties attached. Recognizing the limitations of the plan, the next 2022-24 SEP was prepared by a working group of representatives from across the College and included more measurable goals with responsible parties (6.27)(6.28). In Spring 2024, an externally facilitated Strategic Planning process helped diverse working groups to develop the current SEP plan through a process with more extensive data input and rigor. To oversee SEP implementation and to ensure continuity through staffing changes, the College formed the SEP Council, which includes cross-campus representation from all College divisions (6.29). The SEP Council uses data shared by other divisions and units at the College to support its recommendations, leading to concrete institutional action. This is a clear illustration of how the College has strengthened its planning-to-improvement cycle in an iterative evaluation process. Regular enrollment tracking reports from the VP of Enrollment Management and Student Affairs to stakeholders support ongoing data-informed decision-making (6.16).

The current Facilities Master Plan (FMP) (6.30) represents another multi-stakeholder planning process. The FMP guides capital projects for 5–10 years in support of the Mission and the Strategic Plan's Innovation and Excellence goal 2.4, while also allowing the College to leverage County and State funding for capital projects to improve infrastructure. FMP development followed an inclusive process, with multi-unit input and a campus-wide space needs survey (6.31)(6.32). The plan went through shared governance, including the College Senate (6.33) and was presented to the Board of Trustees. Similarly, the College's annual budget process includes input from all divisions and is reviewed by the College Senate and to the sponsor counties after BOT approval (6.34).

The College has used planning and assessment to identify opportunities for improvement of the student experience both within and without the classroom and has allocated resources accordingly. For example, following assessment of student satisfaction indicating needed improvements in the residence halls (6.35), the College made substantial investments in residence hall upgrades (6.36)(p.4). More recent improvements to the Residential Life model, which is transitioning to a Community Living model (a proactive community living program focused on residential citizenship and life skills education), are discussed in Standard IV. Another example is the College's commissioning of an external review to better understand student experience challenges and use of those findings to inform structural and programmatic decisions—decisions that included the merger of the Enrollment Management and Student Affairs areas into a single Office of Enrollment Management and Student Affairs. This merger strengthened coordination between offices focused on all stages of the student experience outside the classroom. The College demonstrates a growing capacity to close the loop between assessment findings and institutional action.

Institutional planning for student success (Criterion 3)

All institutional planning aligns with the College's updated MVV, which reflects national conversations on community colleges and economic mobility and emphasizes improved student and educational outcomes (6.38). Informed by stakeholder engagement and data analysis, the College community renewed the MVV in AY 2023–24 and the Strategic Plan in AY 2024–25, as described in Standard I. The data-informed, outcomes-focused approach is evident in Strategic Plan Objective 1.2.1, which establishes annual benchmarked goals for credit momentum, retention, completion, transfer, and employment as seen in Figure 3 in Standard I (6.39). Some examples of the improvement in outcomes are outlined in “Closing the Loop” sections from Standards 1 and 4. These highlight the improvements in graduation, retention, and transfer rates.

The College's focus on student success outcomes can also be seen in institutional planning efforts before the current Strategic Plan. From 2019–24, the College aligned its prior APP and Strategic Plan with national student success frameworks by implementing key Guided Pathways principles, contributing to modest improvements in Fall-to-Fall retention and 150% completion rates. Recognizing that, despite these efforts, outcomes remained below peer benchmarks, the College began a deeper assessment of its early momentum and student success indicators, leading to the College joining Achieving the Dream (ATD) in 2025. This institutional affiliation has influenced the College's examination of educational effectiveness, curricular alignment, and equity in student outcomes. Cross-divisional ATD Core and Data Teams collaborated to review data and to identify and implement high impact practices to improve student outcomes and the student experience. These efforts clearly align with the 2025–28 Strategic Plan. The College has also recently implemented a SUNY Academic Momentum plan (finalized Spring 2026) focused on improving student early momentum metrics. Collectively, this work has helped identify areas for additional improvement for Pell recipients who, as discussed in Standard I, consistently demonstrate lower outcome metrics relative to non-Pell recipients.

The Strategic Plan includes a clear emphasis on institutional effectiveness in Strategic Direction I: Accountability and Transparency. This direction affirms TC3's commitment to integrity through transparent governance, regular assessment, and sharing of data. To advance this work, the College established an Institutional Effectiveness Division (6.40). In Fall 2025, the College created the Institutional Effectiveness Council (IEC) as a cross-campus body charged with supporting institutional effectiveness through training, coordination of planning and reporting timelines, and review of metrics associated with college-wide initiatives such as ATD and SUNY Academic Momentum (6.41). In November 2025, the IEC approved indicators tracking key outcomes, including student success, financial performance, and faculty and staff metrics (6.42). The IEC tracks institutional metrics through a public dashboard (Standard I, Figure 3), while individual units track their assessments of progress towards goals in Watermark.

The current Strategic Plan's Directions 3 and 4 focus on clarifying the path for students through academic and student support. As an example, the College has made significant progress on Goal 3.3's aim to supplement the SUNY “seamless transfer guarantee” with at least three new articulation agreements for each transfer degree program, signed by August 2027. In 2025–26, the College has already signed ten new articulation agreements (Standard 1 Closing the Loop). The College has also aligned resources with this priority through the creation of a temporary Associate Dean position to which this work was assigned.

The College's implementation of institutional plans uses robust data practices and participatory stakeholder inclusion. Examples include implementation of the SEP using enrollment and completion data to guide marketing, resource allocation, and website redesign weekly enrollment tracking reports to support retention efforts (6.16); and World Café events to integrate qualitative feedback (6.44). The College reports on KPIs through MSCHE AIU and IPEDS submissions, which are reviewed annually by the executive council (6.45). The College also participates in the Post-secondary Data

Partnership and reviews SUNY dashboards to benchmark performance. Regular presentations to the BOT provide enrollment and financial trend updates (6.46). Each fall, campus leaders share institutional performance data at an all-campus meeting.

Institutional planning for equity (Criterion 4)

The College advances community well-being and student success through intentional planning, resource allocation, and assessment aligned with Strategic Direction 4: Identity and Belonging. Oversight of equity-focused planning is shared among governance and advisory groups, including the DEAC, FSA, SGA, the SEP Council, the IEC, College Senate, Executive Council, and the Board of Trustees.

DEAC's 2025–28 EDJI Plan establishes measurable goals to improve retention and the sense of belonging among student populations with historically lower outcomes (6.48). Using disaggregated academic momentum data, DEAC identified priority populations and organized targeted work groups to address equity gaps. Assessment of institutional effectiveness is supported through regular administration of the Campus Climate Survey of employees (6.49) and students (6.50) and the Student Satisfaction Survey (6.35), with findings used to inform planning, resource allocation, and improvement of student support services, as described in Standard IV (improvements in the physical infrastructure in the dormitories).

The College allocates resources to support diverse student populations through high impact practices, including the EOP, SUNY Advancing Success in Associates Pathways (ASAP), and Student Success Coaching (all discussed in detail in Standard IV), which target students with high financial needs and other risk factors. These services are physically co-located in an opportunity programs office to help create a more comprehensive model of support. As outlined in Standard I, the ASAP program has already improved Fall-to-Fall retention for Pell recipients in its first full year of operation at the College (Standard I; Table 4).

The SEP Council uses enrollment data and projections to align student support services with changing student needs. Overall, the College has robust wrap-around services to support students of many different backgrounds and has increased financial investment in those services. In 2023-24, the College allocated 13% of its core expenses to student services, an increase from the 10% allocated in 2022-23. The College's student support expenses are notably greater than the median of benchmark institutions expenses (see Standard VI; Table 5 and Figure 4). The impact of these services should be assessed regularly to ensure sustained improvements in student outcomes.

In May 2025, SUNY announced the SUNY Reconnect program, which provides free community college for students aged 25-55 enrolled in specific degree programs leading to high-wage, high-demand jobs. SUNY Reconnect has greatly impacted student demographics at the College as well as increasing the demand for services and support for adult learners. For example, in Fall 2024, 40% core College students were 25 years old or older. This population has increased to over 44% in the Fall of 2025. In response to analysis of regional demographics highlighting the declining population of traditionally aged students, the College secured a grant in 2023 to hire an admissions professional dedicated to recruiting adult learners. As a result, the College was well-positioned to benefit from SUNY Reconnect, as it could quickly leverage the relationships that the admissions counselor had already built in the community. In response to growth in adult enrollment and to provide targeted support to those students, the College launched an Adult Learner and Reconnect Center in Spring 2026, staffed by a director, admissions counselor, and student success advisor.

The diversity of faculty and staff, while comparable to peers as based on IPEDS multi-year trends, does not fully reflect the diversity of the student body; for example, while 12% of students are Hispanic, only 2% of the instructional staff are Hispanic (6.51). Recruitment efforts with attention to diversity are discussed in Standard II, and the College has received some SUNY support for hiring through the PRODiG+ (Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth) initiative. A four-year analysis of degree seeking student demographic data indicates alignment between the College and its sponsoring counties. Comparison of race ethnicity demographic data from IPEDS (6.52) and local county demographics in the populations and student representation at the College (see Table 2), illustrating that the College is meeting its Mission in terms of providing equitable access to students. In AY 2023–2024, 54% of degree-seeking TC3 students were awarded Pell (IPEDS snapshot) compared to 51% of students at benchmark community colleges in NYS. Both counties served by TC3 contain a high number of households with income constraints (6.53)(p.4). As previously mentioned, the College is focused on improving the outcomes for this sub-population. Gender distribution of degree-seeking students has not significantly changed over the last four years (38% men to 62% women) and is comparable to peers; in terms

of race and ethnicity, the student distribution is also similar to that of benchmark colleges (6.54). Together, these data demonstrate that the College lives by its Mission to provide equitable educational access for economic growth and brighter futures for all members of the community and has opportunities for improvement of outcomes for sub-populations such as Pell recipients (as discussed in Standard I).

Table 2. Percent of all degree-seeking students enrolled by race ethnicity snapshot relative to county distribution of race/ethnicity: Fall 2024. (Source: IPEDS Fall Survey and Census.gov Data)								
	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian / Pacific Islander	White	Two or More Races	Unknown or US Non-resident
Enrollment by race/ethnicity	0.3%	2.5%	8.6%	12.2%	0.2%	61.1%	5.7%	9.4%
E.g. Tompkins County Demographics	0.6%	*10.5% mostly <18yr	5.2%	7.4%	0.1%	78.2%	5.4%	

*(Cornell, Ithaca College students included)

Integrated planning for long-term budgeting and financial sustainability (Criterion 5)

The College aligns budgeting and long-term financial planning with its MVV, Strategic Plan, and unit planning. The annual budgeting process (6.55) is inclusive and participatory, incorporating input from (and providing guidance for budgeting to) departments and governance bodies (6.56)(6.21). The President presents a balanced budget to the BOT annually, and the VP of Finance provides the Board with monthly financial reports (6.58). The VP of Finance also provides periodic updates about the budget to the College Senate (6.59).

The Budget and Finance Office conducts revenue analysis for budget preparation. The four main components of the revenue are NYS contributions, local appropriations (sponsor county contributions and county chargebacks from students outside of the sponsor counties), student revenue, and government grants and contracts (Table 3). The VP of Finance projects revenues annually as part of the budgeting process. Since 2019, state revenues from SUNY contributions have remained flat because of a funding floor that freezes state contributions at 2019 FTE levels. Restricted SUNY grants have led to some increases in government grants and contracts. These restricted funds can only be used as defined by the state.

County chargebacks have grown with the growth of concurrent enrollment outside sponsor counties. The College President and the VP of Finance successfully appealed to the two sponsor counties for a 5% increase in county contributions in 2026 (6.60). Despite this increase, the College remains towards the bottom of the SUNY community colleges for sponsor county contributions. Given these constraints, student revenue forms a significant part of overall revenue. An opportunity to diversify revenue sources exists, and the College plans to secure additional grant funding and develop partnerships for shared services.

Table 3. Percent distribution of core revenues by source (GASB) in fiscal year 2023-24.	
Source	Percent of Total Revenue
Tuition and fees	24%
State appropriations	24%
Local appropriations	27% (Sponsor Contributions + Chargeback Revenues)
Government grants and contracts	20%
Other core revenues	4%

Enrollment at the College is divided into “core” and “concurrent” (CollegeNow). Student revenue projections are carried out by the VP of Finance in collaboration with the VP of Enrollment Management and Student Affairs and the VP of Institutional Effectiveness. Projection models are based on demographic factors, historical yields from sub-populations, detailed cohort retention analysis, and qualitative scanning of internal and external constraints (6.43), as illustrated in the most recent SEP. Targets and performance are closely monitored throughout the year using daily monitoring reports (6.61)(6.65). The campus community, BOT, and SEP Council are provided regular updates by the College President and VP of Enrollment Management and Student Affairs, while also having access to Power BI enrollment dashboards.

The College has prioritized strategic enrollment planning in the aftermath of the pandemic, as it has faced core enrollment decline related to both COVID-19 impacts and the declining population of traditional aged students in the region. Although concurrent enrollment has remained steady post-pandemic, that enrollment constitutes a smaller portion of the College’s revenue. As discussed above, the current SEP was developed to address this new demographic landscape and relied on high internal stakeholder engagement and the extensive analysis of data regarding internal and external enrollment factors, such as demographic changes and changing competitive landscape. This SEP, approved November 2024 and updated August 2025 (6.43), aligns with the MVV and includes trend analysis and enrollment projections. The SEP Council regularly facilitates data summits to align strategic projects at the College with enrollment and retention goals. The VP of Enrollment Management and Student Affairs provides the College with regular tracking reports (6.16), further supporting data-driven decision-making. These efforts have collectively resulted in a stabilization of enrollment trends, and the College is making incremental progress towards the goal of reaching pre-pandemic core enrollment levels (Figure 2). As discussed above, much of that enrollment stabilization and anticipated growth is due to the increasing number of incoming students aged 25 and older enrolling as a result of the College’s targeted adult student recruitment efforts and SUNY Reconnect. During this same period, total student enrollment has stayed relatively stable.

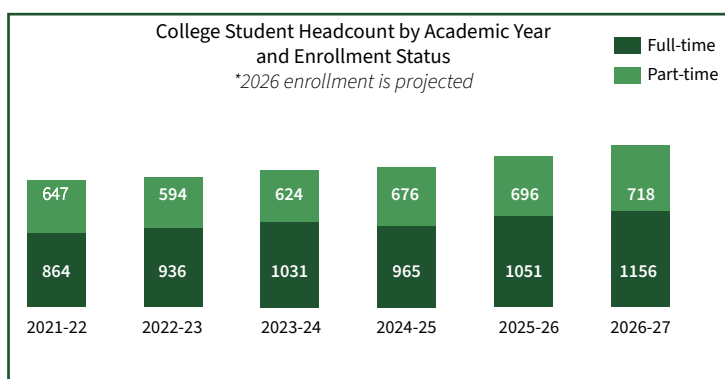


Figure 2. Enrollment trends for core students with Fall 26 projection (Source: Internal College Data; Power Bi SEP dashboard)

The College’s two main expenses are staffing and contractual expenses of each department. Departmental budget requests for contractual expenses from AY 2024-25 clearly tie departmental planning to the Strategic Plan, equity and inclusion initiatives, academic priorities, and technology needs. For example, Student Activities budget allocations are tied directly to 2019-24 Strategic Plan Theme One (6.63).

In AY 2025-26, the College integrated the planning and budget process into Watermark, which is used as a system-wide clearinghouse for departmental budget submissions, departmental goal-setting, and annual division assessment. The Athletics and Recreation contractual budget request is provided as an example (6.66)

Once expenses and revenues are projected, a preliminary budget is presented to shared governance groups, followed by divisional revisions and the drafting of a final budget. Once the final budget is drafted, the President reviews it before the BOT reviews the draft in April and gives final approval in the summer. This budget process happens on an established, annual calendar.

Intentional long-term fiscal stewardship, including growing the fund balance, has focused on strengthening mission-aligned functions of the College while reducing the College footprint in resource-intensive ancillary functions. For example, as enrollment declined in extension centers, the College took them offline, and they are being repurposed or sold. Similarly, a high-cost culinary facility, an Other Instructional Site (OIS) for the low enrollment Culinary Arts AAS program enrollment, was recently closed (6.68). As outlined in Standard III, several other low-enrollments programs have been discontinued to sustainably allocate limited resources.

The Facilities Master Plan (FMP) (6.30) represents an important step in the College’s long-term financial and infrastructure planning. Having an FMP allows the College to secure matching funds for SUNY capital projects and to develop facilities that support the College’s institutional plans. For example, Strategic Goal 4.2.3 identifies the need for a Career Center, a project that requires capital funds. The College obtained seed funding for this project from NYS based on the FMP.

College financial planning documents, including the Business Plan initiated in 2021 (6.69), show multi-year budget planning and SUNY capital updates. More recently, the Budget and Finance Office experienced personnel changes (both new employees and turnovers in the Chief Financial Officer position) that made multi-year financial planning challenging. The College is implementing recommendations from a recent external consultant analysis that will strengthen multi-year planning. The College’s overall approach to multi-year fiscal stability is outlined by the President (6.71).

Sustainable use of fiscal, technical, human, and physical resources (Criterion 6)

The College maintains adequate fiscal, human, physical, and technical resources to support operations and effective program delivery. IPEDS data comparing the College to peer institutions indicates that the College has significantly more FTE staff across a few different categories (Figure 3). The primary reasons instructional FTEs are above those of peers is relatively low class caps and the fact that certain low-enrolled programs have only recently been discontinued. Instructional costs are expected to decline and come into line with peers based on these discontinuations and reduction of low-enrolled sections. Better alignment with peers can be seen in the other management categories.

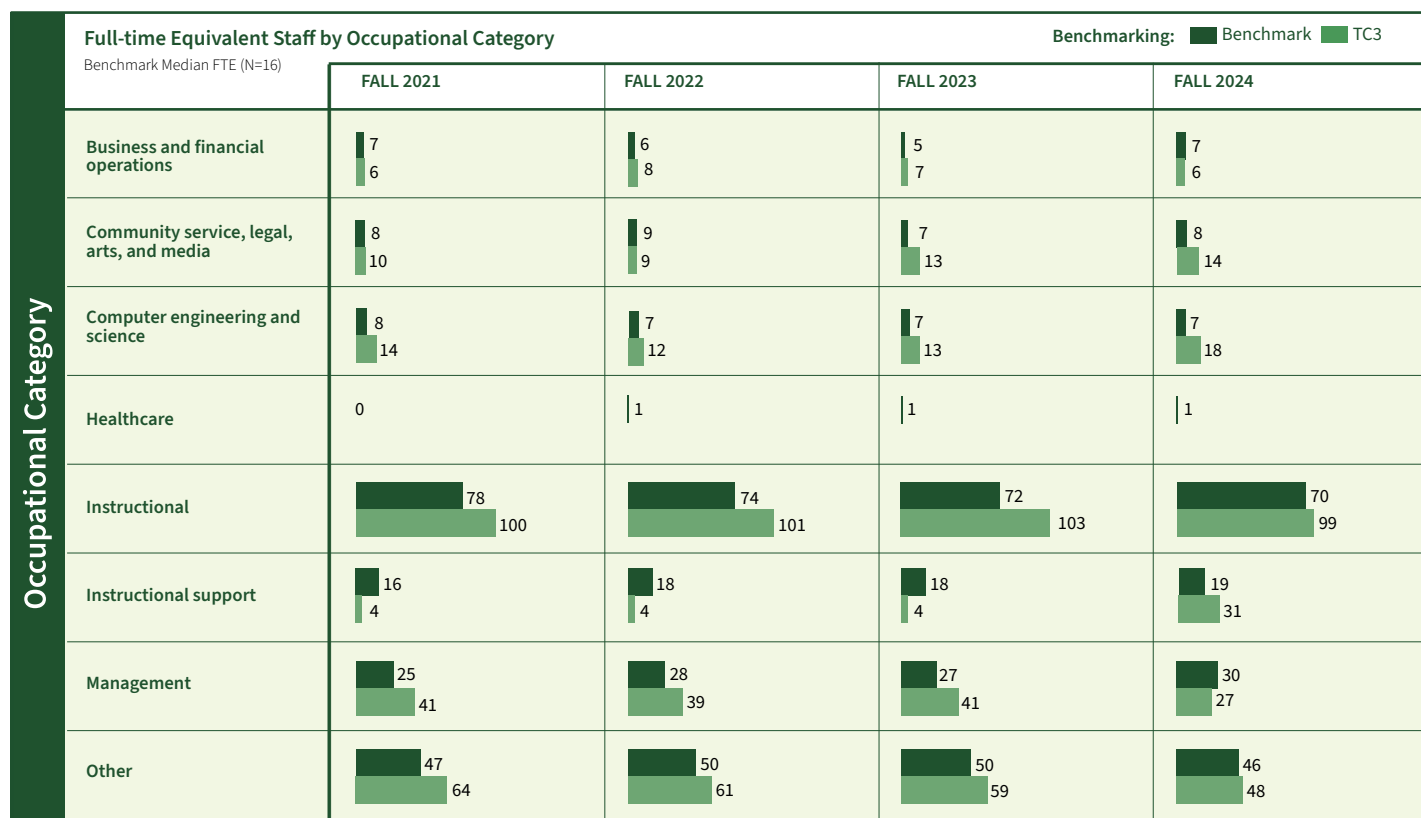


Figure 3. FTE staff by occupational category (Source: IPEDS comparative report)

The College’s expenditures by category have remained relatively stable over the past four years: Instructional expenses have consistently been the highest, followed by academic support, institutional support, and student support categories (Table 4). Funds spent on instruction have decreased approximately 6% as a percentage of total expenditures since 2021-22, reflecting a focus on optimization of the academic portfolio and a reduction in number of course sections with low enrollment. The percentage of funds allocated to student support has increased approximately 3% since 2022, reflecting an increased focus on non-academic support for the College’s diverse student population. Compared to other small SUNY and CUNY community colleges, the College spends a higher percentage on instruction, student services, and academic support, and less on institutional support (Figure 4).

