TOMPKINS CORTLAND COMMUNITY COLLEGE
COLLEGE SENATE AGENDA
February 7, 2020
Board Room

CALL TO ORDER
- Roll Call
- Introductions
- Welcome Guests
- Public Comment (if any)

UPDATES
College Senate Chair(s) update

APPROVAL OF MINUTES
November 22, 2019
December 6, 2019

PRESENTATION
FLCCC Report-P. Tvaroha/L. Seyfried

REPORTS
Executive Branch representative-No report

ACTION ITEMS
Survey and Research Review Committee Charge-E. Sambolec

ADJOURNMENT

FOCUS FOR THIS YEAR
Implement new by-laws of the College Senate

Next College Senate Meeting
Friday, February 14, 2020
at Noon
The Board Room

Survey and Research Review Committee

Article 1 Function

a. General statement or purpose statement: This body would do the following: allow the College, through the Provost's Office, to review research proposals; track survey/research taking place on campus; provide best practices for survey creation and administration to faculty, staff, and students; review definitions and guidelines related to compliance with federal and state policy.
b. Subcommittees: will be formed as needed
c. This committee is responsible for meeting to review and keep track of research/proposed research on campus, ensure it adheres to relevant ethical and legal standards, provide support to students, faculty, or staff on improving the construction and administration of survey instruments as well as timing and scheduling of surveys on campus.

Article 2 Membership

a. Membership distribution: Associate Provost/Director of Institutional Research, at least one Staff member from Office of Institutional Research or their proxy, at least two Faculty members: preferably one from a science field and one from humanities/social science, one or two staff members from various areas of the College.
b. At this time no student members are recommended
c. Members will be invited by the Chair and/or Associate Provost based on qualifications and interest
d. Term of office: two years renewable terms
e. If a member is unable to complete his or her term, the member must nominate a replacement.
f. Removal from committee for non-participation: Committee shall have the right to remove member for non-participation. There shall then be a hearing to discuss member's non-

participation. All members shall then vote. A simple majority vote is required for removal.

g. Note taking responsibilities: IR staff member

Article 3 Chair

a. Chair is appointed by Provost or Associate Provost.
b. Terms of appointment: two years, renewable term
c. Duties of chair: setting schedule, leading meetings, dissemination of information to the College, setting goals for committee each semester in consultation with IR

Article 4 Meetings

a. Regular meetings will be set by chair. Meetings shall take place once a month but may be canceled by chair. Timeline for meetings will be assessed after each semester. E-meetings may be possible acceptable alternative to in-person meetings once process is in place to share comments.
b. Special meetings may be called by chair
c. Quorum: half + 1
d. Meetings are generally not public due to confidentiality, but individuals may request to attend meetings. Committee reserves the right to invite or refuse individuals on an as needed basis.
e. Notes and agendas will be posted but only for nonconfidential matter. Otherwise notes are collected and held internally for confidentiality.

Article 5 Changing the Charge of the Committee

a. Amending the charge needs 2/3 vote.
b. Committee reviews its work annually and reports to Associate Provost/Provost.

Tompkins Cortland Community College
College Senate
Unapproved Minutes
November 22, 2019

CALL TO ORDER

- A. Ahola called the meeting to order at 12:05 p.m.
- A. Ahola welcomed the guests.
- There were no public comments.

Roll Call

Present: S. Abbey, A. Ahola, D. Bethoney, K. Block, F. Coon, A. Decker, T. Evener, G. Isaacs, S.K. Hector, M. Lopez, A. Maroney, A. Martin, R. Sarachan, L. Seyfried, B. Sweeney, J. Thayer, J. Walz-Koeppel, P. Tvaroha, and P. Reifenheiser.

Excused: G. McMinn and R. Rice.

Unexcused: R. Chapman and G. Sikora-Gammage.

Guests: T. Densmore.