Table 4. Expense by IPEDS category.				
Category	2020-2021	2021-2022	2022-2023	2023-2024
Academic support	17%	17%	18%	18%
Institutional support	15%	13%	15%	15%
Instruction	33%	35%	31%	29%
Other expenses deductions	16%	11%	8%	5%
Public service	1%	1%	0%	0%
Research	0%	0%	0%	0%
Scholarships and fellowships	9%	14%	17%	19%
Student services	9%	9%	10%	13%

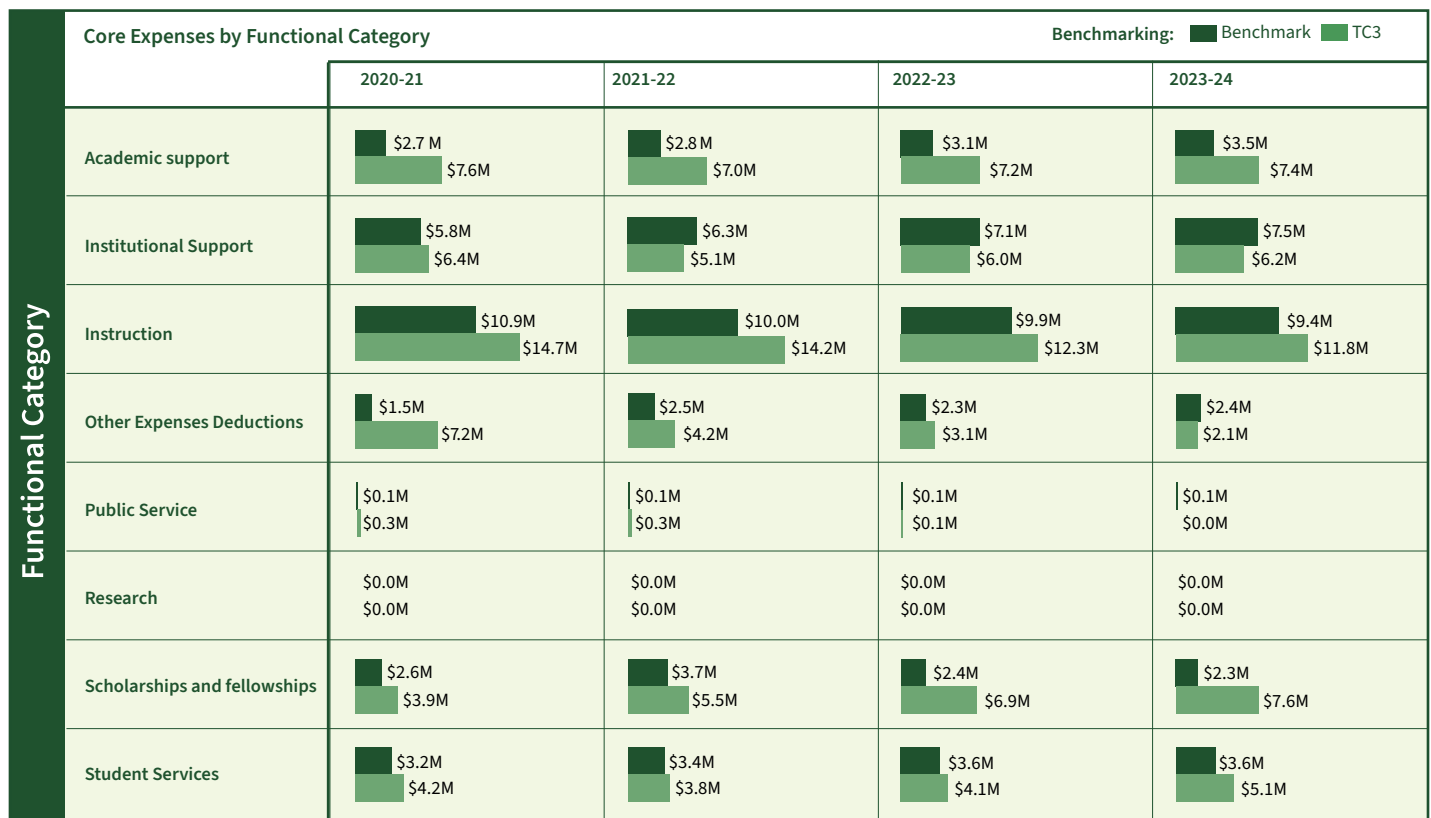


Figure 4: Core expenses by functional category compared to peers. Peer group is 16 two-year public colleges with enrollment sizes similar to TC3's. (Source: IPEDS financial survey)

The College has a large population of concurrent enrollment students, supported by the successful CollegeNow program. Relative to core students, the College has fewer expenditures related to CollegeNow students, since instructional costs are borne by school districts. As a result, enrollment expenditures appear low in IPEDS reporting per FTE because all students (concurrent enrollment and core) are included. When expenses are examined based on core enrollment only, the College's per student expenditure is equal to or higher than those of peer institutions, and therefore the expenditure by category per FTE (Table 5) has limited value for understanding costs by category. Percent of total costs more accurately reflect the College's allocation of resources relative to peers. Both MSCHE's substantive change approval for high school Additional Locations and CollegeNow's continuous accreditation through NACEP affirm that the College directs sufficient resources to support a quality concurrent enrollment program (6.73).

Table 5. FY 2024 comparison of expenditures by category per FTE with peer institutions.

Category	Tompkins Cortland	Peer Institutions
Instruction	\$4,333	\$8,062
Academic Support	\$2,732	\$1,910
Institutional Support	\$2,283	\$4,619
Student Services	\$1,887	\$2,138
Other Core Expenses	\$3,595	\$3,828

The College has a strong history of leveraging grant funding to invest in technological infrastructure. As part of a NYS grant to facilitate STEM program development, new classrooms and laboratory spaces were built and outfitted with technology designed to support degree programs aligned with area workforce needs (6.74). Internet infrastructure within residence halls was improved in alignment with needs identified from student surveys (6.75). These improved systems, changes in cybersecurity protections, and the addition of a Virtual Chief Information Security Officer (vCISO) ensure the College’s compliance with regulatory information security requirements (6.76)(6.77).

Recent strategic decisions, including closing the College’s culinary center in December 2024 (6.78) and selling the Cortland extension center (6.79), reflect overall efforts to align resources with student needs and institutional capacity. These actions support the College’s effort to rightsize. For example, fiscal commitments for renting extension centers have been reduced significantly as seen on page 50 of the single audit this represents significant savings (6.80). An analysis of shifting demographics and related enrollment declines in the two extension centers (6.81)(6.82) led the College to close the named centers and redirect resources to virtual instruction, helping to grow online enrollment and invest in online course quality. Another more recent example of this strategic application follows.

CLOSING THE LOOP

Table 6. Realigning the Faculty Student Association (FSA) budget using a data-informed approach.

Reviewing functions to examine fiscal stability and alignment with student needs in the FSA: The VP of Enrollment and Student Affairs undertook a systematic review of budget, fee structure and operations of the FSA—an independent, College-affiliated nonprofit auxiliary services organization funded primarily by student fees that reinvests resources to support student services, campus programs, and institutional priorities—in 2025.

Creating a clear framework for greater fiscal stability: To create a clear, student-centered framework addressing these challenges, Student Fee Guidelines were unanimously approved using an inclusive approach (reviewed and approved by the FSA board). The guiding principles and allowable uses require the FSA to focus on broad student participation using an outcomes-based approach.

Short-term fiscal stability and setting the roadmap for the future: The FSA passed a balanced budget after reorganization of some key areas and reassignment of staff FTEs to other areas of the College. For example, Recreation and Fitness Center operations transitioned to Student Activities to better align with student utilization and engagement trends. The resulting Department of Recreation, Fitness, Aquatics, and Athletics balances rigorous operational data with qualitative field-based outreach to maximize student wellness and co-curricular integration. The structure of this new budget lays the roadmap for future organizational sustainability.

Key Review Findings

Student Fee Increases: Fees were high compared to other SUNY community colleges; no further increase possible.

Allocation Disparity: A majority of revenue supported athletics; only 14% was allocated toward direct student engagement.

Changing Engagement Needs: The population of adult and online students with different engagement needs was growing; the number of enrolled students age 25 and up increased 5% from Fall 2024 to Fall 2025.

Recurring structural deficit: College funds were helping offset an approximately \$559K–\$588K structural deficit. Managing financial resources to ensure fiscal stability (Criterion 7)

Managing resources to ensure fiscal stability (Criterion 7):

The College demonstrates a structured, evolving approach to managing financial resources and ensuring long-term stability in support of its Mission. The funding base of the College has four main sources: Per the 2024-25 SUNY Revenue Analysis, the College receives 28.3% of revenue from NYS sponsorship, which constitutes an important related entity for a SUNY community college (Figure 5). As TC3 is governed by a BOT derived from two sponsor counties, the College receives sponsor county contributions as part of its overall revenue. The “local share” consists of county chargeback revenue based on students residing outside of the sponsor counties (16.5%), local sponsor county revenue (14.1%), and out-of-state portions of tuition (2.1%). The College is increasingly reliant on student tuition revenue, making strengthening enrollment and increasing retention while maintaining the cost structure keys to strengthening revenue.

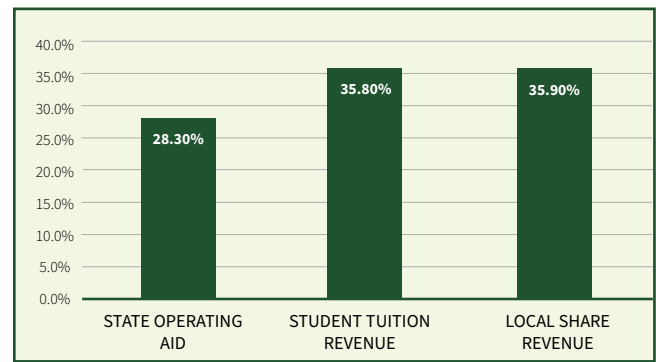


Figure 5: Analysis of revenue sources (%) in 2024-25
(Source: 2024-25 SUNY Revenue Analysis)

The College Foundation provides support to the institution through scholarships and limited restricted funding (6.83). In addition, the FSA helps fund activities for students and robust support services, including those related to health and wellness, athletics, and childcare. These services, supported by grants and student life fees, increase the College’s attractiveness to potential students, thus supporting enrollment and retention. See Criterion 4 and Standard IV for more detail.

Trends of key AIU and IPEDS financial indicators show that the College’s efforts towards fiscal stability are having a beneficial impact. For example, the Composite Financial Index (CFI) improved from -7.89 in 2022 to -2.08 in 2024 (6.84), representing a positive shift in financial status though remaining below the benchmark of 1 outlined by MSCHE in 2025 (Table 7). Being part of the NY State Retirement System causes some systemic anomalies in this calculation for SUNY community colleges. Errors in reporting in IPEDS finance caused CFI to be incorrectly recorded as -50.0 in the AIU dashboard for fiscal 2023. These errors have been corrected with IPEDS finance (Table 7). The College’s CFI is comparable to similarly sized SUNY community colleges: The 2024 CFI for Cayuga Community College was lower at -10.18, while the CFIs for Columbia-Greene (-0.98) and Corning (-1.45) were higher based on the AIU data available. The College does not have any debt (though as a County entity, some County debt is noted below), so the capitalization ratio is not calculated.

Table 7. Financial indicators. (Source: AIU and IPEDS)				
Criteria	IPEDS 2022-23 (Fiscal 2021)	IPEDS 2023-24 (Fiscal 2022)	IPEDS 2024-25 (Fiscal 2023) IPEDS Data Revised	IPEDS 2025-26 (Fiscal 2024)
Primary reserve ratio (expendable net assets/ total expenses)	-1.18	-1.22	-1.16	-1.10
Net Operating Revenue Ratio (net operating income / total operating revenue)	0.11	-0.02	-0.02	0.33
Return on Net Assets Ratio (change in net assets / total net assets)	-0.29	0.05	0.03	-0.22
Composite Financial Index (-4 to 10)	-7.89	-4.54	-4.52	-2.08

The College's focus on improving its financial strength is apparent in the emphasis on the primary reserve ratio within current Institutional Effectiveness Indicators (6.85). The College's short-term ability to withstand financial stress has improved in recent years as the fund balance has stabilized. However, NYS retirement liabilities remain a part of the expense reporting for the College (based on GASB 68 and 75). As a result, financial indicators do not fully reflect this improvement (Table 7). The College's Net Operating Revenue Ratio has remained stable, suggesting progress in operational efficiency.

In November 2025, the College President provided a response to MSCHE concerns about the low CFI, detailing the College's commitment to strengthening financial resources, increasing enrollment, and improving the fund balance (6.71). The letter also articulated measures taken to support ongoing financial stability include modest (2%) tuition increases in AY 2025-2026; targeted high-impact practices to improve retention (11% improvement over several years in FTFT retention); and the designation of specific fund balances to support capital improvements, completion of deferred maintenance, and other institutional needs. Controlling expenses is a key component of the strategy. As outlined in the President's response, controlling expenses has proven challenging in the face of healthcare costs and inflationary pressures. (See Standard VI Criterion 5 for examples.)

Another component of the strategy to strengthen the College's position is to reduce financial obligations to its related entities as outlined above in Table 6: Closing the Loop and the reduced footprint of the extension centers. Grants represent an opportunity for revenue diversification in a period when state operating increases appear increasingly unlikely and resources have been devoted to this endeavor through the creation and hiring of a Director for Grants and Compliance.

The College employs various tuition discount strategies to enhance affordability and access, including scholarships for concurrent enrollment (6.91), faculty/staff waivers (6.92)(6.93)(6.94)(6.95), housing incentives (6.96)(6.97), and international program discounts.

Record of responsible fiscal management (Criterion 8)

The College maintains a consistent record of responsible fiscal management through annual independent audits and inclusive budget development. These practices assure compliance and reinforce institutional strategic priorities, including transparency and accountability.

Audited financial statements for the past four fiscal years, including those of the Foundation and FSA, confirm the College's financial viability and effective internal controls (6.99)(6.100)(6.101). Financial audits from the past four years have consistently resulted in unqualified opinions, indicating that the College presents financial statements fairly and accurately in all material respects, adheres to relevant accounting standards, and are free from significant errors or misrepresentations. However, in AYs 2022-23 and 2023-24, the College received audit findings indicating needed improvement in information security. In response, the institution promptly implemented corrective action plans (6.102) which were approved by the BOT (6.103), including significant improvements to cybersecurity, better data storage and retention practices, and mandatory cybersecurity training for all employees. This finding was resolved in AY 2023-24. In response to an audit finding related to ledger management, the Finance division's corrective action plan addresses necessary improvements to the Finance staffing model, internal controls, and use of technology for efficiency.

Clear, inclusive structures and processes for institutional effectiveness (Criterion 9)

The College maintains a well-documented organizational structure (6.1). These charts clarify roles, titles, reporting lines, and bargaining unit affiliations. Reorganization in 2024-25 improved efficiency and communication across departments. For example, Student Affairs was combined with Enrollment Management, a decision designed to improve retention and recruitment efforts by increasing collaboration within an integrated division (6.37). The College's six division leads are each responsible for stewardship of their budgets in collaboration with the President, and department leads, such as Deans and Directors, are responsible for departmental planning and budgeting in collaboration with their division leads.

The College promotes transparency in decision-making through meeting records available through the committees and councils webpage. Faculty meeting minutes reflect structured review processes, including curriculum discussions (6.107) and policy votes (6.108). Student Affairs agendas document accountability in key areas, including retention strategies (6.109), budget planning assessment structures (6.110), and CAS assessment (6.111). BOT agendas and minutes confirm the Board's active role in budget development and oversight (6.112)(6.113).

These practices reflect a strengthened shared governance culture at the College. The College Senate and relevant College councils review institutional plans and policies to ensure alignment to the MVV. As outlined in the College's Institutional Planning and Assessment Ecosystem (IPAE), each budget manager develops department goals and a budget that allocates resources in alignment with relevant institutional plan goals. These budgets and annual plans are reviewed by the Division VPs, Finance, and IEC. All budgets and plans are stored in Watermark, which documents clear lines of responsibility, priority goals for each department mapped to division and strategic goals, and metrics and outcomes, strengthening accountability by improving transparency and the ability to track goals (6.18).

An analysis of institutional support costs shows that the College has dedicated fewer resources to institutional support than peer institutions (Figure 4). Recently, institutional support has been bolstered by the establishment of the Institutional Effectiveness Division, greater support for human resource functions, and modernization of systems that form the backbone of institutional effectiveness, including Paycor (HR and payroll), Slate (Customer Relations Management), Coursedog (curriculum and catalog management), and Watermark (planning and assessment).

Infrastructure planning linked to strategic and financial planning (Criterion 10)

The College actively plans facilities, infrastructure, and technology to align with sustainability goals, deferred maintenance needs (6.115), and financial priorities. It maintains 84 instructional spaces (54 classrooms and 30 labs) totaling 75,700 square feet. Instructional space utilization is tracked within Power BI to support efficient management (6.114)(6.115). The Baker Center for Learning offers flexible spaces for study, presentations, and collaboration. The 2025 FMP prioritizes modern spaces that align with educational priorities (6.116), while also reimagining administrative and instructional areas to enhance collaboration (6.117).

The College also has initiated several recent projects to improve teaching and learning and student support spaces. For example, the College recently established the aforementioned Panther Welcome Center as a one-stop, centralized location for admissions, advising, financial aid, and bursar services. The College also has created centralized locations for Opportunity Programs, such as ASAP and EOP, and established a Adult Learner Support Office. One of the College's next plans outlined in the FMP and supported by data analysis as part of the Strategic Planning process is the development of a campus career center to enhance post-graduation student employment outcomes. This mission-aligned, multi-year project already has received initial seed funding from NYS.

The 2025–27 Technology Master Plan (6.118) targets four priorities: replacing aging systems (e.g., Ellucian PowerCampus), strengthening cybersecurity, aligning contracts with campus needs, and supporting leadership succession and training. This plan aligns with Strategic Plan Goal 2.1, which is focused on modernizing software, streamlining processes, improving efficiency of campus staff through appropriate technological tools and professional development.

Facilities condition analyses inform capital requests and long-term facilities planning, and Capital Project Reports support transparency and planning (6.119)(6.120)(6.121). The College has identified 10 deferred maintenance projects totaling approximately \$500,000 (6.122). The current FMP positions the College for a 50% SUNY match in funding for capital projects. The College's portion of funding typically comes from grants, donations, and county sponsor funds. Before the new FMP was enacted, the College had relied heavily on grants and donations to improve and expand facilities. For example, in 2023-2024, a \$3.1 million grant enabled the comprehensive remodeling and expansion of STEM lab space to both support existing science courses and springboard new engineering and engineering technology pathways (6.123)(6.74).

The College maintains adequate liability and property insurance through Bailey Insurance (6.124). Rental and lease agreements exist between the College and TC3 Foundation for multiple properties, including the Ithaca Extension Center (6.125), TC3 Farm (6.126)(6.127), and Bahar Drive land (6.128). The College leases space to P-TECH, a public high school collaborating with the College to provide early college pathways (6.129).

As necessary, the College has outsourced select IT services to improve cybersecurity, including network infrastructure support, cloud hosting, and virtual CISO services. For example, the SUNY Information Technology Center provided CIO leadership to optimize expertise and financial resources (6.130)(6.131)(6.132)(6.77)(6.76) until a permanent director was hired. Leveraging outsourced IT services is appropriate for an institution of TC3's size, as it increases capacity and quality within budget constraints.

Compliance with program responsibilities under Title IV (Criterion 11)

The College is fully compliant with Title IV program responsibilities and demonstrates transparency through annual audits. The most recent Statement of Accreditation Status was affirmed in 2018 (6.133). The March 2021 Eligibility and Certification Approval Report confirms full certification status (6.134), and the Program Participation Agreement is valid through December 2026 (6.135). The College is not subject to heightened cash monitoring, has not undergone a Program Review since the last accreditation cycle, and has maintained uninterrupted Title IV eligibility. As a public institution, the College is not required to calculate a Financial Responsibility Composite Score. Since 2020, the three-year cohort default rate has been 0%, though this is expected to change due to changes in federal loan repayment policies (6.136). The College completes an annual Single Audit, which includes Title IV compliance reporting under the Schedule of Expenditures of Federal Awards (6.101). These audits support the College's priority of securing adequate resources to provide high-quality education.

Efficient resource utilization to support mission and goals (Criterion 12)

The College uses data-informed strategies to assess and allocate resources aligned with its Mission and strategic goals through documented unit-level processes. In terms of human resource allocation, division heads and department/unit level budget managers collaborate to identify personnel needs, and these requests are aligned with the budget and planning cycle. One example of efficient resource planning at the division level can be seen in data-informed schedule management. From 2019 to 2024, a 22% drop in core student enrollment led Academic Affairs to schedule 21% fewer sections (from 623 to 491) without harming the ability of students to enroll in needed classes. Such data-informed schedule management is possible due to the College's investment in data analysis skills and Power BI software. The impact of this resource planning and implementation can be seen in the corresponding decline of instructional wages and expenses (Figure 6). Further refinements to schedule management remain focused on ensuring efficient consideration of resources while balancing curricular concerns.

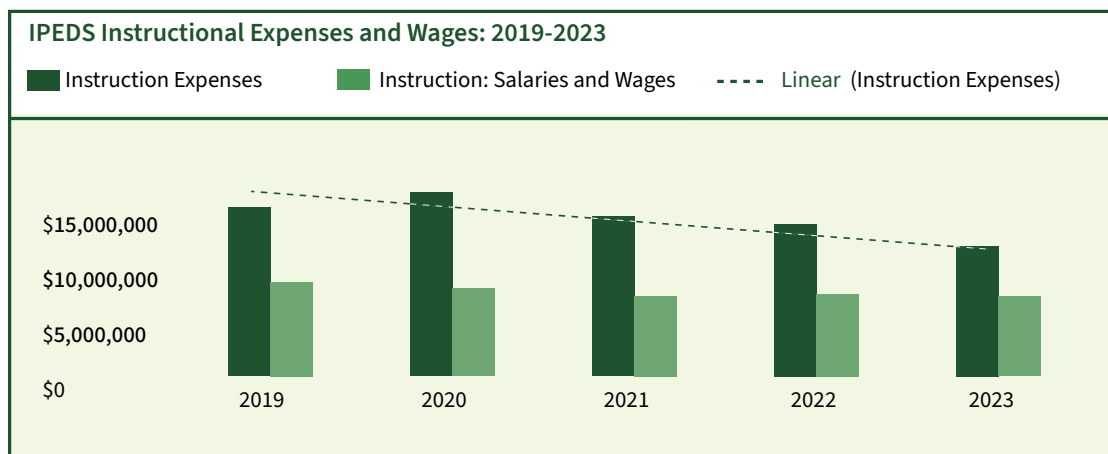


Figure 6. Instructional expenses and wages from 2019-2023 (Source: IPEDS).

In the last four years, several institutional level assessments have guided major resource decisions at the College. As an example, student focus groups and the strategic enrollment planning processes indicated a clear gap in student engagement in the enrollment pipeline. To address this gap, the College hired two FTE to implement Slate. These positions and software investments have become cornerstones of the College's enrollment management strategy and are strongly correlated with recent improvements in enrollment and retention. More broadly, the College has invested deliberately in technical skills within key offices to modernize the digital infrastructure. This increase in resources can be seen in the IPEDS human resources data that shows an increase in the relevant categories (Computer, Engineering, and Science from 14 to 18) (Figure 3).

In cases where operational dollars have been limited, the College has utilized grant funding to hire key personnel or improve infrastructure. For example, rental of facilities to P-TECH has been used to generate revenue for improvements to classroom furniture. Grant monies have been used to hire faculty members in several high-demand areas, such as construction and electrical technology, as well as a visiting nanotechnology faculty member to support program development aligned with a regional labor market need.

The College's approach to applied learning also demonstrates this assessment-oriented approach. Responding to feedback from students and employers, the College deployed resources (6.137) to support career development through Handshake, a job placement platform, expansion of applied learning and employer relations, and increased workforce development staffing to provide workshops, job fairs (6.138), online Brightspace modules, Career Champion training (6.139), and employment-focused programming (6.140). When the College significantly increased adult student enrollment in 2025-26, campus stakeholder feedback revealed the need for an Adult Learner and Reconnect Center. Students' use of the new Center will be examined regularly to determine ongoing resource and staffing needs.

The recently implemented Institutional Planning and Assessment Ecosystem (IPAE) outlines a comprehensive, cyclical process for planning, budgeting, and assessment. One of the goals of the IPAE is to deepen the College's assessment culture so that it can be more effective at carrying out systematic and sustained resource planning at the department level. Prior to the College's introduction of this integrated system, department plans demonstrated aligned annual goals to the College's Strategic Plan and Diversity (EDJI) Plan, but these department goals were not well integrated with planning at all levels, such as APP and SEP. Use of Watermark system will improve assessment integration into annual planning at all levels. Supporting this process, budget managers have written assessable department goals for 2025-2026 (6.18). The Office of Institutional Effectiveness and the Institutional Effectiveness Council support this work by providing feedback to help improve the quality of assessment, and to provide support to enhance institutional data literacy.

The approach to planning, budgeting, and resource allocation has been sustained, systematic, and appropriately resourced to support College functions. The 2021-22 Business Plan describes resource planning and utilization (6.17), while Foundation reports outline investments in scholarships, professional development, and asset management (6.141). BOT minutes include monthly VP of Finance budget reports demonstrating resource distribution oversight (6.142). Facilities and academic planning incorporate stakeholder feedback to improve space utilization (6.143).

Planning, resource allocation, and assessment processes are embedded in shared governance. The College Senate facilitates cross-unit dialogue on resource planning and assessment (6.144), and Campus Climate Surveys, conducted by DEAC and the Dean of Organizational Development and Institutional Effectiveness, assess student and staff experiences to inform institutional improvements (6.49)(6.50). BOT minutes, including those of the Board's Budget and Finance Committee (6.145), reflect ongoing financial decision evaluation. The annual budget process remains data-driven and strategic. The APP (6.14) uses course and program enrollment data to guide academic planning and resource allocation.

Assessment of planning and budgeting to inform resource use (Criterion 13)

The College conducts an institutional renewal cycle every three to five years, engaging diverse campus stakeholders to review the MVV and to develop an updated Strategic Plan that informs division and department plans. This process occurred in 2019 and AY 2024-25, with the most recent cycle producing substantial changes to the College's structure and assessment approach that emphasized measurable objectives (6.146)(6.147).

The 2024-25 holistic assessment gathered stakeholder feedback through quantitative (Campus Climate Survey) and qualitative (World Café) methods. Following this data gathering, the College adopted a new MVV (6.38), a Strategic Plan with assessable strategic directions, and renewed institutional plans mapping to the Strategic Plan (including SEP, APP, FMP, Technology Master Plan). In 2024, the College established the Institutional Effectiveness Division with an associated shared governance Council to oversee assessment of shared priorities and development of unit plans, goals, and measures. This division implements rigorous assessment practices ensuring all departments participate in a standardized annual planning and assessment cycle (IPAE) that includes College Senate and other shared governance structures, as described in Standard VII (6.4).

In AY 2025-26, the College adopted Watermark planning software, enabling seamless integration of planning, budgeting, resource allocation, and assessment at department, division, and institutional levels. While prior budget cycles integrated division and department planning, assessment strategies varied and lacked seamless linkage with resource management. Planning and resource allocation now integrate through the College's unit planning cycle. For example, the APP and SEP each map to Strategic Plan directions and to resources and department goals in Watermark. The 2025 APP identified strategic directions for academic programming based on NYS job outlook and credential requirements, with priorities funded accordingly.

The SEP implementation exemplifies the College’s longitudinal approach to planning, budgeting, and assessment. The 2019 Strategic Plan identified the need for strategic enrollment management (Strategy 4.2) (6.2), leading to the 2020-22 SEP (6.26). The 2021-22 Business plan identified Slate CRM as a tool to improve processes and increase enrollment (6.17); Slate was implemented within admissions in fiscal year 2021-22, enhanced by hiring a Slate Captain in 2023-24 to improve efficiency and fully integrate Slate with PowerCampus in 2024-25 (6.151) in order to expand Slate’s use across the College. Consequently, year-over-year enrollment increased substantially (6.16). This process exemplifies the institutional approach to planning, resource allocation, and assessment supporting institutional goals and Strategic Plan implementation.

BOT minutes document discussions on budgeting, planning, and resource use (6.152). The Board’s Finance and Audit Committee, including Board and College staff representatives, meets six times a year to discuss student fees, capital projects, and fund balance use for shortfalls (6.145). College Senate agendas reflect faculty and staff engagement in planning, assessment, and resource allocation, including policy and program approval (6.153)(6.144).

Consultant and taskforce reports provide planning and assessment insight; past examples include analyses on the student affairs structure (6.37), adult learner needs (6.155), academic portfolio optimization (6.156), and marketing campaigns (6.157). To address the declining residential student population, the College commissioned a feasibility study for alternative uses of underutilized dormitory buildings, such as family housing (6.158). Study results informed the TC3 Foundation’s decision to sell several residence halls.

ALIGNMENT WITH INSTITUTIONAL PRIORITIES

Table 8. Standard VI to institutional priority crosswalk.		
Institutional Priority	Alignment Narrative	Representative Evidence
Advance successful student outcomes to strengthen student mobility	Planning infrastructure ensures that enrollment management, academic programming, and student support decisions are driven by student outcome data. The SEP, developed through an inclusive constituent process, has produced year-over-year enrollment increases and improved retention. The 2025-2028 APP prioritizes program portfolio review tied to career and transfer outcomes, and participation in Achieving the Dream (ATD) and SUNY Academic Momentum reflects a commitment to using disaggregated data to close equity gaps across all student populations.	Strategic Enrollment Plan, Academic Primary Plan, Enrollment Tracking Report
Enhance institutional effectiveness, accountability, and transparency for responsible stewardship of resources	The establishment of the Institutional Effectiveness Division, the Institutional Effectiveness Council, and the Institutional Planning and Assessment Ecosystem create a unified, transparent framework connecting goal setting, assessment, and resource allocation across all divisions. Zero-based budgeting, implemented AY 2025-2026, requires budget managers to explicitly link all requests to strategic priorities. Regular reporting to the BOT, College Senate, and campus community through enrollment tracking reports, BOT finance presentations, and the annual Fall Day meeting ensures institutional performance data is broadly accessible to all stakeholders.	IEC bylaws, IPAE, Strategic Plan/IE indicators and Senate approval, SUNY Academic Momentum Plan, ATD Action Plan, Strategic Enrollment Plan

SUMMARY

The College meets the requirements of this Standard: it demonstrates a sustained, mission-aligned approach to institutional planning and resource allocation that has grown meaningfully in rigor and integration since the 2018 Self-Study. Through the IPAE, the College has moved from fragmented, difficult-to-assess planning documents toward a unified framework in which strategic goals, unit-level planning, assessment, and budgeting are systematically connected across all divisions. This evolution reflects an incremental improvement arc spanning seven years of structural investment, cultural change, and honest self-assessment.

The College's financial practices reflect a sustained commitment to accountability and transparency. Participatory budgeting processes, regular independent audits, and the adoption of zero-based budgeting in 2025–2026 ensure that resource allocation decisions are grounded in institutional priorities and subject to shared governance oversight. Strategic decisions that include rightsizing operations, closing under-utilized facilities, and expanding student support services demonstrate a willingness to make difficult, data-informed choices in service of long-term institutional health.

Assessment is embedded throughout institutional processes, with internal data, stakeholder feedback, and national benchmarking informing continuous improvement. The College's 2025 membership in Achieving the Dream (ATD) represents a significant deepening of this commitment: through ATD's structured framework, the College is strengthening its use of disaggregated student outcome data to identify and close equity gaps, connecting planning and assessment practices directly to the students most in need of support. This work builds on the Guided Pathways foundation established in prior years and extends it with greater analytical rigor and intentionality.

The College acknowledges that important work remains in multi-year budgeting and strengthening assessment cycles within the new ecosystem over the next few years. Continuing to strengthen practices for closing the loop between assessment findings and institutional action does not represent failures of ambition; rather, it is evidence of an honest planning culture committed to realistic improvement.

The College's planning culture is characterized by transparency, inclusivity, and a focus on institutional effectiveness and student success. These values are reflected not only in what the College has built, but in how it has built it: through the participation of faculty, staff, students, and community members in consequential decisions about institutional direction.

Strengths

- Mission-aligned and data-informed planning using the IPAE, with a systematic planning approach across all five divisions
- Optimization of resources, including efforts to rightsize the college and strategic use of technology and outsourcing.
- Improved fund balance over the past four years and a focus on developing balanced budgets through rightsizing the organization.

Areas for Improvement and Action Steps

- While the College ties planning to budgeting, a multi-year budget could support strategic stability, long-term planning alignment, and reduce administrative time spent on annual cycles.

Actions: The VP of Finance will integrate a multi-year budget cycle within the IPAE.

- Data literacy skills (both using assessments and understanding the ways that data-informed decision-making is already resulting in positive change) vary across non-academic departments.

Actions: The Institutional Effectiveness Council will build on existing training to implement regular, progressive staff development that supports non-academic department managers in meaningful assessment, increasing confidence, addressing gaps, and celebrating successes.

Standard VII: Effective Decision Making Structures for Today and Tomorrow



Table 1. Standard VII alignment with institutional priorities and strategic directions.

Category	Alignment
Primary Institutional Priorities Addressed	Create a caring, equitable, and engaged campus community Enhance institutional effectiveness, accountability, and transparency for responsible stewardship of resources
Strategic Directions Aligned	Accountability and Transparency
Focus of the Standard	Inclusive decision-making, clear governance and administrative structure, qualified leader

INTRODUCTION

TC3 has a defined governance structure led by the Board of Trustees and CEO, who is given the title of President. The President is supported by an Administration consisting of an Executive Council of five VPs and the Chief Advancement Officer. The shared governance advisory structure consists of several College Councils, the Student Government Association, and the College Senate, whose charge comes from and who reports directly to the executive branch of the College. Through a diversity of shared governance bodies, the College provides varied opportunities to engage, understand, and inform decision-making to ensure that those decisions align with TC3's student-centered MVV, which supports accountability and transparency.

Since the last Self-Study, the College has clarified shared governance and leadership roles to support the responsible stewardship of resources and strengthened communication channels to the campus community to build a sense of belonging to a caring community through inclusive decision-making. The President has adjusted positions and responsibilities within the administrative structure in response to the needs of the College while also making the organizational structure more transparent to employees (7.1). The BOT engages in periodic self-assessment to improve policies and carry out its vital role in financial oversight.

EVIDENCE AND ANALYSIS

The College demonstrates compliance with all criteria and sub-criteria of Standard VII, as evidenced by the supporting documentation and analysis.

Inclusive decision-making through defined governance structures (Criterion 1)

Ultimate decision-making authority rests with the President, who is appointed by the Board of Trustees (BOT) to serve as CEO. The President is supported by an Executive Council of five VPs and a Chief Advancement Officer, who have responsibility for implementing division and department plans that align with the MVV and Strategic Plan (discussed in Standard VI). At the College, shared governance is important for building a sense of belonging by engaging internal constituencies in the decision-making process in an advisory capacity. This governance model also supports transparency and accountability by providing a structure for discussing the issues facing the College, reviewing the data and metrics used to drive decision-making, and understanding the actions of the College in alignment with the Mission and goals.

Supporting the BOT, President, and Administration (described in Criteria 2, 3, and 4, respectively), there are three avenues through which shared governance occurs at TC3: the College Senate; the Student Government Association; and College Councils, including the Curriculum Committee, the Diversity and Equity Action Council, the Institutional Effectiveness Council, the Strategic Enrollment Planning Council, and the President's Cabinet (7.1). Membership, charge, and meeting information for each shared governance group are available on the College website (<https://www.tompkinscortland.edu/college-info/college-councils-and-committees>) (7.2).

College Senate

The College Senate advises the President and BOT on matters of policy. Unlike other shared governance bodies on campus, the Senate consists of voting representatives from each employee group (Faculty, Administrative Staff, Classified Staff, FSA, and Adjuncts) and the Student Body (7.3). In response to concerns about information sharing between leadership and the campus community, the President requires that each VP or administrator responsible for an institutional plan report to the Senate annually (7.4); in addition, a member of the Executive Council attends as a non-voting liaison designee of the President to provide updates, and the Chair of the Senate holds regular meetings with the President. The Senate Chair presents a monthly report to the BOT. The Senate regularly reviews its bylaws to address needs, such as clarifying the formation and dissolution of committees (7.5) and developing processes to ensure the efficient review of policies.

Student Government Association (SGA)

The SGA “serves as the voice of the student body to create a better campus community for the students, by the students” (7.6). As part of shared governance at the College, the SGA “assist[s] with the selection of student representatives to a variety of campus Councils and committees,” including the Faculty Student Association (FSA), the FSA Finance Committee, the Food Advisory Committee, the Student Activities Office, the College Senate, SEP Council, and DEAC, ensuring that the student voice is represented in decision-making. When a self-assessment showed that some student seats on the College Senate and Councils went unfilled, the SGA adjusted its structure to ensure consistent student representation by creating SGA positions to fill these roles. SGA officers meet with the College President monthly, and the SGA works with the Office of the President and the Student Activities Office to elect the voting student member of the BOT who also serves as an ex-officio member of the SGA. In addition, the SGA is the primary forum used by administrators, faculty, and committees to inform the student body about, and discuss, campus issues, including the Middle States Self-Study (7.7), the Campus Security Committee, and potential changes to tutoring services. Importantly, these forums provide student input into decisions; for example, when re-designing the College brand, the Director of Strategic Marketing worked closely with the SGA for a student perspective.

College Councils

Curriculum Committee

The Curriculum Committee is charged “with the consideration of all proposals for additions or changes to the curriculum of the College[,]. . . [the] responsib[ility] for ensuring that all curriculum follow the requirements for the College, the State University of New York (SUNY), the New York State Education Department (NYSED), and the College’s accrediting body, the Middle States Commission on Higher Education (MSCHE), and other relevant accrediting bodies based on current program offerings[, and]. . . [the support of] faculty with curriculum development and revisions and in guiding the direction of the College’s academic offerings” (7.8). The Curriculum Committee, whose members include full-time faculty from each academic community as well as non-teaching faculty (e.g., a librarian), collaborates with the Academic Assessment Committee on the development of Student and Program Learning Outcomes. Prior to Spring

2025, the Registrar served as the Committee Chair; while non-voting, the Chair controlled the agenda. During a review of its bylaws, faculty on the Committee, in consultation with the Provost, concluded that such a structure was not sufficiently aligned with the expectation that primary responsibility for the curriculum resides with the institution's faculty. Therefore, the Curriculum Committee amended its bylaws to require that the Chair be a full-time faculty member voted into the position (7.9).

Diversity Equity Action Council (DEAC)

The DEAC serves the purpose of “support[ing] the College President and Board of Trustees in efforts to reduce barriers to success among the College’s population... [by] collect[ing], analyz[ing], and disseminat[ing] data related to diversity and equity issues at the College, identify[ing] goals for improving the campus climate, develop[ing] and conduct[ing] professional development related to diversity and equity, and disseminat[ing] [its] data-driven approach to inclusion and social justice via strategic marketing initiatives.” DEAC is responsible for developing (and monitoring KPIs for) the College’s EDJI institutional plan. The President develops DEAC’s annual charges based upon results of the Campus Climate Survey and Strategic Plan. The College’s Chief Diversity Officer, who serves as Chair of DEAC, meets monthly with the President and makes regular reports on behalf of DEAC to the BOT and the College Senate. To accomplish its charge, DEAC includes representation from across the TC3 community, including students.

Institutional Effectiveness Council (IEC)

The IEC “oversee[s] and support[s] the regular, systematic and comprehensive assessment of the College’s operations, academic and non-academic units in fulfilling the College’s Mission and... strive[s] towards academic and operational excellence to help support student success” (7.11). Within the College’s integrated planning framework, the IEC sets appropriate student success metrics based on peer benchmarking, ATD, and the SUNY Academic Momentum plan. Furthermore, the IEC provides training and feedback to department managers regarding the alignment of department goals with the Strategic Plan and alignment of the assessments with the goals. The Council has three subcommittees: a Data Governance Committee focused on the quality and management of student data; an Artificial Intelligence (AI) Taskforce to make recommendations for AI policies; and a Survey Review Committee that reviews all human subject research conducted at or by a member of the College. Members represent leadership in institutional research, academic assessment, and finance; they also include department chairs from academic, enrollment management, and student affairs.

Strategic Enrollment Planning (SEP) Council

The SEP Council serves as the primary advisory body on matters associated with Strategic Enrollment Management and is “charged with developing, implementing, and assessing a comprehensive and integrated strategic enrollment management framework and plan that aligns with the College’s strategic goals, mission, vision, and values” (7.12). The SEP Council, whose members include faculty and administrators from across the College as well as students from SGA, is responsible for investigating and analyzing data, policies, processes, and procedures related to student recruitment, retention, and “the entire student life cycle.” It holds Enrollment Summits for the College community and provides an annual report and recommendations to the President, Executive Council, and BOT.

President’s Cabinet

In August 2022, as a result of a listening tour that showed a need for more communication with mid-level leadership on campus, the President established the President’s Cabinet for the purpose of “further strengthening communication, coordination and collaboration across the College” (7.13). By 2024, the President’s Cabinet had grown to almost 40 members, with managers from every administrative department and academic community providing updates on current activities (7.14). While the group was meant to facilitate information sharing, a survey of members (7.15) revealed a desire for more substantive discussion. Therefore, membership was reduced in number in AY 2025-2026 to allow more focused meetings emphasizing “cross-departmental coordination, joint problem solving, horizontal/vertical communication and professional development informed by a broad range of perspectives” (7.16) while still ensuring representation from each division.

A legally constituted governing body (Criterion 2)

The Board of Trustees is the legally constituted governing body of the College tasked with the fulfillment of the College’s mission and goals, including fiduciary responsibility for the College, and ultimate accountability for academic quality, integrity, planning, and fiscal wellbeing of the College. Article II, Section 1 of the BOT’s bylaws (7.17) clearly states the board’s responsibilities, including but not limited to the appointment and assessment of the College President; the approval of curricula, budgets, tuition and fees; the development and maintenance of long- and short-range institutional planning; and establishing governing and other policies for the College. Board bylaws also define policies related to

other BOT activities and functions, including but not limited to its composition, quorum, rules of order, officers, and committees. These bylaws were reviewed by the College President and a Board member in the spring of 2025, and the BOT reviewed their recommendations and ratified revised bylaws at its July 2025 meeting (7.18). Some changes in the current bylaws (7.17) from the previous bylaws include the addition of provisions regarding video conferencing for BOT members (Article II), the addition of language permitting the Board to appoint “an Acting President, Administrator in Charge or other title appropriate to the role to function as the president” (Article III) rather than simply an “Acting President” (Article III), and cleaning up and simplifying language (Article V). The most substantial change is the addition of Board Roles and Responsibilities. While this includes some of the specific duties and responsibilities established in individual bylaws, this section at the end of the document is adapted from Smith and Rutledge’s (2020) *Trusteeship in Community Colleges* and provides more narrative explanations related to acting as a unit; representing the common good; setting the College’s strategic direction; employing, evaluating, and supporting the CEO; defining standards for College operations; monitoring institutional performance; supporting and advocating for the College; leading as a thoughtful, educated team; and upholding all statutory responsibilities.

The BOT consists of ten voting members (7.19). No members are employed by or otherwise remunerated by the College. Four trustees are appointed by the Governor of New York State (two residents from each of the College’s two sponsoring counties); five are appointed by the sponsoring counties (two by the Cortland County Legislature and three by the Tompkins County Legislature); and one student trustee is elected by the student body pursuant to NYS education law and regulations (7.17) (Article II). This distribution provides diversity in perspectives across and within the two sponsoring counties and includes a student perspective; it also provides multiple channels of communication to stakeholders in the counties and wider community. The names and brief biographies of BOT members are publicly available on the College website (<https://www.tompkinscortland.edu/college-info/board-trustees>).

The trustees elect the BOT officers, including a Board Chairperson, Vice-Chairperson, Treasurer, and Assistant Treasurer while the Clerk and Deputy Clerk are appointed by the Chairperson. To affirm compliance with the BOT bylaws’ Conflict of Interest Policy (7.17) (Article II), trustees annually submit both a Conflict of Interest Certification and Disclosure of Interest Statement to the Board Clerk (7.20).

The BOT holds regular meetings eleven months a year, from September to July, and holds an annual retreat in August. Meeting agendas are drafted by the College President in consultation with the Board’s officers. During the July meeting, the Board elects its officers for the coming year. Each spring, a self-assessment is distributed to the BOT, the results of which are discussed at the annual retreat. At the 2024 retreat, the BOT reviewed the President’s proposed goals for AY 2024-2025, which focused on enrollment and retention, institutional resources and assets, campus engagement, and collaboration with the external community; discussed the BOT’s 2023-2024 self-evaluation; began a conversation about the relationship between the College and the TC3 Foundation; and examined the BOT’s role in the College’s Strategic Planning process (7.21). The BOT approved 2025-2026 goals at the 2025 retreat, and the President regularly provides updates on College progress toward achieving those goals at Board meetings (7.22).

The Board’s 2023-2024 self-assessment identified seven key areas for additional progress and from these approved four “alignment areas” to prioritize in 2024-2025: policy review and evaluation; Strategic Planning and assessment; the Board structure; and issues related to the TC3 Foundation. In a November 18, 2024, memo to the BOT (7.23), the President provided a summary on the substantial progress achieved in each area, including but not limited to:

- appointment of a Chief Policy and Compliance Officer
- revision of specific College policies and the addition of new ones
- plan to present a Comprehensive Policy Manual to the Board
- development of the 2025-2028 College Strategic Plan
- updating of the College MVV
- establishment of a new position of VP of Institutional Effectiveness
- establishment of a Board Finance and Audit Committee
- implementation of a new annual Conflict of Interest disclosure for Board members
- appointment of a Board subcommittee for the review of Board Bylaws
- establishment and strengthening of ties between the BOT and the TC3 Foundation through a joint retreat
- appointment of a liaison between the BOT and the Foundation
- revision of the Memorandum of Understanding between the College and the Foundation

To stay current in best practices, the BOT Chair and other trustees attend professional development sponsored by the New York Community College Trustees organization.

While the BOT is charged with the control and direction of all of “the affairs, property, business, and policies of the College,” its primary focus is establishing policies regarding the governing of the College (7.24), and it delegates the responsibility for administering and executing those policies to the President (7.17) (Article II), keeping its members removed from day-to-day operations. The President and all VPs, in turn, provide monthly reports. For example, during the May 14, 2025, BOT meeting, the President discussed the integration and reorganization of Enrollment Management and Student Affairs while the Provost proposed deactivation of the College’s Culinary Arts AAS degree program (7.25) for BOT approval. Board meeting agendas, each of which includes the minutes of the previous meeting, are made available on the College’s website (<https://www.tompkinscortland.edu/college-info/board-trustees>). The College Senate and DEAC provide regular reports to the Board as well.

The BOT is extensively involved in the financial management of the College. The Treasurer reviews major expenditures and provides monthly reports to the full Board during its meetings. The Board conducts a budget hearing the month prior to the approval of the College budget, at which time trustees ask for any necessary clarifications or explanations and suggest changes. Board members also participate in budget presentations to the governmental bodies of two sponsoring counties, participate in lobbying of government officials, and provide personal financial contributions to the TC3 Foundation’s fundraising initiatives and endeavors.

The BOT maintains an Executive Committee composed of the Chairperson, Vice-Chairperson, Treasurer, Assistant Treasurer, and one other trustee. This Committee’s responsibilities include ensuring professional development of the Board; onboarding new trustees; maintaining Board-President relations including advising the President; collective bargaining; promotions and tenure; resource development; and other actions as authorized by the Board (7.17) (Article IV).

As a result of reflection during its 2024 retreat (7.21) on its 2023-2024 self-evaluation, the BOT established a Finance and Audit Committee to provide additional clarity on the College’s finances and to strengthen the Board’s ability to fulfill its fiduciary responsibilities (7.26). The committee’s membership includes the Board’s Vice Chairperson, Treasurer, and Assistant Treasurer. The committee provides monthly reports during Board meetings as part of the Treasurer/CFO report. Finance and Audit Committee meeting agendas, each of which includes the minutes of the previous meeting, are made available on the College’s website (7.19).

A qualified Chief Executive Officer (Criterion 3)

The CEO of TC3 is the College President, who is appointed and evaluated by the BOT, to which they also report (7.17) (Article V). The President does not sit on the BOT nor serve as its chair (7.19). Following a nationwide search, and with the approval of SUNY’s Board of Trustees, the Board appointed Dr. Amy Kremenek to serve as the fifth President of the College on February 24, 2022 (7.27). President Kremenek’s credentials and professional experience (7.28), which include a doctorate in Community College Policy and Administration plus almost 20 years in leadership positions at SUNY’s Onondaga Community College, are appropriate and consistent with the mission of the College and the expectations and requirements of the position.

The President’s duties are stipulated in Board bylaws (7.17) (Article V). The BOT delegates responsibility for the administration and execution of policies governing the College to the President (Article II). The President completes an evaluation annually for BOT review.

An administrative structure (Criterion 4)

The President is supported by an Executive Council that includes the Provost, the VP of Finance, the VP of Administration, the VP for Institutional Effectiveness, the VP of Enrollment Management and Student Affairs, and the Chief Advancement Officer, each of whom is responsible for aspects of the Strategic Plan (7.1). The VPs ensure that the department managers who report to them develop goals and budgets that align to their division’s plan, Strategic Plan, and MVV, and then monitor progress made within their areas, providing support as needed. The Executive Council meets weekly to share progress made on the Strategic Plan, division plans (such as the Facilities Master Plan (FMP) and SEP), and annual goals. The meetings also provide the opportunity to discuss challenges, resource needs, and any cross-division collaboration to advance initiatives. Members of the Executive Council or their designees actively serve on and present to a variety of groups on campus, including the Councils discussed above. Through this participation, administrators engage with other areas of the College, facilitating communication of information, ideas, and concerns within the

College. The President and members of the Executive Council regularly disseminate information to the College through email, newsletters, and presentations.

Members of the administration are hired or appointed based on a process in which candidates' qualifications are reviewed in relation to the requirements of the open position. For external hires, hiring committees made up of relevant campus groups and offices formally review application materials, select candidates for interviews, and make final recommendations to the College President, to whom the BOT has granted authority for personnel appointments and actions (7.29). For internal appointments, the President reviews the skills and qualifications of current administrative employees in conjunction with relevant members of the executive team. A comparison of the position requirements for executive-level administrators (7.30) and the curriculum vitae of the individuals serving in those positions (7.31) demonstrates that these processes result in administrators that have the necessary experience, skills, and credentials to serve in their individual roles at the College, effectively assist and advise the President in their specific areas, and contribute to the larger mission of the College. The organizational structure of the College and its administration (7.1) is stored within the College's payroll system, thus providing a real-time chart that all employees may access.