APPROVAL OF MINUTES

Minor corrections were made to the November 8, 2019 minutes. T. Evener read an email from A. Beach about wording corrections and clarification of the CARE Committee. In part A. Beach stated:

> "I was reviewing the Senate notes from the last meeting. Specifically, "D. Doskal presented updates on the CARE Committee. G. McCally is the chair of the committee but was unable to attend the meeting. The committee works and follows up with referred students about mental health and other issues."
>
> I'm not sure how to officially clarify, but CARE Team does not and cannot (legally) focus on students' mental health issues. Behavioral Intervention Teams can only focus on unsafe student behavior, which of course may be a consequence of a number of biological, environmental, and social issues.
>
> I just want to make sure that we are accurately reporting/recording the mission and process of the CARE Team. There is some confusion already about where mental health referrals should be directed, and where concerns about unsafe behavioral concerns should be referred."

A motion was made by S.K. Hector to approve the minutes, as corrected. Seconded by G. Isaacs. Motion approved.

PRESENTATION

P. Tvaroha and L. Seyfried gave a presentation on their Faculty Council of Community Colleges Fall Plenary meeting. P. Tvaroha is the delegate and L. Seyfried is the alternate for TC3. L. Seyfried stated they have two meetings a year with a lot of work being done between times. There is a lot of discussion about concerns, interests and trends, policy and procedures and the strength

of shared governance. L. Seyfried stated that they are broken down in to subcommittees to work on resolutions and it is sent to the Chancellor and then if necessary sent back to the committee for more work. P. Tvaroha stated there is a database of all of the resolutions. They reviewed a shortened version of the PowerPoint presentation of the work that was done at the meeting. (See attached PowerPoint).

T. Densmore reviewed the Technology Plan 2020 (see attached).It is a master plan for technology focused on infrastructure. Currently there are five goals they are looking at:

Goal 1: Improve Wireless
Goal 2: Modernize and Standardize Classroom Technology
Goal 3: Availability of Instructional Technology and Applications
Goal 4: Improved Administrative Information Systems and Technology
Goal 5: Robust Core Network Infrastructure

Questions were asked about other areas of the college and they are not being included at this time.

REPORTS

Executive Branch report-no report

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ACTION ITEMS

No action items.

ADJOURNMENT

A. Decker made a motion to adjourn the meeting 1:03 p.m.

FCCC Fall Plenary 2019 Summary

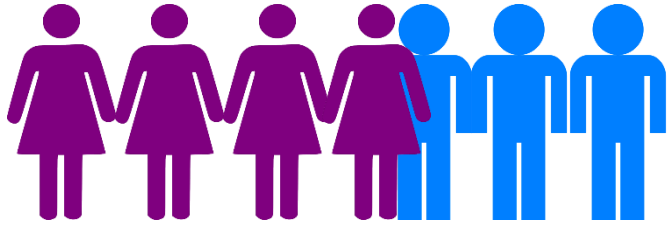
Major Themes

- SUNY Initiatives (Thinking Big)
  - SUNYOnline
  - Gen Ed Revision
  - PRODiGY
  - Health & Wellness Task Force
  - Seamless Transfer & Transfer Path Reviews
  - International Education Strategic Review
- Presidential Searches
- Changing Enrollment & Student Demographics – Retention Strategies
- Budget: New sources of revenue
- Joint Efforts, Advocacy, & Sharing the Message: between FCCC, University Faculty Senate, Student Assembly, Board of Trustees

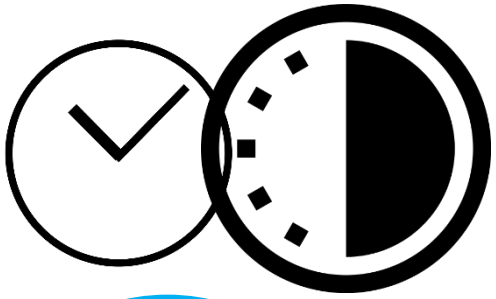
Johanna Duncan-Poitier, Senior Vice Chancellor for CC and the Education Pipeline

1. Profile of Community College sector (see next slides)
   - **200,000 CC students in FY18 - largest sector in SUNY**
   - Enrollment: slight decline for F19 compared to F18 state-wide (but not as sharp as prior years)
   - Non-credit Instruction – more than 4 million hours in 2018
   - High Demand Workforce Program – pre and registered apprenticeships; workforce development training; job linkage