Each executive-level administrator completes an annual Management-Confidential Performance Evaluation (7.32) for the President, which consists of a self-evaluation reflecting on successes and challenges in the previous year, a description of the impact of their leadership on their most important progress during the year, description of their leadership style, and further reflection on how the President can support them in their leadership role. Executive-level administrators also identify three to five proposed goals for the upcoming year. The President responds with a written performance evaluation in which she identifies "key priority areas for the upcoming year based on the strategic goals of the college and the priority of the senior leadership team." This written evaluation is followed by an in-person meeting for further discussion of the self-evaluation, performance evaluation, and goals for the upcoming year. Those administrators who directly report to one of the executive-level administrators complete a self-evaluation, peer evaluation, and dialogue process with their supervisor as detailed in Article 49 of the Professional Administrators Association Contract (7.33).

The President's Cabinet completes an annual assessment of Cabinet meetings (7.15) to structure the form and content of next year's meetings.

Assessment of governance and administration for effectiveness (Criterion 5)

The College assesses the efficacy of governance, leadership, and administration in a number of ways. As the College's CEO, the President takes an active role in the assessment of governance, leadership, and administration.

The President has been assisting the BOT in assessing its policies and practices and in making necessary changes, including those related to Board members' self-assessment, the implementation of a new conflict of interest policy for Board members, and a review of its bylaws. The Board's self-evaluation and annual retreat support a cycle of improvement based on periodic assessment. As an example, in response to the BOT's desire for more leadership and involvement in overseeing College finances, the Finance and Audit Committee was established (7.21).

To address concerns about transparency revealed during the President's listening tour of campus and campus climate surveys, the President restructured the Executive Council and President's Cabinet to facilitate communication and inclusive decision-making. With advice from the Executive Council, the President regularly evaluates the effectiveness of administrative units, making changes to facilitate more efficient use of resources while maintaining student services aligned with the Mission. For example, based on "careful consideration of the needs of the overall College, priorities for Student Affairs, [a] division assessment... completed in December [of 2024] and the current status of the College's operating budget," the President merged Enrollment Management and Student Affairs departments into a new division called Enrollment Management and Student Affairs led by the existing VP of Enrollment Management (7.34). As described in Standard IV and throughout this document, the merger brought coherence to the student experience from recruitment through completion through such developments as the Panther Welcome Center (7.35), Slate CRM for student communication and workflow automation (for both non-academic and academic departments), and alignment of student affairs services with retention efforts. To assist in evaluation of the administration, each member of the Executive Council meets regularly with the President and completes an annual self-evaluation. The President in turn completes a self-evaluation for review and feedback by the BOT.

All shared governance bodies engage in a regular process of self-assessment to meet the needs of the College. For example, based on concerns expressed during the prior Self-Study that the College Senate’s role was unclear, the Senate clarified its relationships with campus committees and councils through a bylaw revision in 2023 (7.3), and the Senate includes at least one meeting each year to discuss bylaws. Recognizing opportunities for improvement in the curriculum process, the Curriculum Committee amended its bylaws in 2025 to strengthen faculty control (7.9). DEAC bylaws are required to be reviewed every three years “or sooner if changes on campus require change” (7.10); the current bylaws were reviewed and updated in January 2025. The IEC and the SEP wrote their charges in 2025, and the IEC charge includes a requirement that the chair reviews it annually (7.11). The SGA last updated its constitution in 2024.

The College is engaged in a significant assessment-based change to its shared governance structure with the creation of a Faculty Senate. As of Spring 2026, the faculty voice occurs through discussion and voting as a body of the whole (each full-time teaching and non-teaching faculty member has one vote), rather than having a smaller representative body make decisions on their behalf. In Spring 2025, four faculty members formed an ad hoc group to research the structure of faculty senates at other colleges and draft a set of bylaws for a potential faculty senate at TC3. After multiple rounds of feedback and revisions, in late May 2026, the faculty voted to establish a Faculty Senate in Fall 2026. The Faculty Senate will serve as the primary shared governance body for faculty, with four committees under its charge: the Curriculum Committee, Academic Assessment Committee (AAC), Committee on Academic Status, and Tenure and Promotion Committee (7.36). After endorsement by the College Senate and President, the Faculty Senate was approved by the Board of Trustees.

ALIGNMENT WITH INSTITUTIONAL PRIORITIES

Table 2. Standard VII to institutional priority crosswalk.			
Criteria	Institutional Priority	Alignment Narrative	Representative Evidence
Criteria 1, 4, 5	Create a caring, equitable, and engaged campus community	The College has engaged in efforts to both reinforce existing avenues of transparency and communication and establish new ones. The College has worked with the SGA to ensure student representation across shared governance bodies. The College Senate has clarified its role, and the faculty are establishing a Faculty Senate based on research and faculty input. Such efforts improve information dissemination and engagement for staff, faculty, and student, contributing to a sense of connection to College initiatives.	President’s Cabinet membership memos; College Senate Bylaws; College Councils and Committees page on College website; Faculty Senate Bylaws and Constitution draft
Criteria 1, 2	Enhance institutional effectiveness, accountability, and transparency for responsible stewardship of resources	Committees and councils provide employees and students with means of providing input on resource use, goals, and policies to ensure alignment with the MVV and student success. The SEP Council uses data to improve processes related to resource use in student recruitment, retention, and success. The establishment of the IEC provides a central entity to organize and align the use of resources across all Divisions in alignment with the Strategic Plan and Achieving the Dream (ATD). The BOT holds open monthly meetings and makes its meeting materials available on the College website.	Committee and council bylaws and charge documents; IEC Charge Document; SEP Charge; Board of Trustees agendas, minutes, and page on the College website.

SUMMARY

The College meets the requirements of this Standard. Since the prior Self-Study, TC3 has made improvements to its governance, leadership, and administrative structure in line with identified areas of weakness, changing institutional needs, and shifts in the use of resources. More importantly, the College's evaluation of these areas and its work towards improvements has been part of and consistent with its ongoing efforts to both create a caring, equitable and engaged campus and to create and practice policies and practices related to responsible stewardship of the institution at all levels—two of its institutional priorities.

Strengths

- The College has improved its administrative structure—for example, by combining enrollment management and student affairs to improve services and by elevating institutional research within a division of institutional effectiveness to advance data-informed decision-making. The transparency of this structure has been increased by investment in Paycor, which stores real-time organizational charts in addition to its other human resource functions.
- Supporting identity and belonging, the College has expanded opportunities for TC3 employees and students to have a voice through shared governance. Changes made by the College Senate and the Curriculum Committee have clarified those groups' organizational identities, improving their effectiveness. The process of creating a Faculty Senate has allowed faculty a voice in actively constructing a space within the larger context of shared governance. There has been an increase in active student involvement within the SGA, as well as other College groups, to ensure decisions include student perspectives.

Areas for Improvement and Action Steps

- While the College has made great strides in self-assessment within governance, leadership, and administration, campus surveys could provide additional data to inform improvement and identify gaps in awareness.

Actions: The Dean for Organizational Development will include questions to assess the effectiveness of governance, leadership, and administration within periodic campus climate surveys.

- With the relatively recent and ongoing changes in the College's shared governance structure, including the imminent creation of a Faculty Senate, greater clarity is needed regarding the responsibility of each shared governance entity for information-sharing to support both engagement and transparency.

Actions: The Dean for Organizational Development will provide guidance for each shared governance body regarding expectations and processes for the dissemination of meeting materials, annual reports, membership, etc., and coordinate recruitment for shared governance bodies to support broad representation across the campus community.

Conclusion

Tompkins Cortland Community College is confident that the enclosed findings and evidence confirm its compliance with all MSCHE Standards and Requirements of Affiliation. Importantly, the Self-Study process itself provided opportunity for reflection and institutional learning. College-wide engagement in this effort has helped clarify structures and responsibilities, as well as deepen understanding of how policies, practices, and outcomes connect to support the Mission.

Equity, service, access, and durability remain at the heart of the institution. TC3 has continuously worked to fold in the voices of stakeholders, including employers, community members, students, and faculty and staff. Recent structural and policy changes have both codified and improved the success of this shared value. Dedication to developing a culture of routine, institution-wide assessment confirms the College's commitment to providing innovative educational pathways that lead students to meaningful work, economic growth, and a brighter future. Through learning outcome assessment and an Academic Program Review process that incorporates enrollment, retention, and workforce data, the College upholds excellence in teaching, learning, and academic programs. This excellence is based in part on inclusive decision-making, mutually beneficial partnerships, investment in student services, and attention to the needs of diverse populations. The creation of one-stop offices such as the Panther Welcome Center and Student Accounts Office, which have been shown to be highly effective, was inspired by staff and administrator dedication to cross-training and exposure to peer data.

The collection of useful, wide-reaching data (both quantitative and qualitative) and analysis of said data in a disaggregated state has allowed TC3 to identify additional opportunities for continued improvement. Strategic investment in technology and human resources, including tracking programs and dean positions, will support the College in its next steps. By integrating planning, assessment, and budgeting processes within software and support from shared governance and training, the College enhances institutional effectiveness, accountability, and transparency for responsible stewardship of resources. Therefore, the College can both identify and implement strategies to advance successful student outcomes. Identifying areas in need of resources as well as programs and facilities that have been underused has enabled the College to redirect financial and human resources; this process has allowed TC3 to focus on creating a caring, equitable, and engaged campus community for students, faculty, staff, and community members. For example, the sale of underused buildings redirected resources to online modalities, supporting a growing population of adult learners.

The Standard-based chapters in this report highlight the areas of strength to be sustained and recognize where improvement is needed. Important strides have followed the changes made since the prior Self-Study, and the College is eager to continue this process, advancing student success and institutional effectiveness. Indeed, due to the current Self-Study process, the College has already made several improvements and identified further action steps as noted at the end of each chapter. Throughout the Self-Study, the College has created aforementioned assessable action plans that focus on, among other things, strategic deployment of resources to improve achievement gaps for Black, male, and Pell-receiving students; outreach to and support of a growing population of adult learners; analysis of collected data to support retention and completion; the use of benchmarked climate surveys; unified and multi-year planning and budgeting that can withstand staffing changes; shared governance respecting and gaining valuable knowledge from stakeholders such as faculty and local business owners; and formalized required training for faculty and staff that will further unify student success. Continuing to map goals at various levels to the MVV and continuing to assess data will further serve a diverse population and grow the institution; addressing the projected data related to an enrollment cliff makes the College a more nimble, responsive institution. TC3 is taking advantage of forward momentum in standardizing approaches to closing the loop and applying a unified, coordinated, and data-driven approach, all to best support “meaningful work, economic growth, and a brighter future” for students of all ages in the community.

Appendix 1: Working Group Membership

WORKING GROUP MEMBERSHIP

Each Working Group is co-chaired by a member of the faculty and an administrator, both of whom have experience in aspects of the College that relate to the Standard. Working Group Co-Chairs selected members who have expertise relevant to the assigned Standard and represent different perspectives and roles at the College. Each group is affiliated with at least one shared governance body or committee at the College whose work relates to the standard. To the extent possible, Working Group Chairs and members have experience with one of the affiliated shared-governance committees (e.g. College Senate, Curriculum Committee, Academic Assessment Committee, etc.). Each Working Group's membership is identified on the following pages.

Standard I Working Group: Mission and Goals

Co-chairs: Faculty and Administrative members from the PEAKS Leadership and Strategic Planning groups. (The PEAKS Leadership group consists of alumni of a community college leadership consortium, which facilitated the College's yearlong Mission/Vision/Values drafting process.)

Members:

- Past or current member of the College Senate to address the use of Mission, Vision and Values in self-governance.
- Member of the Diversity Equity Action Council (DEAC) to address the diversity, equity and inclusion principles in Standard I.

Affiliated with the following committees: DEAC, Institutional Effectiveness Council, College Senate, and SGA.

Standard I: Mission and Goals: Working Group Membership		
Role	Name	Title
Co-Chair	Virginia Shank	Assistant Professor of English
Co-Chair	Carrie Whitmore	Director of Continuing Education and Workforce Development
Member	Kevin Caveney	Purchasing Agent
Member	Merryn Clay	Coordinator of Global Partnerships
Affiliated Committees: DEAC, Institutional Effectiveness Council, College Senate, SGA		

Standard II Working Group: Ethics and Integrity

Co-chair: Chief Policy Officer, as this role connects to many areas relevant to the key ethics and integrity compliance issues in this standard. (Later replaced with the Senate Co-Chair.)

Co-chair: Faculty member to help address academic freedom and intellectual property rights.

Members: Representation from the Financial Aid Office to address criteria 7 a. and b.
Representation from Marketing or Admissions to ensure the required disclosures are being appropriately shared with students and other stakeholders. Representation from Student Affairs to address grievance policies.

Affiliated with the following committees: College Senate, Executive Council.

Standard II: Ethics and Integrity. Working Group Membership		
Role	Name	Title
Co-Chair (former)	Carolyn Boone	Chief Policy & Compliance Officer
Co-Chair	Virginia Shank	Assistant Professor of English
Co-Chair	Eric Jenes	Librarian and Co-Chair of College Senate
Member	Sarah Dockstater	Interim Director of Financial Aid
Member	Zachery Snyder	Director of Strategic Marketing
Member	Barbara Thayer	Assistant to the Vice President for Student Affairs
Affiliated Committees: College Senate, Executive Council		

Standard III Working Group: Design and Delivery of the Student Learning Experience

Co-chair: Faculty member with significant prior experience in curriculum development, applied learning, and program accreditation.

Co-chair: The Associate Provost, as this role includes supervising College adjuncts and serving as the Provost Office liaison to the General Studies Advisory Committee and College Teaching Center.

Members:

- Faculty with significant teaching experience in teaching important gateway general education courses and/or significant online teaching experience.
- Representation from any of the following areas: Access and Equity, Library, Tutoring, Instructional Technology, College Teaching Center

Affiliated with the following committees: Curriculum Committee, College Teaching Center (CTC) Board, and the Academic Assessment Committee

Standard III: Design & Delivery of the Student Learning Experience		
Role	Name	Title
Co-Chair	Fares Jnaid	Associate Professor of Engineering and Construction
Co-Chair (former)	Anndrea Mathers	Associate Provost
Co-Chair	Merryn Clay	Director of Grants and Compliance
Member	Breton Bienvenue	Instructional Designer
Member	Amber Gilewski	Professor of Psychology
Member	Karen Rachetta	Coordinator of Access & Equity Services
Affiliated Committees: Curriculum Committee, CTC Board, Academic Assessment Committee		

Standard IV Working Group: Support of the Student Experience

Co-chair: AVP for Student Affairs, as this role oversees many aspects that are covered in this standard, including athletics, health services, counseling, and student organizations.

Co-chair: Faculty member with significant experience with advising and with multiple measures placement.

Members:

- Representation from Academic Records, Career Services, Financial Aid, Student Affairs, and Student Success.

Affiliated with the following committees: SGA; FSA Board; Diversity Equity Action Council (DEAC).

Standard IV: Support of the Student Experience. Working Group Membership		
Role	Name	Title
Co-Chair (former)	Darese Doskal	Associate Vice President of Student Affairs (former)
Co-Chair	Robert Palmieri	VP of Enrollment Management and Student Affairs
Co-Chair	Angela Palumbo	Associate Professor of Global ESL and English
Co-Chair (former)	Cindy Whitney	Associate Professor of Criminal Justice and Sociology
Member	Glenda Gross	Interim Director of Student Success Services (former)
Member	Jim Janke	Assistant Director of Financial Aid – Veterans Benefits Certifying Officer
Member (former)	April Myles	Assistant Registrar
Member	Dara Riegel	Assistant Director for Employer Relations and Experiential Learning
Affiliated Committees: SGA, FSA Board, DEAC		

Standard V Working Group: Educational Effectiveness Assessment

Co-chair: Faculty member with significant experience working on the College's Academic Assessment Committee

Co-chair: Provost, as this role provides experience with a significant part of the academic affairs operations at the College.

Members:

- Faculty involved with academic assessment processes.
- Faculty from a discipline that has discipline-specific accreditation requirements or with prior experience with discipline specific requirements OR Department Chairs with significant experience with program assessment.

Affiliated with the following committees: Academic Assessment Committee and Curriculum Committee

Standard V: Educational Effectiveness Assessment. Working Group Membership		
Role	Name	Title
Co-Chair	Kerry Curran	Professor of English
Co-Chair	Aaron Tolbert	Provost & VP of Academic Affairs
Member	Christopher Farrell	Instructor of English
Member	Kelly Murray	Instructor of Biology
Member	Eric Sambolec	Professor of Psychology
Affiliated Committees: Academic Assessment Committee, Curriculum Committee		

Standard VI Working Group: Planning, Resources, and Institutional Improvement

Co-chair: Faculty member with significant experience in assessment and program accreditation.)

Co-chair: Comptroller, as this role oversees department budgeting processes.

Members:

- Representation from the College Senate, Strategic Planning, or Institutional Effectiveness committees

Affiliated with the following committees: College Senate and Institutional Effectiveness Council

Standard VI: Planning, Resources, & Institutional Improvement Working Group Membership		
Role	Name	Title
Co-Chair	Penelope Howard	Chief Financial Officer
Co-Chair	Sue Mueller	Associate Professor of Nursing
Co-Chair (former)	Kori Post	Comptroller
Member	Sierra Brock	Administrative Assistant in Academic Affairs
Member	Michelle Nightingale	Dean of Organizational Development and Institutional Effectiveness
Member	Nicholas Dovi	Director of Facilities
Affiliated Committees: Institutional Effectiveness Council, College Senate		

Standard VII Working Group: Governance, Leadership, and Administration

Co-chairs: Faculty and administrative members with experience in the College's shared governance committees

Members:

- Secretary to the Board of Trustees (BOT)
- Staff or Faculty with experience on any of the shared governance committees, including the College Senate or Curriculum Committee

Affiliated with the following committees: College Senate, BOT, and SGA

Standard VII: Governance, Leadership and Administration. Working Group Membership		
Role	Name	Title
Co-Chair	Travis Vande Berg	Professor of Sociology; Chair of Curriculum Committee
Co-Chair	Jonathan Walz-Koeppel	Interim Chief Information Officer/Lead Data Architect; Member of Institutional Effectiveness Council
Member	Aaron Decker	Associate Professor of English; member of Faculty Senate ad hoc group
Member	Amy Faben-Wade	Assistant Professor of Chemical Dependency Counseling; Co-Chair of College Senate
Member	Nancy Murphy	Assistant to the President; Secretary to the Board of Trustees
Affiliated Committees: Board of Trustees, College Senate, SGA		

Appendix 2: Required Public Disclosures

Public Disclosures Required by Federal Statute and MSCHE Policies and Procedures			
Requirement	Description	Repository	Direct URL
34 CFR § 668.43.a.1	Cost of attendance	(2.78)	https://www.tompkinscortland.edu/tuition
34 CFR § 668.43.a.2	Refund policy	(2.81)	https://www.tompkinscortland.edu/tuition/tuition-fee-refunds
34 CFR § 668.43.a.3	Withdrawal procedure		https://www.tompkinscortland.edu/tuition/withdrawal-college
34 CFR § 668.43.a.4	Return of Title IV funds		https://www.tompkinscortland.edu/financial-aid-scholarships/title-iv-refund-policy
34 CFR § 668.43.a.5.i	Degrees and programs		https://www.tompkinscortland.edu/programs
34 CFR § 668.43.a.5.ii	Facilities		https://www.tompkinscortland.edu/map https://tompkinscortland.catalog.prod.coursedog.com/resources/facilities https://www.tompkinscortland.edu/tc3farm
34 CFR § 8.43.a.5.iii	Faculty and instructional personnel	(2.109)	https://tompkinscortland.catalog.prod.coursedog.com/people/faculty
34 CFR § 68.43.a.5.iv	Plans to improve academic functions	(2.4)	https://www.tompkinscortland.edu/strategicplan
34 CFR § 68.43.a.5.v	Professional licensure reciprocity	(2.110)	https://www.tompkinscortland.edu/student-rights-responsibilities/professional-licensure-disclosures
34 CFR § 8.43.a.5.vi	Prison program	N/A	
34 CFR § 668.43	Degree granting authority in local jurisdiction	(2.28)	Legal charter (bylaws of the Board of Trustees)
34 CFR § 668.43.a.6	Accreditation & professional licensure information	(2.16)	https://www.tompkinscortland.edu/accreditation
34 CFR § 668.43.a.7	Services/facilities for students with disabilities	(2.111)	https://www.tompkinscortland.edu/access-equity
34 CFR § 668.43.a.8	Info navigator § 668.44	(2.112)	https://www.tompkinscortland.edu/panther-welcome-center
34 CFR § 668.43.a.9	Study abroad	N/A	
34 CFR § 68.43.a.10	Copyright	(2.106)	https://www.tompkinscortland.edu/copyright-compliance-policy
34 CFR § 8.43.a.11.i	Credit transfer criteria	(2.113)	https://www.tompkinscortland.edu/academic-records/academic-regulations

Public Disclosures Required by Federal Statute and MSCHE Policies and Procedures Continued

Requirement	Description	Repository	Direct URL
34 CFR § 8.43.a.11.ii	Articulation agreements	(2.114)	https://www.tompkinscortland.edu/transfer
34 CFR § 8.43.a.11 .iii	Prior learning assessment		https://www.tompkinscortland.edu/board-policies/a15-prior-learning-assessment (Policy) https://www.tompkinscortland.edu/credit-for-prior-learning (Procedure)
34 CFR § 43.a.12	Agreements with partner institutions	(2.114)	https://www.tompkinscortland.edu/transfer
34 CFR § 8.43.a.13.i	Student demographics by gender	(2.115)	https://app.powerbi.com/view?r=eyJrljoiNmEyNTZiMzMtNmQzMmMi00ZjZhLTgwNzltY2Vi-MTNlZDM1ODlkliwidCI6IjhkZjQwNDZmLWQ5ZTYtNDg4YS04MmZhLTg0NDUyZjBhY-WQ0OSIsImMiOjN9
34 CFR § 68.43.a.13. iii	Student demographics by ethnicityl	(2.116)	https://app.powerbi.com/view?r=eyJrljoiNmEyNTZiMzMtNmQzMmMi00ZjZhLTgwNzltY2Vi-MTNlZDM1ODlkliwidCI6IjhkZjQwNDZmLWQ5ZTYtNDg4YS04MmZhLTg0NDUyZjBhY-WQ0OSIsImMiOjN9
34 CFR § 8.43.a.13.iii	Student demographics by Pell status	(2.117)	https://nces.ed.gov/collegenavigator/?q=Tompkins+Cortland+community+college&s=all&id=196565#finaid
34 CFR § 8.43.a.14	Placement rate		https://lehd.ces.census.gov/applications/pseo/?state=36&type=earnings&specificity=2&institution=00678800°reelevel=03&gradcohort=2016-5&filter=50&program=52&compare=postgrad
34 CFR § 668.43.a.15	Graduate education for 4-year	N/A	
34 CFR § 668.43.a.16	Fire safety report	(2.118)	https://www.tompkinscortland.edu/campus-police/2025-annual-security-fire-safety-report
34 CFR § 668.43.a.17	Retention rate	(2.119)	http://nces.ed.gov/collegenavigator/?q=Tompkins+Cortland+community+college&s=all&id=196565
34 CFR § 668.43.a.18	Vaccination policy	(2.120)	https://www.tompkinscortland.edu/immunization-compliance-process
34 CFR § 668.43.a.19	Teach-out plan	N/A	
34 CFR § 668.43.a.20	Enforcement action	N/A	
34 CFR § 668.43.b	Links for complaints to accreditors and licensing bodies		https://www.tompkinscortland.edu/accreditation

Public Disclosures Required by Federal Statute and MSCHE Policies and Procedures Continued

Requirement	Description	Repository	Direct URL
34 CFR § 668.45	Disclosure of completion & graduation rates	(2.121)	https://nces.ed.gov/collegenavigator/?q=Tompkins+Cortland+community+college&s=all&id=196565#retgrad https://tompkinscortland.catalog.prod.coursedog.com/admissions/information
34 CFR § 668.45	Applicable licensure pass rates		https://www.tompkinscortland.edu/programs/nursing-aas https://tompkinscortland.catalog.prod.coursedog.com/admissions/information
34 CFR § 602.17(g)	Online student identity verification	(2.122)	https://www.tompkinscortland.edu/online-student-identity-verification-protocol
34 CFR § 602.17(h)	Requirements for proctored exams, as applicable	(2.123)	Within course descriptions, viewable in Course Catalog (https://selfservice.tc3.edu/SelfService/Search/Section) Example for Math (https://selfservice.tc3.edu/SelfService/Search/Section?&eventId=math113)
	Privacy of student records (FERPA)		https://www.tompkinscortland.edu/student-rights-responsibilities/family-educational-rights-and-privacy-act-ferpa
	Scope of accreditation	(2.124)	Eligibility and Certification Approval Report (ECAR) Statement of Accreditation Status (SAS): https://www.msche.org/institution/0415/?pss=true
	Institutional data	(2.125)	https://www.tompkinscortland.edu/institutional-research/reports

Appendix 3: Glossary and Acronym List

Term	Description
Accepted Panther Day	Onboarding event that includes registration, billing, financial aid, introduction to essential technologies, and other resources, as well as an opportunity to connect with at least one faculty member.
Adjunct Association	Bargaining unit that includes both part-time teaching and non-teaching faculty in the same categories as the Faculty Association.
Adult Learner and Reconnect Center	Centralized point of access designed to serve post-traditional students, including adult learners, veterans, evening and online students
Adult learners	Post-traditional students aged 25 years or older Baker Center for Learning
Baker Center for Learning	Shared physical space for the Library, Tutoring, Access & Equity, and College Teaching Center
Best Life Lounge	Health and Wellness Services' space for students to connect, relax, socialize, and study, as well as connect with mental health counseling services.
Brightspace LMS	The College's learning management system. It is a shared resource with SUNY, which helps oversee administration and technical support. Campus Groups
Campus Groups	Online communication and tracking platform for student activities
Classified Staff (CSEA)	Bargaining unit for hourly employees (such as secretarial and cleaning staff).
College Senate	Primary shared governance body representing classified staff, non-executive-level administrators, full-time and adjunct faculty, students, and FSA employees.
CollegeNow	College department overseeing all high school collaborations; commonly used to refer to concurrent enrollment, specifically
Concurrent enrollment	High school aged students enrolled in college courses
Core students	College enrolled students enrolled in credit-bearing courses (degree seeking and non-degree seeking)
CourseDog	Online platform for housing the College's course catalog and managing curriculum review process
DegreeWorks	Online platform for students and advisors to track academic progress towards degree
Diversity Equity Action Council (DEAC)	The College's cross-functional council with responsibility for developing and assessing the EDJI plan, as well as supporting diversity activities
Executive Council	Advisory committee comprised of all Vice Presidents for the College
Faculty Association	Bargaining unit that includes both full-time teaching and non-teaching faculty. Non-teaching faculty includes advisors, librarians, and laboratory technicians.
Faculty Student Association (FSA)	Organization that oversees use of the Student Life fee for student activities, athletics, recreation, and the health center, as well as the provision of bookstore, dining, child care, and residence life services.