Student Body Demographics

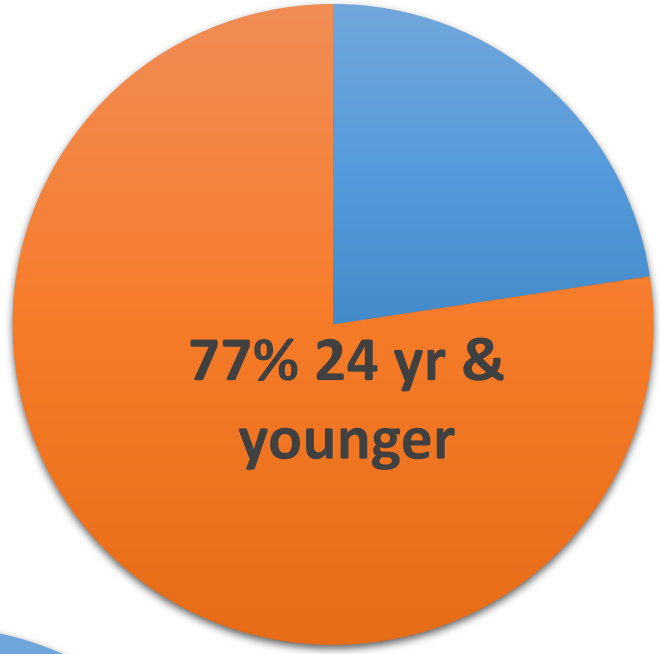


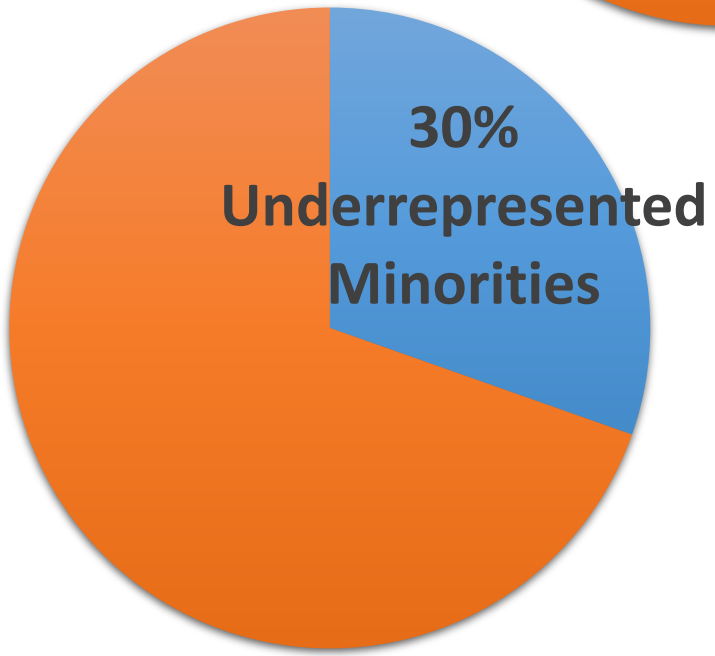
55.7% Female



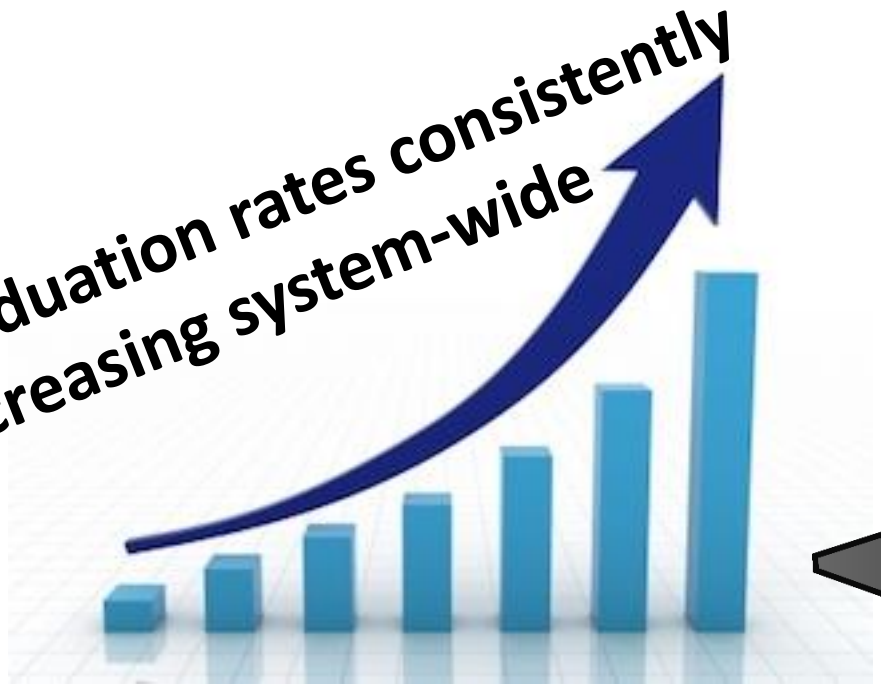
52.5% Full-time

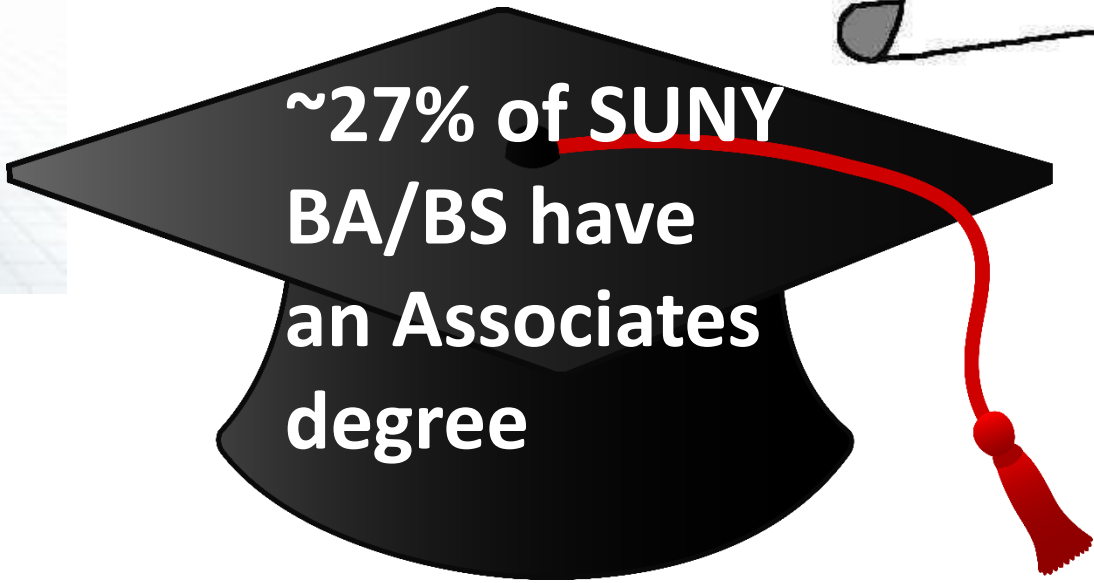
42.6% PELL





Student Body Demographics





Duncan-Poitier (cont.)

2. Presidential Searches
   - 2019 Presidential Appointments: Nassau, Corning, Columbia-Greene, North Country
   - 3 more in progress – Niagara, Fulton-Montgomery, Suffolk
3. Advocacy – Funding Floor 100%; FTE - $100 (that's the goal that we are aiming for)

4. **SUNYAchieve** is the intentional coordination of a constellation of student support strategies.

- Early Alert Systems
- Guided Pathways
- Developmental Education (Math Pathways, Co-req English)
- Degree Works & Transfer Finder
- Re-Enroll to Complete
- Applied Learning
- Workforce Development

Kristina Johnson, SUNY Chancellor

- Priorities and Academic Year 2020 Initiatives
  1. People & Partnerships (including presidential searches, PRODiG, Internships and Apprenticeships)
  2. Individualized Education (including SUNY Online and SUNYAchieve)
  3. Innovation and Entrepreneurship (including growing research capacity)
  4. Sustainability (including critical maintenance, energy efficiency retrofits, new capital, philanthropy and hospitals)

Johnson, Chancellor (cont.)

- PRODiG Timeline for 2019
  - ~ 70 new URM and WSTEM faculty have been recruited across the system; Program Goal = 1,000 over a decade
  - 14 CC put in PRODiG proposals (and were accepted)
  - "PRODiG 2.0" giving more thought to CC sector – coming soon
- Enrollment – roughly 40% of CC transfer outs go to Non-SUNY school
  - CC enrollment down, but lower drop-off from previous years
  - Population of New York is changing – number of college-aged students declining while adult market (24-44 year old) increasing

Johnson, Chancellor (cont.)

- SUNYAchieve
  - Made mention of emergency funding for students – increased persistence rate as a result
  - Excelsior scholarships increasing graduation rates (versus those students that don't have scholarship)
- SUNY Online focus
  - Goal is to bring back the 40,000 NY residents who go out of state for online education
  - Has been a large increase (nearly 150%) web visits by potential students
    - This is not the same as enrolled students

Dr. Todd Laursen - Provost

- Fall Enrollment/ Enrollment management Way Forward
  - Good news
    - On time (2yr) grad rates for Excelsior students is 30% compared to non-Excelsior (11%)
    - First time SUNY Freshmen taking 15 cred or more increased from 54% - to 58%
  - Enrollment Management
    - New Vice Provost for Strategy and Planning will increase emphasis on enrollment planning, management and strategies
    - Continuing efforts focused on student retention: Re-enroll to complete (FinAid), SUNYAchieve, Applied learning & Internships
    - Looking at how enrollment trends interface with things like locations, recruitment strategies, etc.

Dr. Todd Laursen - Provost

- Gen Ed Review: Task Force
  - Task Force appointed this fall to recommend policy revisions and implementation guidelines
    - Target Date for completion end of AY 20-21, but with intermediate reporting (and some intermediate actions) due end of AY 19-20
  - Selected items for consideration from Gen Ed Green Paper
    - Review & Revise the Information Management competency & Other World Civilizations competency
    - Framework for language of “21st century global citizen”
    - Aligning with MSCHE

Dr. Todd Laursen - Provost

- International Ed Strategic Review
  - Plan to do a rigorous inventory (how, where, is the access equitable?)
  - Look at our policies, vision, and missions assoc with international work
  - What is the added student educational benefit (both sending and hosting students?)
- Student Mental Health & Wellness Task force
  - Making sure we can make recommendations we can actually act upon.
- Advocacy Plans for 2020
  - Capital budgets, Debt service, Maintenance of Effort & Community College Funding Floor

TECHNOLOGY PLAN 2020

Tompkins Cortland Community College

Technology Advisory Group
9/30/2019

Purpose and Vision

The technology plan must drive technical solutions and services to leverage existing technology investments and to identify needed investments in emerging technologies. Priorities identified in the plan must align with the Strategic Goals of the institution.

Tompkins Cortland strives to provide learners and staff members with access to the most current technologies available and to provide the training and support necessary to use them. Technology should be used to connect learners whenever, wherever and however they want to learn. Technology will enable the College to fulfill its mission using the most effective tools to enhance teaching, learning, as well streamlining the supporting and administrative functions of the College.

Commitment to Accessibility

Tompkins Cortland Community College is committed to providing equal access for all qualified individuals to its programs and educational opportunities, including computers and other electronic resources, information technology, and technology-mediated learning opportunities. All purchases of new technology (both hardware and software), and the creation of new electronic resources, shall be compatible with currently available adaptive technology or other readily achievable reasonable accommodations with implementation procedures that are identified and put into practice.

Commitment to Sustainability

The College recognizes that there are many opportunities to improve the environmental impact of information technology operations. The College is committed to implementing strategies geared towards sustainability without compromising the services provided.

Developing the Plan

The technology strategic planning context utilized a combination of planning approaches looking at trends in higher education along with an analysis of institutional opportunities and challenges. The plan was built with three specific viewpoints: the perspective of the students and their use of technology as a learner, how technology is utilized by instructors and the supporting administrative technology and shared infrastructure of the institution. The planning activities identified challenges and opportunities unique Tompkins Cortland.