Term	Description
Handshake	Online platform for students to participate in career development activities
HyFlex	Modality that combines online and face-to-face instruction simultaneously into a single course section. Students are able to participate in class in different ways: as a synchronous distance learner (via real-time, video-streaming); as an asynchronous distance learner (accessing materials, recorded lectures, and responding at a later time); as a face-to-face learner (physically present in the classroom); or as a flexible learner (with a degree of choice as to how they participate each week; sometimes face-to-face, sometimes by streaming class sessions, etc.)
Institutional Planning and Assessment Ecosystem (IPAE)	The College's model for periodic planning and assessment processes
Institutional Effectiveness Council (IEC)	The College's cross-functional council with responsibility for overseeing institutional planning and assessment, including data governance, review of performance metrics, and relevant training for staff and faculty.
Master Course Syllabus (MCS)	Course syllabus developed by faculty and approved by the Curriculum Committee to serve as the template for all sections of that course. In addition to the course description and credits, it includes learning outcomes, essential topics, course evaluation and grading standards, and recommended resources.
Maxient	Case management software used to track student conduct, complaints, and Title IX records, as well as responses to such concerns.
Multiple Measures	English and Math course placement process that incorporates high school and college transcript review, placement testing, and English and Math Background Surveys.
Panther Pantry and Community Closet	On-campus resources that provides no-cost food and other supplies to all members of the campus community with day, evening, and weekend hours.
Panther Welcome Center	One-stop center for admissions, student success advisement, registration, financial aid, and bursar
Panthers	College mascot, athletics program, and term of endearment for students
Pathways to Technology Early College High School	NYSED-supported program for high school students to pursue a structured learning experience, including high school classes, dual enrollment, and applied learning opportunities allowing completion of both a high school diploma and associate's degree within 6 years. Our P-TECH is a program of TST BOCES, formed in collaboration with our College and area businesses, and operated on the College campus. Students pursue pathways aligned with local workforce needs and College degrees within computer, engineering, and business fields.
PEAKS Leadership Academy	Leadership program developed by Presidents of TC3 and neighboring community colleges
Power BI	Microsoft product used for analyzing and visualizing data housed with the College's PowerCampus SIS. Reports are available for all College employees; select dashboards are shared publicly on the College website.
PowerCampus	Ellucian's Student Information System used by the College; will be replaced with Banner in 2027

Term	Description
President's Cabinet	Advisory group comprised of two department-level representatives from each of the College's divisions
Professional Administrators Association (PAA)	Bargaining unit for salaried employees performing administrative duties, including directors of non-academic departments.
Recovery Space	One-on-one and group support for anyone in recovery from substance use and their allies.
Self-Service (myTC3)	Student dashboard providing access to self-service side of PowerCampus (including registration, transcript, and payment), D2L Brightspace, DegreeWorks, and Microsoft Office 365
Slate CRM	Constituent relationship management platform that has been used to track and engage students from recruitment to enrollment, workflow automation, and increasingly for communication throughout the student life cycle.
Student Government Association (SGA)	Representative body for the College's students, overseeing funding for student organizations and providing student representatives for College Councils.
SUNY Advancing Success in Associate Pathways (ASAP)	SUNY-supported program designed remove financial barriers to full-time study, provide structured pathways to help students gain and maintain academic momentum, and create connected communities through integrated supports and engagement activities. ASAP targets Pell-eligible students and provides multiple resources, including a cost of attendance award after accounting for financial aid, travel and textbook expenses, comprehensive personalized advisement services, academic support assistance, and career development activities.
SUNY Educational Opportunity Program (EOP)	SUNY-supported program that provides eligible low-income, academically underprepared first-time, full-time freshmen with a pre-freshman summer experience, extensive academic support services, a nurturing environment and modest financial assistance.
SUNY Reconnect	SUNY-supported program that covers the costs of tuition, fees, books, and supplies for adult learners (aged 25-55) without a prior degree who are pursuing a high-demand field at a SUNY community college.
Watermark	Online platform for institutional, division, and department planning and assessment, as well as course evaluations completed by students. Beginning in 2026-27, academic assessment will transition into Watermark to support further data disaggregation
World Café	Strategy for facilitating effective small group dialogues within a large group

Acronym	Definition
AAC	Academic Assessment Committee
ACE	(Military) American Council on Education
AcMo	Academic Momentum Initiative
APP	Academic Primary Plan
APR	Academic Program Review
ATD	Achieving the Dream
ACEN	Accreditation Commission for Education in Nursing
ASAP	Advancing Success in Associate Pathways
AIU	Annual Institutional Updates
AVP	Associate Vice President
BILT	Business and Industry Leadership Team
BOT	Board of Trustees
CARE	Campus Advocacy, Referral, and Education
CIO	Chief Information Officer
COAS	Committee on Academic Status
CFI	Composite Financial Index
CAS	Council for the Advancement of Standards in Higher Education
CRM	Constituent Relationship Management (platform)
CTC	College Teaching Center
CTE	Career and Technical Education
DAR	Department Assessment Reports
DEAC	Diversity Equity Action Council
DEISJ	Diversity, Equity, Inclusion, and Social Justice (GE)
DFW	Drop, Fail, Withdrawal (referring to rates)
EMSA	Enrollment Management & Student Affairs Division
EDJI	Equity, Diversity, Justice, and Inclusion (plan)
EOP	Educational Opportunity Program
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FMP	Facilities Master Plan
FSA	Faculty Student Association
FTE	Full Time Equivalent
FTFT	First-Time Full-Time Student
GE	General Education
HEERF	Higher Education Emergency Relief Fund
HWS	Health and Wellness Services
ICAT	Institutional Capacity and Assessment Tool

Acronym	Definition
IEC	Institutional Effectiveness Council
ILO	Institutional Learning Outcomes Institutional Effectiveness Council
IPAE	Institutional Planning and Assessment Ecosystem
IR	Institutional Research
KPI	Key Performance Indicators
LMS	Learning Management System (Brightspace)
MCS	Master Course Syllabus(i)
MSCHE	Middle States Commission on Higher Education
MVV	Mission, Vision, and Values
NACADA	National Academic Advising Association
NACEP	National Alliance of Concurrent Enrollment Partnerships
NCLEX	National Council Licensure Examination (nursing)
NJCAA	National Junior College Athletic Association
NSO	New Student Orientation
NYSED	New York State Education Department
OER	Open Educational Resources
PLO	Program Learning Outcomes
PSEO	Federal Post-Secondary Employment Outreach
P-TECH	Pathways in Technology Early College High School
PRODiG+	Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth
RSI	Regular and Substantive Interaction
SALT	Student Affairs Leadership Team
SEP	Strategic Enrollment Plan(ning)
SGA	Student Government Association
SLO	Student Learning Outcomes
SMART	Specific, Measurable, Achievable, Relevant, and Time-bound
SPSC	Strategic Plan Steering Committee
SUNY	State University of New York
TAP	New York State's Tuition Assistance Program
TC3	Tompkins Cortland Community College
VP	Vice President
vCISO	Virtual Chief Information Security Officer

Appendix 4: Reference Tables

New Reference	Description	Original Citation
0.1	Economic Impact Assessment (2025)	20260422_intro_econ_impact.pdf
0.2	Organizational Charts	20260422_all_org_charts.pdf
0.3	IPEDS Figures (Retention trends, etc.)	20260409_all_IPEDS Figures.pdf
0.4	Strategic Enrollment Plan (2nd Ed)	20260406_TC3 Strategic Enrollment Plan2nd Edition.pdf
0.5	SUNY Reconnect Information from College's website	20260225_Intro_reconnect.pdf
0.6	Achieving the Dream Plan	20260701_ATD Plan.pdf
0.7	SUNY Academic Momentum Plan	20260215_Intro_SUNYAcMoPlan
0.8	Academic Primary Plan	20260324_Intro_APP.pdf
0.9	Strategic Plan	intro_strategicplan.pdf
0.10	Institutional Priorities Alignment	20260408_intro_priorities_alignment.pdf
New Reference	Description	Original Citation
1.1	Previous Strategic Plan (2019)	20250214_S1_StrategicPlan2019-2023.pdf
1.2	Current Strategic Plan (2025-2028)	20260406_all_Strategic Plan 2025-28.pdf
1.3	2018 MSCHE Self Study (Standard I: Mission and Goals)	20250205_S1_2018MiddleStatesSelf_StudyNarrative_ReaffirmationMVV.pdf 2018 MSCHE Self Study (Standard I: Mission and Goals)
1.4	Board of Trustees (BOT) Resolution on Mission, Vision, and Values	20250204_S1_BOTPacket_MVVResolutionApproval.pdf
1.5	President's Memo on New Mission, Vision, and Values (MVV) Retention World Café Data Summary	20250716_S1_20240204PEAKSMemoMVVKickOff.pdf
1.6	Retention World Café Data Summary	20250713_S1_Executive Summary of World Cafés on Student Retention WT.pdf
1.7	Fall Day 2024 Agenda	20241129_S1_FallDay2024FinalSchedule.pdf
1.8	BOT Resolution on New Strategic Plan	20251114_S1_2025-2028StrategicPlanAdoption.pdf
1.9	BOT Resolution on New MVV	20250204_S1_BOTPacket20240918_Pages35_38.pdf
1.10	Strategic Enrollment Plan (SEP) (2nd Ed)	20260406_TC3 Strategic Enrollment Plan2nd Edition
1.11	Academic Primary Plan (2025-2028)	20260324_S1_Intro_APP.pdf
1.12	Strategic Plan Kickoff Agenda	20250528_S1_StrategicPlanSteeringCommittee_KickoffMeeting20240918.pdf
1.13	Strategic Plan Draft Update Email	20250713_S1_Campus Wide Email Soliciting Feedback on Strategic Plan.pdf
1.14	College Senate Meeting Minutes (May 2025)	20251114_S1_CollegeSenate20250514Minutes.docx
1.15	SUNY Academic Momentum Plan	20260215_S1_SUNYAcMoPlan.pdf
1.16	Achieving the Dream (ATD) Plan	20260000_S1_ATDplan.pdf
1.17	2025-2026 Department Planning and Budget Development Guide	20250205_S1_BudgetFinance_2025-2026BudgetandPlanningGuide.pdf
1.18	Workforce and Career Services Department Plan	20260717_S1_BIZ Department Plans.pdf
1.19	BOT Resolution on Approval of VP for Institutional Effectiveness Position	20250221_S1_VPinstitutionalEffectivenessResolution_BOTPacket.pdf
1.20	BOT Resolution on Approval of Dean of Organizational Development and Institutional Effectiveness Position	20250221_S1_DeanInstitutionalEffectivenessResolution_BOTPacket.pdf
1.21	Kelab Budget	20250402_S1_KelabBudget.pdf
1.22	2025 Student Showcase Email	20250602_S1_Spring2025StudentShowcase.pdf

New Reference	Description	Original Citation
1.23	College Teaching Center (CTC) Programming Webpage	20260406_s1_ctc.pdf
1.24	CCCAT Conference Email	20251114_S1_EmailRECCCAT.pdf
1.25	Faculty Association Union Contract	20260318_Faculty Association CBA.pdf
1.26	Faculty Scholarship Email	20260213_S1_EmailREPublishing.pdf
1.27	President's Update on MVV and Strategic Plan	20250428_S1_PresidentKremenekEmailMVVAdoption.pdf
1.28	MVV Webpage	20260622_S1_MVV.pdf
1.29	BOT Agenda (July 2025)	20251114_S1_BOT20250716Packet.pdf
1.30	President's Report to Community (2025)	20260318_S1_2025 President's Report to Community .pdf
1.31	Community Relations Survey (2025)	20251215_S1_CommunityRelationsSurveyFall 2025.pdf
1.32	Panther Pulse Newsletter	20260614_S1_TC3externalnewsletter_pantherpulse.pdf
1.33	SEP Council Presentation	20251215_S1_SEPCouncilMeeting20251107_GoalReflection.pdf
1.34	BOT Resolution on Strategic Planning Guiding Principles	20250710_S1_Pages33-34BOT20240918.pdf
1.35	Strategic Plan Steering Committee Workshop Presentation	20250408_S1_StrategicPlan_20250123StrategicPlanningSlides.pdf
1.36	Student Success Metrics Dashboard	20260519_S1_SP_Dashboard.pdf
1.38	IPEDS Figures on Pell Outcomes Trends	20260622_S1_c3_Pelloutcomesv.pdf
1.39	Mapping Student Success to Community Vibrancy Summary	20251024_S1_ATDPreliminaryActivityResultsFall2025.pdf
1.40	ATD Institutional Capacity Assessment Tool (ICAT)	20260318_ATD_ICAT2_DistributionResults.pdf
1.41	Previous Academic Primary Plan	20250214_S1_AcademicPlan2023_2024.pdf
1.42	Transfer Webpage	20260406_s1_Transferring from TC3.pdf
1.43	Graduate Survey Comment Summary	20260622_S1_GraduateSurvey_student Experience.pdf
1.44	Lightcast Alumni Outcome Contract	20250717_S1_LightcastAlumniOutcomesContract.pdf
1.45	Strategic Plan Data Review Presentation	20250612_S1_StrategicPlan_20241203DataReview.pdf
1.46	NCLEX Score Summary (2018-2022)	20260406_s1_nclex_2018-2022.pdf
1.47	NCLEX Score Summary (2023-2027)	20260406_s1_nclex_2023-2027.pdf
1.48	U.S. Department of Education College Scorecard	20260406_s1_collegescorecard.pdf
1.49	BOT Resolution on Approval of Health Sciences Degree	20251114_S1_BOTResolution_HealthSciencesASDegree.pdf
1.50	Academic Program Review (APR) Figure Template	20260220_S1_ProgramReviewFigure_Engineering.pdf
1.51	Enrollment and Outcomes Trend Analysis (IPEDS)	20260622_S1_IPEDS Figures -Enrollment and Degree completions_race and gender.pdf
1.52	BOT Agenda and Meeting Minutes (June 2025)	20250612_S1_June 18 2025 BOT Packet.pdf
1.53	SEP Goals and Strategies Presentation	20260406_S2_SEP Goals and Strategies11_12_24.pdf
1.54	IPEDS 2024 Data Feedback Report	20250131_AllStandards_IPEDS_2024DataFedddbackReport.pdf
1.55	Tompkins and Cortland County Demographic Data	20250729_S1_CensusBureauDataTompkinsAndCortlandCounties.pdf
1.56	Staff Trend Analysis (IPEDS)	20250214_S1_IPEDS_Staff.pdf
1.57	BOT Agenda and Minutes (May 2025)	20250626_S1_May2025BOTPacket.pdf
1.58	IPEDS Expense Data Trend Analysis	20260212_S1_IPEDSDataTrendAnalysis.pdf
1.59	BOT Agenda and Minutes (June 2025)	20250612_S1_BOTPacket20250618.pdf
1.60	President's Goals (2022)	20250623_S1_2022-23PresidentsGoals.pdf
1.61	President's Goals (2023)	20250626_S1_2023-24PresidentsGoals.pdf

New Reference	Description	Original Citation
1.62	Institutional Planning and Assessment Ecosystem	20251031_S1_TC3PlanningEcosystemNarrative.pdf
1.63	Department Plans (2025-2026)	20260403_All_2025-2026 Department Plans.pdf
1.64	Planning Infrastructure Presentation	20251114_S1_PlanningInfrastructurePresentation.pdf
1.65	Budget Timeline	20251031_S1_IEBudgetTimeline.pdf
1.66	IEC Co-Chair APO	20250626_S1_InstitutionalEffectivenessCouncilCo-ChairpersonJob-Posting.pdf
1.67	Panther Welcome Center Summary and Objectives	20250404_S1_EstablishmentPantherWelcomeCenter.pdf
1.68	President's Email on Formation of Welcome Center	20250404_S1_PresidentialCampusEmail_WelcomeCenter.pdf
1.69	Perkins Budget Narrative	20250626_S1_PerkinsTC3BudgetNarrative2024-2025.pdf
1.70	Advising Expectations Memo	20250220_S1_AdvisingExpectationsSpring2024.pdf
1.71	TC3 Teaching Manual Webpage	20260406_S1_teachingmanual.pdf
1.72	BOT Agenda and Meeting Minutes (July 2022)	20250618_S1_BOT20220721.pdf
1.73	Admissions Organizational Chart	20250626_S1_AdmissionsOrganizationalStructureEOP.pdf
1.74	Panther Pantry and Closet Policies and Procedures	20250404_S1_PantherPantryandClosetPoliciesProcedures.pdf
1.75	Health and Wellness Contractual Expenses	20250404_S1_HealthWellnessServicesContractualExpenses.pdf
1.76	BOT Resolution for Assistant Director of Employer Relations and Experiential Learning	20250328_S1_BOT20210722Packet_CreationAsstDirEmployerRelations.pdf
1.77	SUNY Internship Funding Contract	20250618_S1_SUNYInternshipFundContract.pdf
New Reference	Description	Original Citation
2.1	TC3 Students Rights and Responsibilities	20260610_S2_StudentRightsAndResponsibilities.pdf
2.2	BOT Policy-Maintenance of Public Order	20250729_S2_BPMaintenanceOfPublicOrder.pdf
2.3	Internal Stakeholder Survey Summary	20260227_S2_SP-Notes from In-Person Focus Groups.pdf
2.4	Strategic Plan (Current)	20250801_S2_Strategic Plan 2025-28_Board Approved 7-16-25.pdf
2.5	Equity, Diversity, Justice, and Inclusion (EDJI) Plan	20260207_S2_EDJI Plan Revised 24-25.pdf
2.6	College Council and Committees Webpage	20260623_S2_CollegeCouncilsCommittees.pdf
2.7	Budget Planning Timeline	20260212_S2_New Planning Budget Timeline.pdf
2.8	U.S. Census Bureau Data (Tompkins and Cortland Counties)	20250729_S2_CensusBureauDataTompkinsAndCortlandCounties.pdf
2.9	IPEDS 2024 Data Feedback Report	20250131_S2_AllStandards_IPEDS_2024DataFeedbackReport.pdf
2.10	Employee Climate Survey	20250313_S2_TC3_ClimateSurvey_BenchmarkingEmployee.pdf
2.11	Pulse Survey Summary	20260212_S2_PULSE Survey 2018.pdf
2.12	Faculty DEI Survey	20250316_S2c2_DEI Faculty Staff Survey Findings.pdf
2.13	Student Satisfaction Survey	20260610_S2_StudentSatisfactionSurvey.pdf
2.14	2025 Campus Climate Survey	20250207_S2_CampusClimateSurveyStudent2020.pdf
2.15	Maxient Service Agreement	20250731_S2_Maxient Contract 2018.pdf
2.16	TC3 Accreditation Page	20260225_S2_Accreditation Page.pdf
2.17	Title IX Email	20250730_S2_EmailRETitleIX.pdf
2.18	Grievance and Conduct Violation Policies	20260611_S2_GrievancesConductViolationPolicies.pdf
2.19	Title IX Webpage	20260623_S2_titleIX.pdf
2.20	Student Bill of Rights Webpage	20260611_S2_StudentBillOfRights.pdf
2.21	Employee Grievance Tracking	20260616_S2_Employee Grievances.pdf

New Reference	Description	Original Citation
2.22	Faculty Association Union Contract	20250729_S2_Faculty Association CBA 09-01-24 - 08-31-27.pdf
2.23	Adjunct Faculty Union Contract	20250511_S2_TC3 Adjunct Association CBA 09-01-24 - 08-31-27.pdf
2.24	PAA Union Contract	20250304_S2_AdministratorsContract_09-01-24 - 08-31-27.pdf
2.25	CSEA Union Contract	20250731_S2_CSEA_CBA.pdf
2.26	Human Resources Policies Webpage	20260623_S2_HR_discrimination_forms.pdf
2.27	Employee Complaint Procedures	20260610_S2_Employee Complaint Procedure.pdf
2.28	Board of Trustees (BOT) Bylaws	20250731_S2_BOT-bylaws.pdf
2.29	BOT Nepotism Policy	20250731_S2_BP_Nepotism.pdf
2.30	BOT Sexual and Romantic Relationship Policy	20260611_S2_G8SexualandRomanticRelationships.pdf
2.31	BOT Competitive Bidding Policy	20260611_S2_CompetitiveBidding.pdf
2.32	BOT Whistleblower Policy	20260611_S2_Whistleblower.pdf
2.33	BOT Equal Opportunity/Affirmative Action Policy	20260206_S2_Board Policy Equal Opportunity Affirmative Action.pdf
2.34	Hiring Process	20250731_S2_HRNote_ProcessContext_20250411.pdf
2.35	Request to Fill Form	20250731_S2_RTF_Example_NursingFacultyF25.pdf
2.36	Diversity Recruitment Resources	20250731_S2_Diversity_Recruitment_Resources_10_15.pdf
2.37	Clarification on Hiring Process	20250731_S2_ClarificationOnHiringProcessEmail.pdf
2.38	Memo on Hiring Assessment	20260213_S2_MemoREDisaggregatedHiringAssessment.pdf
2.39	Memo from President on Hiring Practices	20260616_S2_presidentialmemo.pdf
2.40	EEO Data Monitoring and Oversight Policy (Draft)	20260626_S2_EEO Data Monitoring and Oversight PolicyDraft.pdf
2.41	Directory of Strategic Marketing APO	20251103_S2_DirectorStrategicMarketingAPO.pdf
2.42	Web Captain APO	20251103_S2_WebCaptainAPO.pdf
2.43	Digital Content Specialist APO	20251125_S2_DigitalContentSpecialist2022APO.pdf
2.44	Strategic Marketing Plan 2025-2026	20260225_S2_Marketing Strategic Plan 25-26.pdf
2.45	Enrollment Management & Student Affairs Department Priorities Presentation	20260407_S2_EMSA Division Meeting 2025_26 Goals.pdf
2.46	2023-2024 College Viewbook	20250731_S2_college_viewbook 23-24.pdf
2.47	TC3 Admissions Website	20250731_S2_AdmissionsWebsite.pdf
2.48	TC3 Admissions Communication Plan	20260616_S2_Admissions Communications Plan.pdf
2.49	Accepted Panther Day Presentation	20250809_S2_AcceptedPantherDaysPPTAppointment.pdf
2.50	How to Pay for College Presentation	20250809_S2_AcceptedPantherDaysPPTOnFinancialAid.pdf
2.51	Nursing A.A.S Degree Audit Sheet	20250731_S2_SampleAuditSheet_Nursing AAS Fall 2025.pdf
2.52	Healthcare Programs Video Transcripts	20260208_S2_TC3 Healthcare Video images and transcript.pdf
2.53	Nursing Course Offerings	20250731_S2_Evening Nursing Sections F22_SP25.pdf
2.54	ECHD Sample Section Syllabus	20250731_S2_SampleSectionSyllabus_ECHD125_M01_Spring2025.pdf
2.55	Residence Life Handbook	20250731_S2_ResLifeHandbook.pdf
2.56	Accepted Student Communication	20251125_S2_Accepted Student Email.pdf
2.57	Campus Groups Homepage	20250811_S2_CampusGroupsLogin.pdf
2.58	Academic Calendar	20250801_S2_Academic Calendar _ Tompkins Cortland Community College.pdf
2.59	Calendar Webpage	20260610_s2_calendar.pdf
2.60	Campus Groups Calendar	20260611_S2_CampusGroups.pdf

New Reference	Description	Original Citation
2.61	BOT Meeting Minutes	20250731_S2_BOT_minutes_example_11172022.pdf
2.62	Update from President (Fall 2024)	20250731_S2_President_Fall semester Closing email 12-16-2024.pdf
2.63	Update from VP of EMSA (Spring 2026)	20260220_S2_VPOfEnrollmentEmail.pdf
2.64	Academic Affairs Weekly Update (1/31/2025)	20250731_S2_Provost_Academic Affairs Weekly Update_01-31-2025.pdf
2.65	Opening Day Presentation (Spring 2025)	20250731_S2_Opening Day Slides - 1-21-25-SP.pdf
2.66	External Stakeholder Survey	20250811_S2_StrategicPlanExternalSurvey.pdf
2.67	BOT Academically Disadvantaged Students Policy	20260611_S2_DisadvantagedStudents.pdf
2.68	BOT Preferred Name Policy	20260224_S2_Board Policy Preferred Name Gender and Pronoun.pdf
2.69	BOT Title IX Policy	20260224_S2_Board Policy Title IX.pdf
2.70	BOT Discrimination and Harassment Policy	20260116_S2_Policy Against Discrimination Harassment.pdf
2.71	Human Rights Webpage	20260611_S2_HumanRights.pdf
2.72	Disability-Related Accommodation Webpage	20260611_S2_DisabilityAccommodation.pdf
2.73	BOT Financial Assistance Policy	20260611_S2_FinancialAssistance.pdf
2.74	BOT Tuition Waiver Policy	20260224_S2_Board Policy Tuition Waiver.pdf
2.75	BOT Tuition Rates for Veterans Policy	20260224_S2_Board Policy Tuition Rates Veterans.pdf
2.76	BOT Prior Learning Assessment Policy	20260611_S2_PriorLearningAssessment.pdf
2.77	Financial Aid Webpage	20260610_S2_FinancialAid.pdf
2.78	Cost of Attendance	20251121_S2_Cost of Attendance.pdf
2.79	Net Price Calculator Website	20260610_S2_TC3NetPriceCalculator.pdf
2.80	Loan Repayment/Default Prevention	20260224_S2_Loan Repayment Default Prevention.pdf
2.81	Tuition Refund Information	20251121_S2_Refund Policy.pdf
2.82	Withdrawal and Title IV Refund Information	20251121_S2-Withdrawal and Title IV Refund.pdf
2.83	College Navigator Student Debt Information	20260224_S2_Loans Debts Defaults.pdf
2.84	College Navigator Default Rates	20260611_S2_CohortDefaultRates.pdf
2.85	Find Your Program Webpage	20251121_S2_Academic Programs.pdf
2.86	Accounting A.A.S. Webpage	20260611_S2_Accounting.pdf
2.87	BOT Policies Homepage	20260612_S2_BoardPoliciesHome.pdf
2.88	SUNY Electronic & IT Accessibility Webpage	20260210_S2_SUNY EIT Accessibility.pdf
2.89	SUNY Student Conduct Institute Membership Email	20251211_S2_SUNY SCI membership.pdf
2.90	NY State Disability Services Council Membership Email	20251211_S2_NYSDSC Invoice.pdf
2.91	Association on Higher Ed and Disability Membership Invoice	20251211_S2_AHEAD invoice.pdf
2.92	National Academic Advising Association Membership Invoice	20251215_S2_NACADA Receipt.pdf
2.93	BOT Meeting Minutes (December 2023)	20260210_S2_BOT_2023_12_20.pdf
2.94	President's Update (Fall 2024)	20260224_S2_President Update Enrollment ReOrg.pdf
2.95	Organizational Charts	20260227_S2_Organizational_Structure_10_27.pdf
2.96	Chief Diversity Officer Appointment Memo	20250729_S2_Memo-AppointmentOfChiefDiversityOfficer.pdf
2.97	APO for IEC Co-Chair	20260225_S2_APO Institutional Effectiveness co-chair.pdf
2.98	Institutional Effectiveness Council Charge	20260224_S2_IEC Charge Document.pdf
2.99	Retention World Café Executive Summary	20250729_S2_WorldCafeExecutiveSummary.pdf

New Reference	Description	Original Citation
2.100	Student Focus Group Summary Data	20250811_S2_Strategic Planning Student Focus Group Virtual.pdf
2.101	TC3 Policy on Policies	20260616_S2_policyonpolicies.pdf
2.102	College Senate Agenda (May 13, 2022)	20250731_S2_Senate_Meeting_Packet_20220513.pdf
2.104	BOT Policy on Academic Freedom	20250729_S2_BoardPolicyOnAcademicFreedom.pdf
2.105	Mission, Vision, and Values Webpage	20260610_S2_Library Collection Development Policy.pdf
2.106	Copyright Compliance Policy	20250729_S2_CopyrightCompliancePolicy.pdf
2.107	President's Memo on Campus Climate Survey	20251114_S2_DEAC 24-25 Campus Climate Survey Memo.pdf
2.108	Website Content Migration Information	20260407_S2_Website content migration.pdf
2.109	Teaching Faculty Credentials	20251121_S2_Teaching Faculty.pdf
2.110	Professional Licensure Disclosures	20251121_S2_Professional Licensure Reciprocity.pdf
2.111	Access and Equity Overview Webpage	20250729_S2_AccessAndEquityWebsite.pdf
2.112	Panther Welcome Center Webpage	20251210_S2_Panther Welcome Center.pdf
2.113	Transfer Credit Policy	20251125_S2_Transfer Credit Policy.pdf
2.114	List of Articulation Agreements	20260225_S2_Articulation Agreements.pdf
2.115	Enrollment by Gender (2012-2025)	20251210_S2_Student Demographics Gender.pdf
2.116	Enrollment by Ethnicity (2012-2025)	20251210_S2_Student Demographics Ethnicity.pdf
2.117	Pell Status (College Navigator)	20251210_S2_Student Demographics Pell Grant.pdf
2.118	Fire Safety Report (2024)	20251124_S2_2024 Fire Safety Report.pdf
2.119	Retention Rate (College Navigator)	20251124_S2_Retention Rate.pdf
2.120	Immunization Compliance Process Webpage	20251125_S2_Immunization Compliance Process.pdf
2.121	Graduation Rate (College Navigator)	20251210_S2_Student Graduation Retention Outcomes.pdf
2.122	Online Student Identity Verification Protocol Webpage	20260225_S2_Online Student Identity Verification Protocol.pdf
2.123	MATH 113 Master Course Syllabus (Proctored Exam Requirement)	20250808_S2_MATH113MCS.pdf
2.124	U.S. Department of Education Financial Aid Eligibility and Certification Approval Report	20251215_S2_Eligibility Certification Approval Report.pdf
2.125	Institutional Data Information	20260227_S2_IRE Data.pdf
New Reference	Description	Original Citation
3.1	TC3 Curriculum Committee Charge	20260408_Curriculum Committee Charge 2025.pdf
3.2	Audit Sheets (all programs)	20251002_S3_4_Allprogramauditsheets.pdf
3.3	SUNY Academic Program Guidance	20250410_S3_1_SUNYacademicprogramguidance.pdf
3.4	NY State Dept of Education Program Requirements	20250415_S3_1_NYSEDprogramrequirements.pdf
3.5	Health Sciences Program Intake Form	20260209_S3_1_HSPprogramapplication.pdf
3.6	SUNY Microcredential Policy	20260408_s3_microcredential_policy.pdf
3.7	Board of Trustees (BOT) Microcredential Policy	20260209_S3.1_Microcredentialpolicy.pdf
3.9	Sample Master Course Syllabus	20251206_S3_1_Samplemastercoursesyllabi.pdf
3.10	Faculty Semester Prep Guidance	20260209_S3_1_Teachingmanualsectionsyllabus.pdf
3.11	Section Syllabus Template	20251114_S3_1_Syllabustemplate.pdf
3.12	Syllabus Review Data	20250809_S3_1_Syllabireview.pdf

New Reference	Description	Original Citation
3.13	Report on Academic Assessment (2018-2022)	20250415_S3_5_ab_Report on Academic Assessment.pdf
3.14	Master Course Syllabus Instructions	20250521_S3_5_ab_MasterCourseSyllabusInstructions.pdf
3.15	CourseDog Implementation Memo	20250804_S3_1_Coursedogmemo.pdf
3.16	Block Schedule	20250512_S3_1_blockschedule.pdf
3.17	Scheduling Process Workflow	20251122_S3_1_Schedulecreationprocess.pdf
3.18	SUNY Credit Hour Definition	20251003_S3_4_SUNYCredithourdefinition.pdf
3.19	Academic Regulations Webpage	20250415_S3_1_Credithourdefinition.pdf
3.20	Credit Hour Compliance Memo	20251115_S3_1 Contacetimecompliance.pdf
3.21	Academic Catalog Example	20260209_S3_1_Academiccatalogcredithourexpectations.pdf
3.22	Definition of Course Modalities Webpage	20250415_S3.1_Modalitydefinitions.pdf
3.23	Faculty Union Contract	20250804_S3_8_fulltimefacultyunioncontract.pdf
3.24	Adjunct Faculty Contract	20250804_S3_1_Adjunctunioncontract.pdf
3.25	Teaching Manual	20250415_S3_2_2024-2025teachingmanual.pdf
3.26	Academic Deans APO	20260608_S3_AcadDeanAPOs.pdf
3.27	Faculty Credentials by Course	20250415_S3_2_facultycredentialsbycourse.pdf
3.28	NYSED Faculty Expectations	20260408_s3_nysed_fac_req.pdf
3.29	Internal Faculty Credential Data	20260201_S3_2_Faculty Data.pdf
3.30	Academic Program Review Template	20250514_S3_Program_Review_Template.pdf
3.31	Concurrent Enrollment Minimum Qualifications	20260408_S3_CE_minquals.pdf
3.32	IPEDS 2025 Data Feedback Report	20260116_AllStandards_IPEDS_2025DataFeedbackReport.pdf
3.33	IPEDS Trend Analysis Data	20260608_S3_IPEDSdata_trend_analysis.pdf
3.34	Faculty Workload Data (Internal)	20260201_S3_2_Facultyworkload.pdf
3.35	College Teaching Center Programming Webpage	20250809_S3_8_CTCprogramming24-25.pdf
3.36	College Teaching Center Mentorship Program Data	20251206_S3_2_CTCmentorships.pdf
3.37	2025 CCCAT Schedule	20251115_S32_CCCATschedule2025.pdf
3.38	2025 CollegeNow Conference Schedule	20260408_S3_CollegeNow 2025 Conference.pdf
3.39	2024 CollegeNow Conference Schedule	20260408_S3_CollegeNow 2024 Conference.pdf
3.40	SUNY Center for Professional Development Usage Data	20250804_S3_2_SUNYCPDusage.pdf
3.41	CTC Programming Impact Memo	20250809_S38_ImpactofCTCprogramming.pdf
3.43	Teaching Observation Form	20250415_S3_2_Teachingobservationform.pdf
3.44	Teaching Observation Example	20260616_S3_ChairTeaching Observation_Redacted.pdf
3.45	Adjunct Convocation Feedback	20251115_S3_2_Adjunctconvocationfeedback.pdf
3.46	CollegeNow Site Visit Guidelines	20260623_S3_CollegeNowSiteVisitGuidelines.pdf
3.47	Faculty Liaison Site Visit Report Form	20251206_S3_2_Collegenowinstructorobservationform.pdf
3.48	Course Evaluation Form	20250416_S3_8_StudentCourseEvaluationSurvey.pdf
3.49	Course Evaluation Summary Results	20251028_S3_8_CourseEvaluationSummaryResults2019-Pres.pdf
3.50	Course Evaluation Trend Analysis	20260608_S3_course_evals_trend.pdf
3.51	CollegeNow Course Evaluation Template	20260408_S3_CollegeNowEvalTemplate.pdf
3.52	CollegeNow Course Evaluation Response Rate Data	20260408_S3_CollegeNowEvalResponseRate.pdf
3.53	CollegeNow Course Evaluation Summary Data	20260408_S3_CollegeNowEvalSummary_example.pdf

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3.54	Provost Memo on Required Evidence for Promotion	20260612_S3_Evidence for Promotion 2023.pdf
3.55	Advisory Board Meeting Minutes	20251111_S3_AdvisoryBoardMeetingMinutes.pdf
3.56	Provost Memo on Collaboration with Transfer Institutions	20251122_S3_1Collaborationwithtransferinstitutions.pdf
3.57	Nursing Program Reaccreditation Memo (2019)	20251206_S3_2_Nursingaccreditation.pdf
3.58	ACEN 2025 Annual Report	20251206_S3_2_NursingACEN2025report.pdf
3.60	Low Enrollment Section Data	20260201_S3_2_Fillrates.pdf
3.61	BOT Meeting Agenda and Minutes (January 2026)	202620408_S3_BOT_program discontinuation.pdf
3.62	IPEDS 2024 Data Feedback Report	20250131_AllStandards_IPEDS_2024DataFedddbackReport.pdf
3.63	Find My Program Webpage	20250725_S3_3a_Find My Program.pdf
3.64	Computer Science AS Program Webpage	20250826_S3_3a_Computer Science _ Tompkins Cortland Community College.pdf
3.65	DegreeWorks Requirements (Example)	20250725_S3_3a_DegreeWorks.pdf
3.66	DegreeWorks Plan (Example)	20260408_s3_DW_plan.pdf
3.67	TC3 College Catalogue	20250408_S3.3a_TC3CollegeCatalog.pdf
3.68	Reconnect Webpage	20260221_S3_3_SUNY Reconnect _ Eligible Programs.pdf
3.69	Local Needs Assessment Data	20260408_S3_CLNA 2027 Data.pdf
3.70	Local Needs Assessment Report	20260408_S3_CLNA 2027 Report.pdf
3.71	Accounting Degrees Enrollment Census Data	20260129_S3_3_Accounting Enrollment Census.pdf
3.72	Accounting Health Check	20260129_S3_3_Accounting Health Check.pdf
3.73	Instructional Cost by Program	20260129_S3_3_ACC - Program Instructional Cost.pdf
3.74	Curriculum Committee Votes on Program Discontinuation	20260129_S3_3_Curriculum Committee Discontinuing Votes.pdf
3.75	Outdoor Recreation Program Deactivation Memo	20260129_S3_3_Outdoor Recreation Deactivation Memo.pdf
3.76	Program Discontinuation Memo	20260129_S3_3_Programs Discontinuance Memo.pdf
3.78	Average Credits Upon Graduation Data	20260409_s3_criterion3_Avg Crds upon Graduation.pdf
3.79	NACEP Record of Accreditation	20260415_NACEP RofA_TC3.pdf
3.80	CollegeNow Enrollment Trend Data	20260207_S3_3_TC3_College Now Enrollment.pdf
3.81	Continuing Education Enrollment Data	20260415_S3_Con Ed Enrollment.pdf
3.82	Sample Section Syllabus (ENGL 100)	20250516_S3_1_Samplesectionsyllabi.pdf
3.83	CollegeNow Support Services Webpage	20260607_S3_collegenow_support.pdf
3.85	Library Lessons Webpage	20260201_S3_4_Informationliteracyvideos.pdf
3.86	Library Resources on Plagiarism	20260201_S3_4_Plagiarismlibraryguide.pdf
3.87	CTC Library Guide on Chat GPT Webpage	20260408_lib_chatgpt.pdf
3.88	BIOL 211 Lib Guide Webpage	20260607_s3_BIOL211libguide.pdf
3.89	IPEDS Library Collection Data (Trend Analysis)	20260630_S3_IPEDS_Library Collections.pdf
3.90	Tutoring Services Webpage	20250514_S3_4_Tutoring Services.pdf
3.91	Tutoring and Testing Center Usage Data	20250514_S3_4_Tutoring_Testing_Center_Usage.pdf
3.92	Peer and Supplemental Tutoring Information	20251117_S3_4_Peerandsupplementaltutoring.pdf
3.93	Courses with Peer and Supplemental Tutoring	20251206_3_4_Supplementaltutoring.pdf
3.94	Provost Memo on Changes to Tutoring Services	20260717_S3_Aaron Tutor Proposal.pdf

New Reference	Description	Original Citation
3.95	Access and Equity Documentation Processes Webpage	20250514_S3_4_Access and Equity_ Documentation and Department Processes.pdf
3.96	SUNY GE Humanities SLO Assessment	20260615_S3_SUNY GE HUMS 2025.pdf
3.97	SUNY GE World Languages SLO Assessment	20260617_S3_GE World Languages 2026.pdf
3.98	Sample Teaching Observation for Online Courses	20260616_S3_sampleteachingobs_asynconline.pdf
3.99	Sample Teaching Observation for Online Courses	20260616_S3_Onlinesynchronousoussampleobs.pdf
3.100	Online Teaching Policy	20250804_S3_1_Onlinelearningpolicy.pdf
3.101	Online Teaching Policy Implementation Plan	20250804_S3_1_Onlinelearningpolicyimplementationplan.pdf
3.102	Online Teaching Committee Report	20251002_S3_4_Onlinelearningprojectreport.pdf
3.103	Online Teaching Training Course Outline	20251002_S3_4_Outlineofonlinetrainingcourse.pdf
3.104	Online Course Accessibility Presentation	20260625_s3_onlinelearning_accessibility.pdf
3.105	College Ready Bridge Program Description	20260201_S3_4_College Ready Bridge Program.pdf
3.106	TC3 General Education Requirements Webpage	20250401_S3_5a_TC3GeneralEducationRequirements.pdf
3.107	SUNY General Education Webpage	20260607_s3_SUNYGE.pdf
3.108	TC3 General Education and Core Requirements Webpage	20260607_s3_TC3GE.pdf
3.109	SUNY General Education Course List	20250522_S3_5_a_Draft - SUNY GEN ED Chart__ Fall2024.pdf
3.110	New SUNY General Education Course Proposal Guidelines	20250519_S3_5ab_New SUNY GE proposal process.pdf
3.111	Study Abroad in Dominican Republic Webpage	20260612_S3_DomRepSA.pdf
3.112	Study Abroad in Ireland Webpage	20260612_S3_IrelandSA.pdf
3.113	Study Abroad in Costa Rica Webpage	20260612_S3_costa_ricaSA.pdf
3.114	CDSC 232 MCS	20260612_S3_CDSC232_MCS.pdf
3.115	Curriculum Map Template	20250425_S3ab_TC3CurriculumMapTemplate.pdf
3.116	SUNY Gen Ed DEISJ SLO Assessment	20250503__S3_5_ab_SUNYGEDEISJAssessment2024.pdf
3.117	SUNY Gen Ed World History SLO Assessment	20250503_S3_5_ab_SUNYGEWorldGlobalAssessment2024.pdf
3.118	List of New SUNY GE Courses (Categories)	20250417_S3_5b_ListOfNewCourseLastFourYears.pdf
3.119	List of New SUNY GE Courses (Competencies)	20260210_S3_5_SUNY Core Competencies.pdf
3.120	Cengage Learning Service Agreement	20260227_S3_7_Cengage Learning_Agreement_Academic.pdf
3.121	Condensed Curriculum International Service Agreement	20260227_S3_7_Condensed Curriculum Internatonl_Agreement_Academic.pdf
3.122	Career and Professional Education Webpage	20260227_S3_7_Career and Professional Education.pdf
3.123	Continuing Education Oversight Report	20260227_S3_7_Progress report-Program Oversight.pdf
3.124	Online Administration Center Program Evaluation	20260227_S3_7_Online Administration Center Student Evaluation.pdf
3.125	SUNY Student Satisfaction Survey Response Data	20260227_S3_8_SSS SELECT CAMPUS Mean Responses.pdf
3.126	SUNY Student Satisfaction Survey Briefing	20260227_S3_8_SSS SELECT CAMPUS Student Satisfaction Survey Briefing 2024.pdf
3.127	Chair Report Template	20251102_S3_8_Chair Report Template.pdf
3.128	Academic Program Review Template	20251102_S3_8_Program_Review_Template_Updated.pdf
3.130	Health Sciences Program Webpage	20260226_S3_8_Health Sciences Program.pdf
3.131	Business and Industry Leadership Team (BILT) Presentation	20260226_S3_8_BILT.pdf
3.132	Diversity Equity Action Council Presentation on SUNY Academic Momentum Metrics Summary	20260217_S3_8_AcMo Presentation for DEAC Summary December 2025.pdf

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3.133	Academic Dean Search Process Memo	20260226_S3_8_ Dean Search Process.pdf
3.134	Reconnect Enrollment Census Data Dashboard	20260219_S3_3_SUNY Reconnect Data.pdf
3.135	Adjunct Observation Guidance	20251102_S3_8_Observation Guidance.pdf
New Reference	Description	Original Citation
4.1	Admissions Department Plan (2025-2026)	20260214_S4_Admissions_2025-2026 Department Plan Submissions_01-22-2026.pdf
4.2	Apply for Admissions Webpage	20260222_S4_Apply for Admission_TC3.pdf
4.3	List of Programs from Website	20260409_S4_allprograms.pdf
4.4	Student Hub	20260222_S4_Student Hub_TC3.pdf
4.5	Slate Presentation	20260609_S4_slate_presentation.pdf
4.6	Enrollment Services Recommendations Presentation	20260626_s4_Enrollmentsservicescenter_Recommendations_Summary.pdf
4.7	Panther Welcome Center Webpage	20260222_S4_Panther Welcome Center _TC3.pdf
4.8	Enrollment Projection Data	20250624_S4_Middlestates 4 Years Enrollment.pdf
4.9	Strategic Enrollment Plan (SEP) Goals and Strategies	20250624_S4_SEP Goals and Strategies as of 11-12-24.pdf
4.10	Retention Rates (SEP Dashboard)	20260220_S4_Retention rates from SEP.pdf
4.11	IPEDS 2025 Data Feedback Report	20260116_AllStandards_IPEDS_2025DataFeedbackReport.pdf
4.12	Achieving the Dream Plan	20260701_All_ATD Plan.pdf
4.13	SUNY Academic Momentum (AcMO) Metrics	20260609_S4_AcMO_metrics.pdf
4.14	SEP Plan (2nd Edition)	20260406_TC3 Strategic Enrollment Plan2nd Edition.pdf
4.15	Adult Learner Support Email	20260609_S4_adult_learner_email.pdf
4.16	Net Price Calculator	20260610_S2_TC3NetPriceCalculator
4.17	Financial Aid Webpage	20260222_S4_Financial Aid & Scholarships_ Financial Aid _ TC3.pdf
4.18	SUNY AcMO Plan	20260216_S4_ACMO Final Draft.pdf
4.19	Tuition and Fees Benchmark Comparison	20260619_S4_tuition_fees.pdf
4.20	TC3 Foundation Website	20260630_S6_TC3Foundation.pdf
4.21	Loan Default Rates with Benchmarks	20250713_S4_Default Rates for FY2019-2020-2021.pdf
4.22	English Placement Guidelines	20260220_S4_2025 English Placement Guidelines.pdf
4.23	Math Placement Guidelines	20260220_S4_2025 Math Placement Guidelines.pdf
4.24	ESL Placement Guidelines	20260220_S4_2025 ESL placement guidelines.pdf
4.25	BOT Basic Skills Policy	20260220_S4_Board Policies_ Board Policy_Basic Skills _ Tompkins Cortland Community College.pdf
4.26	Developmental Education Placement Trend	20260630_S4_Internal Percent of Cohort Taking Dev Courses.pdf
4.28	Accepted Panther Day Student Checklist	20250718_S4_Accepted Panther Day Checklist.pdf
4.29	Accepted Panther Day Schedule	20250718_S4_APD schedule.pdf
4.30	Onboarding Information for Students	20250721_S4_powerpointforvirtualappointments - V2.pdf
4.31	Accepted Panther Day Feedback Data	20260226_S4_Accepted Panther Day Participant Feedback Survey.pdf
4.32	New Student Orientation Presentation	20250721_S4_Convocation-Welcome PPT F24 - Core Sessions Included. pdf
4.33	Orientation Data and Evidence	20260221_S4_Orientation Data and Evidence.pdf