Student 2020

Goals established in this part of the plan focuses on the student experience. The critical question is "How does a student effectively use technology to affect positive learning outcomes and be successful in the overall college experience?"

Key issues identified by the Student 2020 sub-committee include:

- The increasingly BYOD (Bring Your Own Device) nature of the student experience. For most students, college is the first time they are depending on technology and devices that they personally own versus school-issued.
- Addressing Digital Literacy of students and recognizing that Digital Nativism and the Digital Divide affect our students in different ways and creates a student body, which has varied experiences with technology upon entering the institution.

Student Survey Findings

A student survey was conducted (appendix A) during the fall 2017 semester. The survey demonstrated that the importance students placed on different technologies was varied. Several technologies received an equal number of "most important" rankings as "least important" rankings. When asked to rank technology services from most to least important, clear leaders did emerge: 1. Wireless Network, 2. Digital Course Materials / Open Education Resources, and 3. College Issued Email Account.

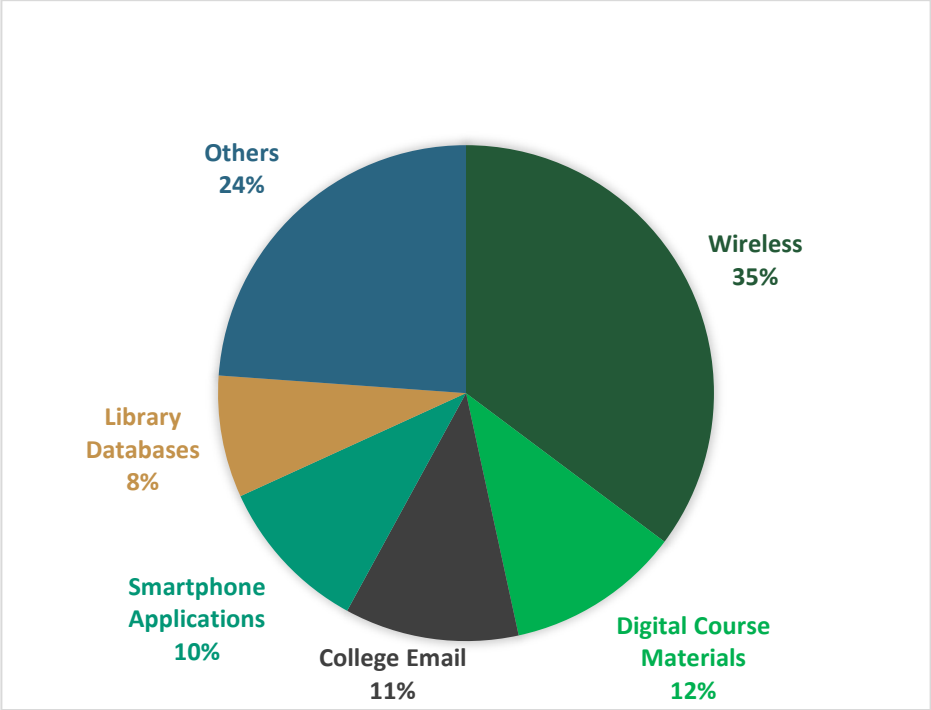


Figure 1: Most important technology as ranked by survey of 107 students

Remote Application Delivery and Virtual Labs

Cloud technology gives us the opportunity to allow students to access required academic software from virtually anywhere. Demand for access to academic software services to users from off-campus has been increasing. Many online courses require course-specific software, but our limited ability to deliver course-specific software to remote users is an obstacle to increasing offerings of online courses and degree programs. Licensing costs often prevent students from purchasing and installing required software on their own computers. By offering remote access to course-specific software in a more flexible way, we can enhance the overall success of our students and create more opportunities for on-premise, online instruction, and HyFlex (hybrid flexible) approaches.

Campuses traditionally offer virtual lab computers as a way to provide the required course-software to online students using campus infrastructure. The traditional approach required a significant investment in on-premises infrastructure and many issues can affect the reliability and consistency of the service. Cloud infrastructure does not rely on campus infrastructure and it does not include large up-front expenditures. Cloud offerings need less expertise to set up and there is no reliance on local physical equipment, redundancy is built-in to the solution. Cloud resources can easily expand or shrink as demand dictates, meaning that the College is spending only what it needs.