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4.35	New Student Orientation Online Module	20250721_S4_NSO online module.pdf
4.36	World Café Summary	20260409_S4_TC3 Draft Cafe Report.pdf
4.37	International Student Orientation Presentation	20250722_S4_FA24 International Student Orientation -FINAL.pdf
4.38	Welcome Week Schedule	20250721_S4_NSO Welcome week schedule.pdf
4.39	Faculty Association Union Contract	20250723_S4_Faculty Association CBA 090124 - 083127.pdf
4.40	Advising Expectations (Fall 2022)	20250707_S4_Advising Expectations Fall 2022.pdf
4.41	Advising Expectations (Fall 2024)	20250710_S4_Advising Expectations Fall 2024.pdf
4.42	SUNY Student Satisfaction Survey Summary Results	20250722_S4_2_SSS SELECT CAMPUS Mean Responses.pdf
4.43	Academic Recovery Presentation	20260000_s4_recovery.pdf
4.44	Student Profile Sheet (redacted)	20260410_s4_student_profile_sheet.pdf
4.45	Food Pantry User Data	20250723_S4_Pantry Summer 2021 to 2025.pdf
4.46	CARE Team Webpage	20260222_S4_CARE.pdf
4.47	CARE User Data	20260226_S4_CARE Totals for 2021 - 2026.pdf
4.48	Success Coaching Update Email	20250912_S4_Advising Update Coaching.pdf
4.49	Success Coaching Onboarding Sheet	20250918_S4_Success Coach Onboarding.pdf
4.50	Success Coaching Retention Data	20260609_s4_successcoaching_retention.pdf
4.51	EOP Mission	20251212_S4_EOP Mission Vision Values.pdf
4.52	EOP Enrollment Data	20250729_S4_Internal_EOP Numbers.pdf
4.53	EOP Success Metrics Presentation	20260717_s4_EOPSuccessMetrics.pdf
4.54	ASAP Retention Data	20260609_S4_ASAP_retention.pdf
4.56	Tutoring Recognition Press Release	20250718_S4_Tutoring Center National Certification.pdf
4.57	Social Justice Model Description	20250718_S4_Documentation Guidelines for TC3.pdf
4.58	Students with Accommodations Data	20251201_S4_Students with accommodations.pdf
4.59	Policy on Incompletes	20250724_S4_COAS - Incomplete Policy Proposal Spring 2022.pdf
4.60	Career Advising Webpage	20260221_S4_Career Advising _ TC3.pdf
4.61	Transfer Week Events Schedule	20250718_S4_Transfer Week Events- Spring25.pdf
4.62	Aspen Institute Transfer Workshop Guide	20250718_S4_SUNY Transfer Workshop Pre-work Guide.pdf
4.63	Graduate Survey Data	20250720_S4_Graduate_Survey.pdf
4.64	Graduate Employment Data	20250720_Employment Details For Those Who Are Employed.pdf
4.65	Completion Rates by Program	20250730_S4_IPEDS_Completion by Program.pdf
4.66	Academic Regulations Webpage	20260222_S4_Academic Records_ Academic Regulations _TC3.pdf
4.68	Credit for Prior Learning Webpage	20260409_S4_credit_for_prior_learning_web.pdf
4.69	BOT Prior Learning Assessment Policy	20250728_S4_ Board Policy - Prior Learning Assessment _ TC3.pdf
4.70	Transfer Planning Guide	20250730_S4_Transfer Planning Guide 3-6-25.pdf
4.71	Program and Transfer Credit Analysis	20250507_S4_2_PC-Data_Transfer-In-credits.pdf
4.72	National Center for Education Statistics Institutional Profile	20260221_S4_Institution Data Profile - TC3.pdf
4.73	SUNY Transfer Policies Webpage	20260409_S4_SUNY Transfer Policies.pdf
4.74	Transfer and Articulation Agreements Webpage	20260410_s4_transfer.pdf
4.75	Sustainable Farming and Food Systems Cornell Articulation Webpage	20260221_S4_Sustainable Farming Food Systems to Cornell University College of Agriculture Life Sciences CALS_TC3.pdf

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4.76	Health Science Update Medical Articulation Webpage	20260221_S4_Health Science Professions A S to Upstate Medical University College of Health Professions_TC3.pdf
4.77	List of Transfer Agreements	202004109_S4_TransferAgreement.pdf
4.78	Biology AS Transfer Requirements for Ithaca College	20260610_s4_IC_dual.pdf
4.79	Student Rights and Responsibilities Webpage	20260222_S4_Student Rights_Responsibilities_TC3.pdf
4.80	Information Withholding Request Form	20250724_S4_information_withholding.pdf
4.81	Information Security Protocol	20250724_S4_Information_security_policy.pdf
4.82	Managed Cybersecurity Program Service Agreement	20260717_s4_vCISO_contract.pdf
4.83	BOT Computer and Information Security Policy	20250724_Board Policy - Computer and Information Security_TC3.pdf
4.84	BOT Retention and Disposition Schedule Policy	20250724_S4_Board Policy - Retention and Disposition Schedule LGS-1_TC3.pdf
4.86	Online Student Identity Verification Protocol	20260610_s4_online_identify_verification.pdf
4.87	BOT Faculty Student Association Policy	20260610_s4_fsa_board_policy.pdf
4.88	Recreation Webpage	20260303_S4_Recreation_TC3.pdf
4.89	Equity in Athletics Data	20260303_S4_Equity in Athletics.pdf
4.90	Athletics and Recreation Mission Statement	20250903_S4_athletics 23-24 assess.pdf
4.91	Student Athlete Code of Conduct Agreement	20250903_S4_TC Athletics Code of Conduct Contract 2024 25.pdf
4.92	NJCAA Eligibility Requirements	20260610_S4_NJCAA Eligibility Requirements.pdf
4.93	Team GPA Data	20260303_S4_TC3 Team Participation GPA Finances 2004 through 2024 for Middle States Committee.pdf
4.94	Athletics and Recreation Board Report (July 2024)	20260303_S4_Athletics GPA info.pdf
4.95	Student Life FSA Presentation	20260303_S4_Student Life Presentation Spring 2025
4.96	Student Clubs Handbook	20251210_S4_2024-2025 Club and Organization Handbook.pdf
4.97	Co-Curricular Transcript Webpage	20260303_S4_Co-Curricular TranscriptTC3.pdf
4.98	Tracks and Badges Presentation	20251119_S4_Badges - Presentation to Presidents Cabinet 2025.pdf
4.99	Event Tracks Guide	20251119_S4_Event Tracks Guide.pdf
4.100	Student Affairs Assessment Materials	20260000_S4_JoeEvidence.pdf
4.101	Residence Life Handbook	20260303_S4_ResLifeHandbook.pdf
4.102	Childcare Services Webpage	20260612_S4_childcare_center.pdf
4.103	Food and Vending Service Agreement	20250416_S4_American Food Contract 2024 FULL X.pdf
4.104	American Dining Creations Webpage	20260303_S4_Amerifit_American Dining Creations.pdf
4.105	Secret Shopper Recommendations	20260000_S4_SecretShopper.pdf
4.106	Enrollment Management and Student Affairs Update Email	20260304_S4_Enrollment Management and Student Affairs Division Update.pdf
4.107	Student Activities Attendance Data	20251119_S4_September_2025SA_report.pdf
4.108	Student Activities Annual Report (2024)	20251119_S4_EOYR - 2023-2024 - Student Activities.pdf
4.109	Update on FSA and Student Activities	20260630_S4_FSASUpdateMay22.pdf
New Reference	Description	Original Citation
5.1	Academic Assessment Committee Charge (Current)	20260611_S5_AC_charge2026.pdf
5.2	Master Course Syllabus Template	20250723_S5_2020MCSTemplateLLOsincludedEdits.docx
5.3	Schedule of Assessment Activities	20250309_S5_SuggestedScheduleofAssessmentActivities1.pdf

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5.4	Academic Plan (2020-2021)	20250214_S5_Academic Plan_2020-2021_FINAL.pdf
5.5	Academic Primary Plan (Current)	20250723_S5_AcademicPrimaryPlanFinalDraft2025.pdf
5.6	Assessment Cycle (2022-2028)	20250725_S5_ILOGenEd_ProgramReviewCycle.pdf
5.7	ILO/Mission Alignment Map	20250704_S5_ILOMissionVisionAlignment.pdf
5.8	Curriculum Mapping Template	20250723_S5_TC3CurriculumMappingBlankTemplateSpring2022Edited.pdf
5.9	Academic Assessment Committee Charge (Previous)	20260409_S5_Academic Assessment Committee Charge 2021.pdf
5.10	Master Course Syllabus Status Document	20250726_S5_MCSupdatestatus_active_inactive.pdf
5.11	Assessment Committee Progress Update (2023)	20250725_S5_Spring2023AssessmentProfDev.pdf
5.12	Assessment Day Presentation (2024)	20250725_S5_AssessmentDaySP24ILO5.pdf
5.13	Assessment Committee Meeting Minutes (April 2025)	20260623_S5_ACminutesApril2025.pdf
5.14	SLO Reporting Form	20250726_S5_SLO Assessment Form Spring 25.pdf
5.15	Department Assessment Report (DAR) Form	20250723_S5_DepartmentAssessmentReport2025.pdf
5.16	LA Social Sciences Curriculum Map	20250725_S5_CurriculumMapLA-SS.pdf
5.17	Social Sciences DAR	20260623_S5_SSDAR2024.pdf
5.18	Social Sciences Chair Report	20250731_S5_CW Department Chair Report 2025.pdf
5.19	Humanities/Creative DAR (2024)	20250726_S5_2024_Department Assessment Report COMM Creative Writing.pdf
5.20	Sustainable Farming and Food Systems A.A.S. Curriculum Map (PLOs)	20250725_S5_SustainableFarmingCurriculumMap.pdf
5.21	Applied Science and Tech A.A.S. Curriculum Map (PLOs)	20250725_S5_AppliedScienceTechnologyCurriculumMap.pdf
5.22	Environmental Studies A.S. Curriculum Map	20250725_S5_Environmental StudiesASCurriculumMap 2023-24.pdf
5.23	Graphic Design APR (2023)	20250911_S5_GRAPHIC DESIGN COMPREHENSIVE PROGRAM REVIEW 4-16-2024.pdf
5.24	Graphic Design APR Response	20260303_S5_Graphic Design Program Review - Response 2026- ART.pdf
5.25	Sports Management APR (2024)	20260214_S5_SPMT Program review 25.pdf
5.26	Sports Management APR Response	20260717_s5_SpManAPR_Provost_response.pdf
5.27	Computer Science APR (2024)	20260214_S5_Program_Review_Computer_Science.pdf
5.28	Computer Science APR Provost Response	20260717_s5_CompSciAPR_Provost_response.pdf
5.30	Hospitality and Farming Advisory Council Agenda (2025)	20251111_S5_AdvisoryCouncilAgenda.pdf
5.31	Hospitality and Farming Advisory Council Member List	20250000_S5_1111_AdvisoryBoardMemberList.pdf
5.32	Healthcare Roundtable Agenda	20250728_S5_Healthcare Roundtable Agenda.pdf
5.33	Manufacturing Funds Roundtable Flier	20250728_S5_Roundtable Manufacturing Training Opportunities.pdf
5.34	BILT Team Orientation Presentation	20250728_S5_BILT Orientation_TompkinsCortland.pdf
5.35	Chemical Dependency Applied Learning Communication	20250726_S5_Applied Learning CDSC232.msg
5.36	Early Childhood Applied Learning Opportunities	20250726_S5_ECHD AASAppliedLearningExperiences.pdf
5.37	Computer Information Systems APR (2025)	20260623_S5_CIS_APR.pdf
5.38	Program Audit Sheets	20250728_S5_25-26 TC3 Audit Sheets.pdf
5.39	ENVS 102 Master Course Syllabus	20250726_S5_ENVS102MCS.pdf
5.40	ENGL 102 Master Course Syllabus	20250726_S5_ENGL102 MCS.pdf
5.41	ENGL 210 Master Course Syllabus	20250726_S5_ENGL210MCS.pdf

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5.42	DEISJ SUNY GE Assessment (2024)	20250726_S5_SUNY GE DEISJ Report 2024.pdf
5.43	Strategic Enrollment Plan (2025-2029)	20250728_S5_TC3 Strategic Enrollment Plan 2025-2029.pdf
5.44	Sports Management Program Review Data	20250726_S5_Program Review Figure_Sports Management 2024.pdf
5.45	Social Sciences Program Review Data	20250726_S5_Program Review Figure_Social Science 2024.p
5.46	Entrepreneurship APR (2023)	20250726_S5_Entrepeneurship 2023 COMPREHENSIVE PROGRAM REVIEW.pdf
5.47	Computer Information Systems Program Review Data	20250728_S5_Program Review Figure_Computer Information Systems 2025.pdf
5.48	Paralegal Program Review Data	20250726_S5_Program Review Figure_Paralegal 2025.pdf
5.49	Accounting Program Review Data	20250728_S5_Program Review Figure_Accounting 2025.pdf
5.50	Sustainable Farming and Food Systems APR (2025)	20260629_S5_SFFSAPR.pdf
5.51	Graduate Survey Response Rates	20250728_S5_MiddleState Grad Survey Response Rate.pdf
5.52	Post-Secondary Employment Wage Outcomes	20260214_S5_PSEOWagesTop4TC3.pdf
5.53	Nursing AAS Evaluation Plan (2021-2022)	20250726_S5_NursingEvaluation_Plan_2021-22.pdf
5.54	Nursing AAS Evaluation Plan (2022-2023)	20250726_S5_Nursing Evaluation Plan2022-2023.pdf
5.55	Nursing AAS Evaluation Plan (2023-2024)	20250708_S5_NursingEvaluationPlan2023-24.pdf
5.56	Master Course Syllabus Instructions (Previous)	20250727_S5_MCS Instructions_REV 10-28-20.pdf
5.58	Engineering/Math DAR (2024)	20250727_S5_Engineering Math DAR 2024.pdf
5.59	Engineering/Math DAR Review (2024)	20260422_s5_DAR_review_form_5ES_5MS_23_24.pdf
5.6	Business DAR (2024)	20250727_S5_BUAD DAR 2024.pdf
5.61	Business DAR Review (2024)	20260623_S5_BUAD DAR Review 2024.pdf
5.62	Assessment Committee Meeting Minutes (October 2024)	20250727_S5_Assessment Committee Minutes October 2024.pdf
5.63	Department Assessment Report Form (Version 1)	20260623_S5_ExDAR2022.pdf
5.64	PLO Assessment Presentation (2024)	20260422_s5_6Dec2024_faculty_meeting.pdf
5.65	CollegeNow Assessment Professional Development Presentation	20260328_S5_College NOW Assessment ProfDev.pptx
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6.1	Organizational Charts	20260422_all_org_charts.pdf
6.2	2019-2023 Strategic Plan	20250214_S1_StrategicPlan2019-2023
6.4	Organizational Charts (same as 6.1)	20260709_S6_TC3 Planning Ecosystem narrative.pdf
6.5	IEC Charge Document	20251004_S6_IEC charge document March 2025.pdf
6.6	Example of Planning and Budget Document 23-24	20251126_S6_Department Planning 23-24_CollegeNow.pdf
6.8	Student Conduct Plan and Budget Request	20260629_S6_StudentContuctPlan.pdf
6.9	Online Teaching Policy Memo	20260628_S6_Onlineteachingpolicy.pdf
6.10	Applied Learning Faculty Survey (2021)	20260403_StandardVI_Appliedlearning2020recommendations.pdf
6.11	2023-2024 Academic Plan	20250214_S1_AcademicPlan2023_2024
6.12	Writing SMART goals presentation	20251125_S6_Planning Infrastructure Presentation_October23.pdf
6.13	Proposed Plan Review Rubric	20260414_S6_IEC Dept Plan Review.pdf
6.14	2025-28 Academic Primary Plan	20250709_S6_Academic Primary Plan Final Draft.pdf
6.15	Program Review Template	20260403_S6_Program_Review_Template_Updated_Sports_Management.pdf

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6.16	Exemplar enrollment tracking report	20250429_S6_EnrollmentManagement_Fall 2025 Enrollment Tracking Report as of 4-28-25.pdf
6.17	2021-23 Business Market/Budget Plan: CFO	20250709_S6_2021BusinessPlan.pdf
6.18	25-26 Proposed Unit Plans	20260403_All_2025-2026 Department Plans.pdf
6.19	25-26 Instructions for planning and budgeting uploads	20251125_S6_Watermark Planning and Budget Guide.pdf
6.20	22-23 Instructions for planning and budgeting uploads	20250516_S6_Finance_Department and Budget Planning 2022-2023.pdf
6.21	25-26 Budgeting context and framework document	20260414_S6_CFO letter on zero based budgeting.pdf
6.22	2025-2026 Completed Department Plans	20260000_S6_closing_loop.pdf
6.23	25-26 President's Senate Presentation and Calendar	20251004_S6_Presidents Opening Remarks - College Senate 9-26-25.pdf
6.24	2024 Retention World Café Executive Summary	20260403_all_worldcaferetention.pdf
6.25	2019 Consultant Enrollment Gap Analysis	20251016_S6_TCCC Recruitment Consulting Final Visit.pdf
6.26	2020 Strategic Enrollment Plan	20260404_S6_SEP 1_0 2020-2022.pdf
6.27	2023 Strategic Enrollment Plan	20260404_S6_SEP 2_0_Updates 2022-2024.pdf
6.28	2023 Strategic Enrollment Plan Presentation	20260404_S6_SEP 2_0 Presentation_060823.pdf
6.29	2024 Strategic Plan and SEP Council	20250313_S6_SEPCouncil_SEP Council Charge as of 1-31-25.pdf
6.30	2025 Facilities Master Plan	20251125_S6_FMPpowerpoint.pdf
6.31	2025 Facilities Master Plan Survey Communication	20250401_S6_Facilities_Facilities Master Plan Survey Planning.pdf
6.32	Facilities Master Planning Committee Membership and Meeting Agenda	20250709_S6_FacilitiesMasterPlanMinutes.pdf
6.33	Facilities Master Planning Senate Presentation	20251125_S6_Senateminutes.pdf
6.34	CFO Senate Presentation	20250709_S6_February2025SenateAgenda.pdf
6.35	2021, 2024 SUNY Student Satisfaction Survey Results	20250729_S2_StudentSatisfactionSurveyDataResults.pdf
6.36	2023-24 President's Annual Report	20260403_President_AnnualReport.pdf
6.37	2024 External Consultant Student Affairs Report	20251024_S6_Student Affairs executive summary.pdf
6.38	23-24 Revised Mission Vision Values	20250621_S6_MissionVisionValues.pdf
6.39	Metrics Strategic Planning Dashboard	20260629_S6_Strategic Planning Dashboard.pdf
6.40	2024 Presidential Communication to Establish Institutional Effectiveness	20260414_S6_IE Formation memo_Sept 2024.pdf
6.41	SUNY Academic Momentum Metric Goals	20251125_S6_SUNY_Targets_Academic_Momentum.pdf
6.42	2025-28 IEC Indicators Framework	20251125_S6_Executive_Summary_Institutional_Effectiveness.pdf
6.43	2025 Revised Strategic Enrollment Plan	20260220_S6_SEPWorkingGroup_TC3 Strategic Enrollment Plan - 2nd Edition as of 8-25-25.pdf
6.44	2023 Retention World Café	20250621_S6_Oct2023WorldCafeReport.pdf
6.45	2023-24 Middle States AIU Presentation to Executive Council	20250106_All Standards_Middle State_2024AIU.pdf
6.46	Exemplar Board Packet	20250621_S6_Sept2024BOTpacket.pdf
6.48	2022-27 Equity Diversity Justice and Inclusion Plan	20260403_all_EDJI.pdf
6.49	2024 Student and Employee Climate Survey	20250207_All_TC3_ClimateSurvey_BenchmarkingEmployee.pdf
6.50	2024 Student and Employee Climate Survey	20250207_All_TC3ClimateSurvey_BenchmarkedStudent.pdf
6.51	IPEDS (2017-2023) Benchmark Analysis of Staff FTE	20250214_S6_IPEDS_Staff FTE by Occupational Category.pdf
6.52	IPEDS Enrollment Profile 4-year snapshot	20260616_S6_IPEDS_demo_data.pdf

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6.53	ATD Data Analysis 2022	20251024_S6_ATDCommunityVibrancy Workbook.pdf
6.54	IPEDS Degree Completions by Demographic Group	20260622_S6_IPEDS Figures_Enrollment and Degree completions_race and gender.pdf
6.55	Finance Manual	20250402_S6_Finance_Budget and Finance Admin Manual.pdf
6.56	Planning feedback 25-26	20290715_S6_Department Plan Review Feedback from IEC June 2026.pdf
6.58	Finance and Audit Committee Agenda	20251125_S6_Finance and Audit September Agenda 2025.pdf
6.59	Senate Agenda CFO Update	20250317_S6_Website_February 14 2025 Minute.pdf
6.60	Presidential Communication County Chargebacks Increase	20260405_S6_criterion5_Sponsorcountycontributionincrease.pdf
6.61	Comprehensive Daily Enrollment Report	20260407_s6_criterion5_budgetpypy.pdf
6.63	Exemplar Budget Request 2024 Student Activities	20251212_S6_Department Plans_Cheyenne Woodard.docx
6.65	Budget Tracking Document Enrollment	20260628_S6_Budgetpypy.pdf
6.66	Exemplar Budget Request 2025	20260408_s6_FSA Athletics & Recreation_contractualbudget.pdf
6.68	Presidential Communication Culinary Center Closure	20260414_S6_Culinary closure memo_May 2025.pdf
6.69	CFO Business Plan 2021-22	20241125_S6_Finance_TC3 2021-22 Business Plan Trimester Update 12-2-21 Final.pdf
6.71	Presidential Memo: Middle States Fall 2025	20260409_S6_Pres MSCHE Response Financial Indicators.pdf
6.73	2024 NACEP Re-accreditation College Now	20250711_S6_NACEPfindingsletter2024.pdf
6.74	2021 SUNY Memo to College President Grant Award	20250724_S6_WDISTEMPLabsgrant.pdf
6.75	Vendor Memo Improved Internet Infrastructure	20251202_S6_ComSource Executive Summary.pdf
6.76	Virtual Cybersecurity Information Security Agreement	20250724_S6_Tompkins Cortland Community College - Cybersecurity Contract.pdf
6.77	Interim Chief Information Officer as a Service	20250724_S6_ITECCISOcontract.pdf
6.78	TC3 Foundation Resolution	20250711_S6_Authorization to Close Coltivare.pdf
6.79	BOT Closes Culinary Program	20250728_S6_May2025BOTpacket.pdf
6.80	Single Audit with Rental Commitments (page 50)	20250106_All Standards_Middle State_2023AIU Single Audit.pdf
6.81	Class Enrollment Extension Center Trend	20250714_S6_IthacaExtensionCenterEnrollment.pdf
6.82	Class Enrollment Extension Center Trend	20250714_S6_CortlandExtensionCenterEnrollment.pdf
6.83	Foundation Student Support Commitment	20240414_S6_TC3 Foundation purpose.pdf
6.84	IR multi-year Middle States financial indicators report	20251126_S6_MiddleStates_FinancialIndicators_Finance_Audit.pdf
6.85	Institution Indicators Senate Review	20260630_S6_IEC_indicators.pdf
6.91	Concurrent Enrollment Discounts	20250722_S6_TC3Website_Concurrent Enrollment Scholarship.pdf
6.92	Tuition Discount Professional Administrators	20250721_AllStandards_PAA CBA 090124 - 083127.pdf
6.93	Tuition Discount Faculty Association	20250721_AllStandards_Faculty Association CBA 090124 - 083127.pdf
6.94	Tuition Discount Classified Staff	20250721_AllStandards_CSEA CBA 090124 -083127.pdf
6.95	Tuition Discount Adjunct Faculty	20250721_AllStandards_TC3 Adjunct Association CBA 090124 - 083127_0.pdf
6.96	Tuition Discount International Students	20250722_S6_TC3Website_Be One of Us Scholarship.pdf
6.97	Tuition Discount Housing	20250722_S6_TC3Website_Housing Discount.pdf
6.99	Single Audit 2022	20250106_All Standards_Middle State_2022AIU Single Audit.pdf
6.100	Single Audit 2022	20250106_All Standards_Middle State_2023AIU Audited Financials.pdf
6.101	Single Audit 2023	20250617_S6_Finance_Tompkins Cortland Community College 2024 FS Final.pdf

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6.102	Corrective Action Plan 2024 Cybersecurity	20250501_S6_InformationTechnology_TC3 and Cyberstone Response and CAP.pdf
6.103	Exemplar Audit Corrective Action Plan	20250722_S6_BOTMeetingMinutes_23-24 Corrective Action Plan.pdf
6.107	Exemplar Faculty Meeting Agenda 2024	20250317_S6_Outlook_All Faculty Meeting 21624.pdf
6.108	Exemplar Faculty Meeting Agenda Provost Office Reorganization	20250317_S6_Outlook_All Faculty Meeting Agenda 9_20_24.pdf
6.109	2019 Exemplar Student Services Agenda	20250318_S6_Assistant to VP of Student Affairs_Agenda 10-10-19 Student Services Group Meeting.pdf
6.110	2023 Exemplar Student Affairs Agenda	20250318_S6_Assistant to VP of Student Affairs_Agenda 4-18-23 Student Affairs Division Meeting.pdf
6.111	2024 Exemplar Student Affairs Agenda	20250318_S6_Assistant to VP of Student Affairs_Agenda 3-18-25 Student Affairs Leadership Team Meeting.pdf
6.112	2025 Finance and Audit Committee Agenda	20251102_S6_BOTBudgetandFinanceSept2025.pdf
6.113	2024 Finance and Audit Committee Agenda	20251102_S6_BOTBudgetandFinanceNovember2024.pdf
6.114	Space Utilization Chart	20250711_S6_SpaceUtilizationSpring2025.pdf
6.115	2025 Facility Condition Analysis	20251126_S6_FMP Facility condition analysis.pdf
6.116	2024 Facilities Master Planning Goals	20250711_S6_FMP Narrative2025.pdf
6.117	2025 Facilities Master Planning Presentation	20250711_S6_FMPFeedbackPresentation.pdf
6.118	Technology Master Plan	20270711_S6_2025 - 2027 TC3 Technology Master Plan.pdf
6.119	Capital Project Report	20250502_S6_Finance_Tompkins Cortland Capital Report SFY 23-24.pdf
6.120	Capital Project Report	20250502_S6_Finance_Tompkins Cortland Capital Report SFY 22-23.pdf
6.121	Capital Project Report	20250502_S6_Finance_Tompkins Cortland Capital Report SFY 21-22.pdf
6.122	Updated Capital Funding Report	20250502_S6_Finance_Tompkins Cortland Capital Report SFY 24-25.pdf
6.123	SUNY Workforce Job Linkages Grant Memo and Scope	20250724_S6_WDIJobLinkages.pdf
6.124	2025 Certificate of Liability Insurance	20260404_S6_BaileyInsurance_InsurancePolicy2024.pdf
6.125	Lease Document Ithaca Extension Center	20250331_S6_Auxiliary Operations Director_College-Tioga Place Lease.pdf
6.126	Lease Document TC3 Farm	20250331_S6_Auxiliary Operations Director_Amendment of Lease - TC3F to TC3 - Farm.pdf
6.127	Lease Document TC3 Farm	20250331_S6_Auxiliary Operations Director_Lease to TC3- Portion of Barn.pdf
6.128	Lease Document TC3 Farm	20250331_S6_Auxiliary Operations Director_Foundation_ College Lease of Land for Farm Bahar Drive-Route 13.pdf
6.129	P-Tech Lease Agreement	20260404_S6_P-TECH Lease Agreement.pdf
6.130	IT Equipment Lease	20250724_S6_ComSource MSP Executed Contract May 2022.pdf
6.131	CIO Memo Summary of Outsourced IT Functions	20250724_S6_SummaryofIToutsourcing.pdf
6.132	SUNY ITEC Memo President and BOT	20250724_S6_ITEC Hosted Datacenter LOI - TC3 2024.pdf
6.133	2018 Middle States Re-affirmation of Accreditation Document	20250215_S611_StatementofAccreditationStatus.pdf
6.134	2021 Eligibility and Certification Approval Report	20250207_S611_FinancialAidOffice_ECAR.pdf
6.135	2021-26 Program Participation Agreement	20250207_S611_FinancialAidOffice_PPA.pdf
6.136	SUNY CC Student Loan Default Rates	20250713_S6_Default Rates for FY2019-2020-2021.pdf

New Reference	Description	Original Citation
6.137	Career Advising Resources	20260414_S6_Career Advising overview.pdf
6.138	Exemplar Career Events	20260414_S6_Career Carnival 2025.pdf
6.139	Exemplar Career Events	20260414_S6_Career Champions Info Session.pdf
6.140	Exemplar Career Events	20260414_S6_Employer Recruitment Services.pdf
6.141	Exemplar Foundation Annual Report	20250711_S6_TC3Foundation_foundation-annual-re- port-2020-07142021.pdf
6.142	BOT Agenda with regular CFO update	20250711_S6_BOTSept2024.pdf
6.143	BOT Facilities Master Plan Presentation	20251125_S6_FMPRevisedforBOT.pdf
6.144	Senate Agenda Plan Updates	20250711_S6_May2025CollegeSenate.pdf
6.145	BOT Budget and Finance Agenda Presentation by Auditors	20250727_S6_June2025Budgetand FinanceCommitteePacket.pdf
6.146	Mission Vision Values Development Process	20250711_S6_MVVdevelopment.pdf
6.147	Strategic Planning Seeking Input	20250711_S6_StrategicPlanningprocessemail.pdf
6.151	BOT Campus Technology Report (pg. 43)	20250728_S6_September2024BOTpacket.pdf
6.152	BOT Finance and Audit Committee Annual Calendar	20250711_S6_July2025BOTPacket.pdf
6.153	Senate Agenda Program Discussion	20251004_S6_2023-5-19 Senate Meeting Packet.pdf
6.155	2023 Adult Learner Needs External Consultant Report	20250409_S6_InstitutionalResearch_RM Summary Report FINAL 11072023.pdf
6.156	2025 Academic Portfolio Optimization External Report	20250402_S6_AcademicAffairsWeekly_Hannover.pdf
6.157	2022External Consultant Enrollment Support	20250402_S6_SWIM Projects Update 2021-12-22.pdf
6.158	2024 Family Housing Feasibility Study	20250402_S6_Associate Vice President of Student Affairs_TC3 Family Housing Feasibility Strategic Debrief.pdf
New Reference	Description	Original Citation
7.1	Organizational Charts	20260422_all_org_charts.pdf
7.2	College Councils and Committees Webpage	20260717_S7_shared governance webpage.pdf
7.3	College Senate Bylaws	20250716_S7_1_ College-Senate-By-Laws-2023.pdf
7.4	College Senate Update (2024)	20240927_S7_Presidents_College Senate Update.pdf
7.5	College Senate Agenda (January 2025)	20250725_S7_1_Senate-Agendas.pdf
7.6	Student Government Association (SGA) Constitution	20250715_S7_1_SGAConstitutionFall2024.pdf
7.7	SGA Meeting Agenda (4-9-2025)	20250715_S7_1_SGAAGenda4_9_2025.pdf
7.8	Curriculum Committee Charge	20250715_S7_1_CurriculumCommitteeCharge.pdf
7.9	Curriculum Committee Agenda (April 2025)	20250715_S7_1_CurriculumCommitteeAgenda2025-04-07.pdf
7.10	Diversity Equity Action Council (DEAC) Bylaws	20250715_S7_1_DEAC Bylaws.pdf
7.11	Institutional Effectiveness Council (IEC) Charge	20250715_S7_1_IECChargeDocument.pdf
7.12	Strategic Enrollment Planning (SEP) Council Charge	20250715_S7_1_SEPCouncilCharge2025-01-31.pdf
7.13	President's Cabinet Membership Memo	20250718_S7_4_EC_membership_appointment memo_8-29-22.pdf
7.14	President's Cabinet Membership (2024-2025)	20250715_S7_1_2024-25PresidentsCabinetMembership.pdf
7.15	President's Cabinet Assessment Survey	20250716_S7_4_2024_2023_President's_Cabinet_Assessment_Survey. pdf
7.16	President's Cabinet Appointment Memo (2025)	20251005_S7_1_2025-26 President's Cabinet Memo.pdf
7.17	Board of Trustees (BOT) Bylaws	20250725_S7_2_BOT-bylaws.pdf
7.18	BOT Agenda (July 2025)	20251005_S7_2_2July 16 2025 Board Packet.pdf

New Reference	Description	Original Citation
7.19	BOT Member List	20250716_S7_2_BOTMembers.pdf
7.20	BOT Conflict of Interest Certification	20250716_S7_2_COIDisclosureBOT10_15_24.pdf
7.21	Report on BOT Retreat	20250716_S7_2_2024_TC3BoardRetreat.pdf
7.22	BOT Agenda (October 2025)	20260307_S7_2_October 2025 Packet.pdf
7.23	President's Update on BOT Self Evaluation	20250716_S7_2_2024_MemoUpdate_BOTSelfEval.pdf
7.24	BOT Policy Homepage	20250716_S7_2_BoardPolicies.pdf
7.25	BOT Agenda (June 2025)	20250716_S7_2_June182025BOTPacket.pdf
7.26	BOT Resolution to Establish Finance and Audit Committee	20250718_S7_4_Establishment_of_BOT_Finance_and_AuditCommittee.pdf
7.27	BOT Resolution to Appoint the President	20250716_S7_2_2021-2022-18AppointmentofthePresident.pdf
7.28	President Kremenek CV	20250716_S7_3_CV-Kremenek.pdf
7.29	BOT Resolution on the Delegation of Authority	20251005_S7_4_2024-2025-61 Delegation of Authority.pdf
7.30	APO for Chief Policy and Compliance Officer	20250716_S7_4_Administration_Job_Position_Documents.pdf
7.31	Administration CV	20250716_S7_4_Administration_CVs.pdf
7.32	Management-Confidential Performance Evaluation Memo	20250716_S7_4_2024_Management-Confidential_Eval_Memo.pdf
7.33	Professional Administrators Association Union Contract	20251204_S7_4_PAA CBA 09_01_24 - 08_31_27.pdf
7.34	President's Memo on Creation of Division of Enrollment Management and Student Affairs	20250716_S7_4_OrganizationalStructureEmail2025-05-05.pdf
7.35	BOT Agenda (February 2025)	20260307_S7_5_February 19 2025 Board Packet.pdf
7.36	Faculty Senate Bylaws (Draft)	20260307_S7_5_TC3 Faculty Senate Constitution Bylaws - Jan2026.pdf

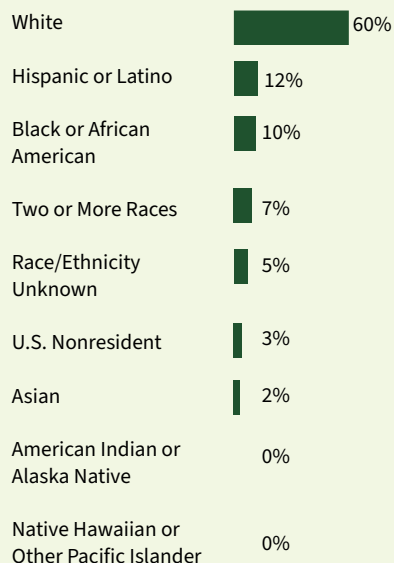
STUDENT DATA

Student Profile of Fall 2022 and 2025 Cohorts

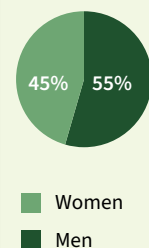
FTFT Degree-seeking Cohort

Fall 2022

Race/Ethnicity %

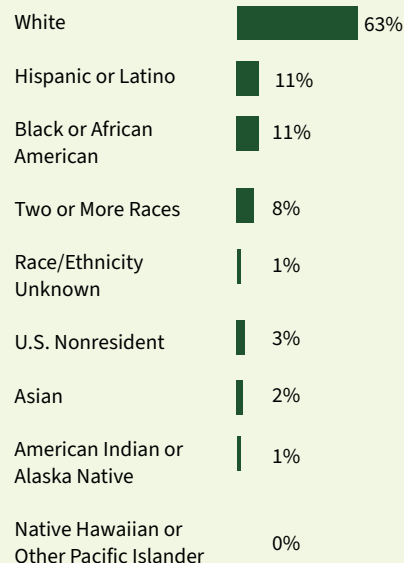


Gender %

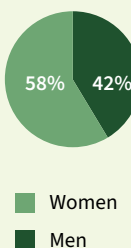


Fall 2025

Race/Ethnicity %



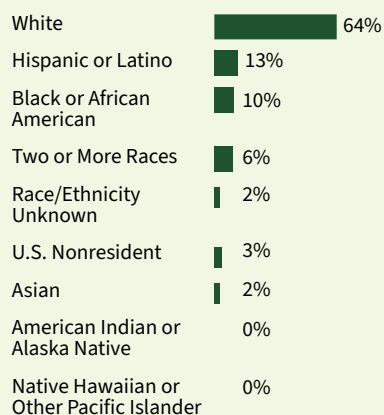
Gender %



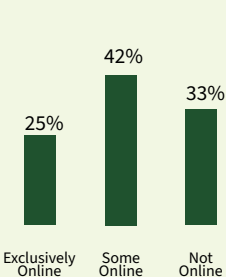
Degree-seeking Cohort

Fall 2022

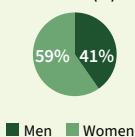
Race/Ethnicity (%)



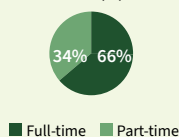
Distance Education (%)



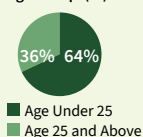
Gender (%)



FTPT (%)

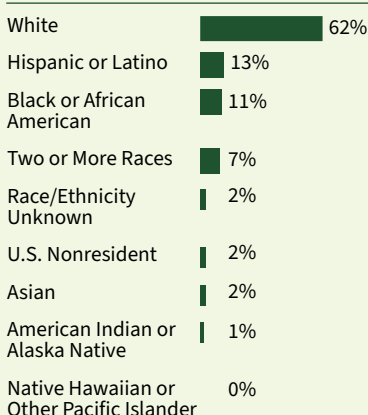


Age Group (%)

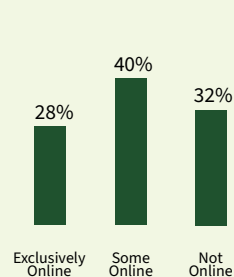


Fall 2025

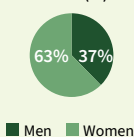
Race/Ethnicity (%)



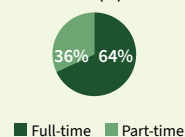
Distance Education (%)



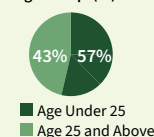
Gender (%)



FTPT (%)

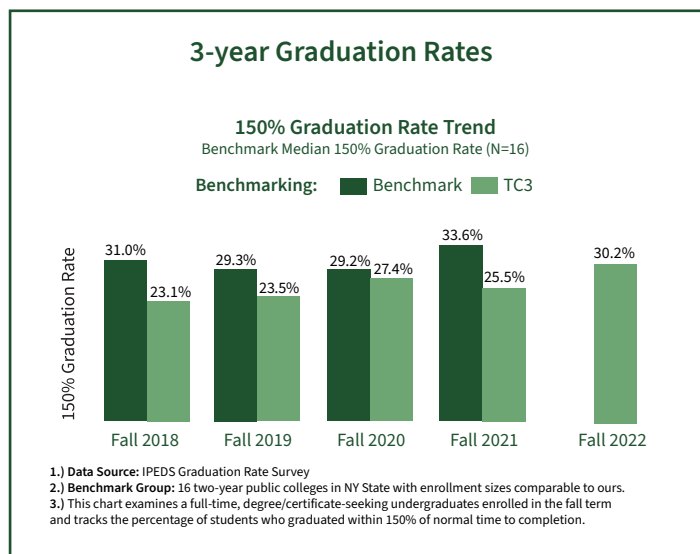
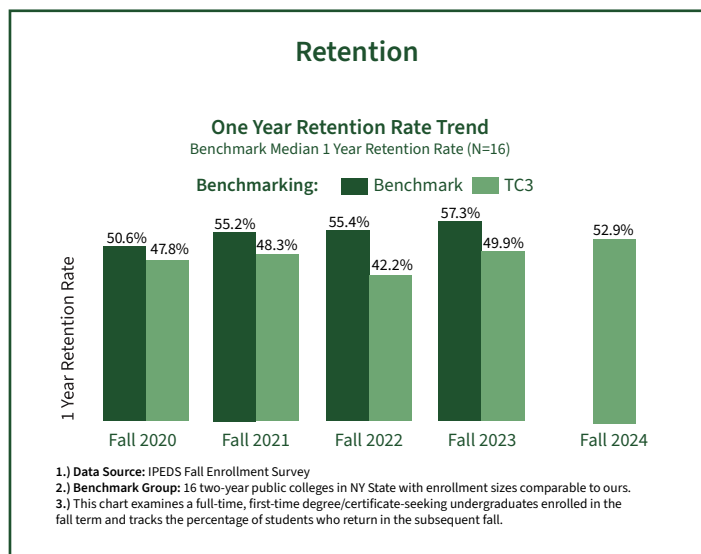
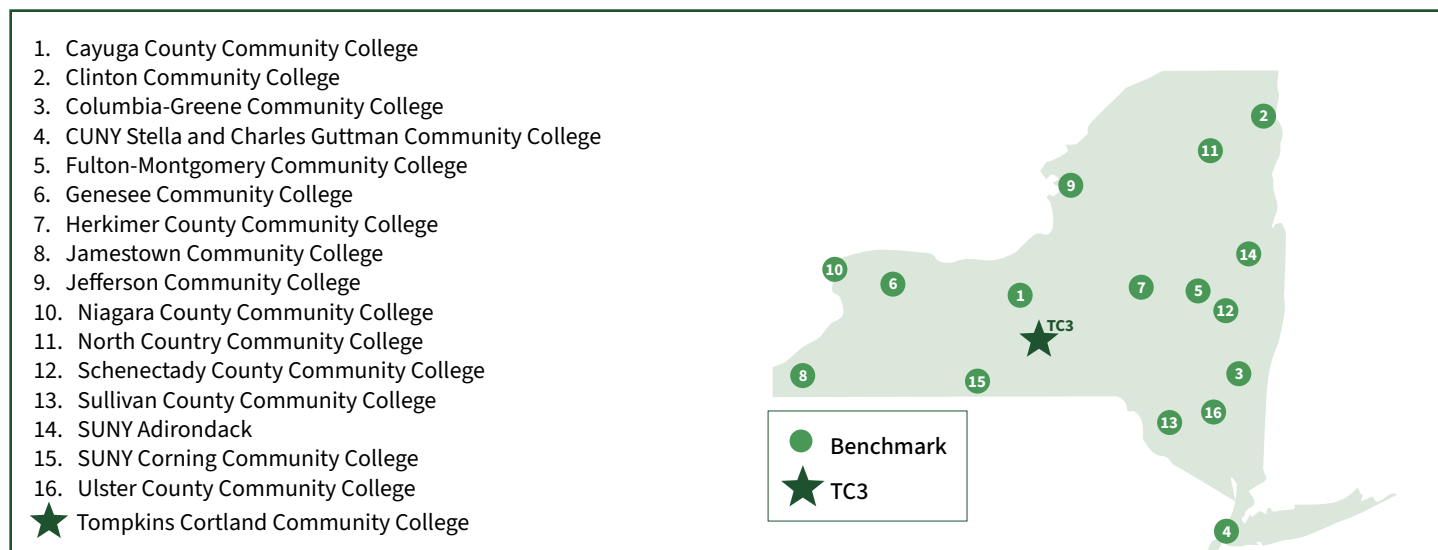


Age Group (%)



MILESTONE METRICS FOR FIRST-TIME FULL-TIME STUDENTS WITH BENCHMARK INSTITUTIONS SHOWN FOR COMPARISON FOR AVAILABLE YEARS

Benchmark Institutions: New York State Benchmarking Community Colleges



IPEDS Transfer Rate

% IPEDS Transfer Rate (150%)					
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
TC3	22%	19%	19%	18%	24%
Peers	16%	15%	17%	20%	N . A .

IPEDS graduation rate survey (transfer without graduation);
 Benchmark = NY Community Colleges (16); *IPEDS data reported 2025-26

STUDENT TUITION AND FEES & FINANCIAL AID PROFILE

Tuition & Fees Multi-year snapshot

Tuition Level	Tuition and Fees	Benchmark: Median tuition and fees (n=16)				Benchmarking: Benchmark TC3	
		2021-22	2022-23	2023-24	2024-25		
	In-district						
	In-state						
	Out-of-state						

Financial Aid Profile First-time Full-time Students (2023-2024)

TC3 Financial Aid Profile					
Award Type	Total Cohort Ct.	No. Awarded Aid	% Awarded Aid	Total Aid Awarded	Avg. Aid Awarded
Any student financial aid	405	352	87%		
Grant or scholarship aid	405	323	80%	\$2,375,867	\$7,356
Federal grants	405	253	62%	\$1,397,003	\$5,522
Pell grants	405	252	62%	\$1,372,253	\$5,445
Other federal grants	405	57	14%	\$24,750	\$434
State/local govt. grant or scholarship	405	239	59%	\$757,969	\$3,171
Institutional grants or scholarships	405	118	29%	\$220,895	\$1,872
Student Loan Aid	405	184	45%	\$1,086,769	\$5,906
Federal Student Loans	405	181	45%	\$979,231	\$5,410
Other student loans	405	11	3%	\$107,538	\$9,776
Any loans or grant aid	405	347	86%		

Benchmarking Financial Aid Profile					
Award Type	Total Cohort Ct.	No. Awarded Aid	% Awarded Aid	Total Aid Awarded	Avg. Aid Awarded
Any student financial aid	339	279	82%		
Grant or scholarship aid	339	253	75%	\$2,014,184	\$7,343
Federal grants	339	193	57%	\$1,118,892	\$5,692
Pell grants	339	191	57%	\$1,084,079	\$5,506
Other federal grants	339	52	16%	\$29,070	\$594
State/local govt. grant or scholarship	339	225	64%	\$768,862	\$3,029
Institutional grants or scholarships	339	83	19%	\$144,609	\$1,526
Student Loan Aid	339	97	30%	\$525,339	\$5,358
Federal Student Loans	339	93	29%	\$454,496	\$5,006
Other student loans	339	4	1%	\$23,732	\$7,787
Any loans or grant aid	339	275	81%		

1. Data Source: IPEDS Student Financial Aid Survey.
2. Benchmark Group: 16 2-year public colleges in New York State with enrollment sizes comparable to ours.
3. This chart examines financial aid for full-time first-time undergraduate students.
4. Award types:
 - a. Any student financial aid includes Federal Work Study, loans to students, and grant or scholarship aid from the federal Government, state/local government, the institution, and other sources known to the institution.
 - b. Any loans or grant aids includes any loans to students, and grant or scholarship aid from the federal government, stste/local government, ot the institution..

Artificial Intelligence Use Disclosure:

Tompkins Cortland Community College used the following A.I. tools: Microsoft Copilot and Claude. These tools were used to copy edit the Self-Study, including identifying potential formatting, spelling and citation errors. The institution assumes full responsibility for the accuracy and integrity of all materials submitted in its name.



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