Instruction 2020

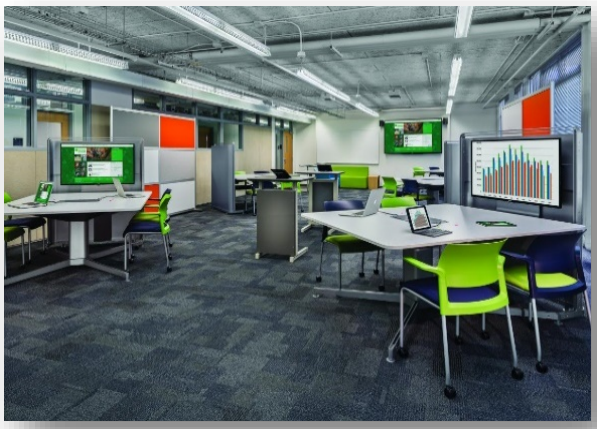
Modernized and Standardized Classroom Technology

A February 2018 review of classrooms conducted by Campus Technology recognized the the need to refresh our technology. This initiative will require input from leadership and stakeholders. This portion of the technology plan highlights some of our current concerns.

The fourteen most deficient classrooms share the following issues:

- Projectors need to be mounted and not placed on a mobile cart/table/or desk
- Faculty and instructors have only a small area on their desk for books and papers
- Poor projector connections that require faculty to connect either the laptop or document camera manually causes problems. Faculty waste class time trying to get the projector to connect
- Power connections that are antiquated and possibly hazardous
- Poor projected image quality\difficult to view from the back rows
- Cabling is not properly managed using No-Trip-Strip or under-floor conduit
- Projector screens with obsolete ratio of 4:3

In this plan we are recommending the College allocate funding for twenty classrooms between 2020 and 2025. This project will required the development of bid and selection of a suitable vendor partner.
The classroom refresh process will result in rooms with the following features:



- Highest standard for power and data links
- Highest quality sound system
- High quality document cameras
- High definition flat screen TVs
- High quality panoramic projectors
- High quality panoramic screens
- Interactive whiteboards
- Remote class pads and wireless response pads.
- Dry erase boards.
- Movable furniture

Online Learning, Digital Course Materials, and Open Educational Resources

The College developed and submitted an Open SUNY Institutional Readiness Implementation Plan in September 2018. The purpose of the Implementation Plan template is to help the College develop a comprehensive plan to execute, to ensure quality, and continuous improvement in the distance-learning program. The authors of this Technology Plan acknowledge the 2017-2018 Open SUNY Institutional Readiness Implementation Plan as support the recommendation made in that plan.

The College currently uses Blackboard as our LMS (learning management system). The development of this product has slowed in recent years with fewer updates and improvements to the user interface and functionality for students and faculty. Open SUNY is focusing on providing marketing for online programs, development of online programs in high need areas, and is looking for pathways and partnerships to build growth and degree programs. As SUNY continues to put resources and focus toward online learning, the College needs to look at ways to capitalize on the marketing and align ourselves with the SUNY initiatives. Online learning and LMS administration are a triad of instructional design, LMS platform, and technical user support. Other LMS options are gaining ground on Blackboard's dominance.

As a campus we need to focus on improving the outcomes of the online experience for all students, one way to do this would be through the use of Blackboard Ally - an accessibility tool integrated into Blackboard for all students or by exploring more modern and user friendly LMS's such as Canvas.

It is an important point to note that Open SUNY is combining the shared services and support for Online Learning 'Blackboard' and OER. The shared service model and cross functional end user support will be the way that SUNY moves into increased profitability and market share.

Systems 2020

This section of the plan focuses on the needs of staff/non-teaching members of the College, and the infrastructure.

Issues identified by TAG to explore in this section include:

- Administrative software tools to improve workflows and reduce inefficiencies
- Better integration of existing software systems
- Shared Infrastructure – Wired/Wireless Network
- Internet of Things (IoT)
- Cyber-security

Shared Network Infrastructure

The technology that faculty, staff, and students depend on everyday relies on a complex IT infrastructure. Strengthening and maintaining the infrastructure is critical to continue to deliver valuable IT services. A survey conducted in March 2019 for the College's strategic planning processes indicated the majority of internal stakeholders do not believe that the College has sufficient technological infrastructure to support its academic and non-academic services.

Wired and Wireless

Historically, wired networks provided the necessary high-speed, high-reliability connectivity, whereas wireless networks were a nice-to-have; convenient for some uses but no substitute for the capabilities provided by the wired network. Wireless networking performance continues to increase and has been able to gain ground in these areas.

A robust and secure wireless network infrastructure will enable TC3 to deploy systems without consideration of the nearest wired connection, or if the device even has the capability of connecting to a wired port. When deploying computers, projectors, smart displays, etc. Campus Technology has to deal with the limitations of the nearest location of a wired Ethernet port. Nearly all of this equipment is capable of connecting to, and managed by, a wireless network.

The existing wireless network is not robust enough to allow us to deploy all systems wirelessly. The wired network also need to be improved to support the wireless network as well as growth in other network connected devices.

Internet of Things (IoT) – Potential Impact

The Internet of Things (IoT) consists of objects endowed with computing power and capable of transmitting information across networks. Connections allow various functionality from remote management to status monitoring to environmental alerts. Education institutions can potential use IoT Capabilities of IoT, leveraging data to streamline processes and promote situational awarness. As more smart devices arrive on campuses, institutions are examining implications on network demands, security, and privacy.

One example the College may leverage IoT is in building management and maintenance. Network connected sensors would allow us to more easily manage, maintain and improve the efficiency of connected systems, such as HVAC, water temperature, lights, etc. For these systems to work effectively

the campus wireless network has to have sufficient capacity, reliability and security. A robust and modernized network infrastructure will be required to support this.

Cybersecurity

Educational institutions are increasingly at risk for cyberattacks and data breeches. The College requires access to Information Security tools and services which provide value and are affordable. The threat environment significantly outpaces the internal resources of the College. Therefore it is in best interest of the College to take advantage to free and shared services for it's cybersecurity initiatives.
Getting unbiased outside opinion is paramount to ensure Information Security ideas and initiatives are effectively adopted at the College.

The College is currently working with the Department of Homeland Security for some limited no-cost cybersecurity engagements. This collaboration has been very helpful and should continue. The College should also strongly consider joining the SUNY SOC (Security Operations Center). The mission of the SUNY SOC is to provide expertise, software, training tools, and resources to help SUNY schools improve their information security posture. The SOC enjoys the unique perspective on Information Security throughout SUNY and is familiar with the challenges faced by campuses. This knowledge equips the SOC to better assist campuses when facing Information Security problems and decisions.

Goals and Objectives

The following goals and objectives have been established to ensure the College has a robust technology based designed to meet the current and future expectations of faculty, staff, and students.

Goal 1 Improved Wireless

1.1 Ensure that the College deploys and maintains a highly available, high performance wireless networking with full coverage of campus buildings and high traffic exterior green space. Investments must ensure that the network can scale with the expected increase in student use devices as well as expected growth in IoT devices used in administrative functions and facilities management.
1.2 Deploy better Wireless Network Access Control system for easier onboarding.
1.3 Replacement upgrade of all existing wireless controller and wireless access points by 2025.

Goal 2 Modernized and Standardized Classroom Technology

2.1 Overhaul twenty classrooms between 2020 and 2025 with the latest classroom technology:
- 2.1.1 Room 141
- 2.1.2 Room 201b
- 2.1.3 Room 260
- 2.1.4 Room 262
- 2.1.5 Room 264
- 2.1.6 Room 266
- 2.1.7 Room 268
- 2.1.8 Room 269
- 2.1.9 Room 287a
- 2.1.10 Room 282
- 2.1.11 Room 281a

- 2.1.12 Room 288c
- 2.1.13 Room 290
- 2.1.14 Room 294
- 2.1.15 Four classrooms additional TBD

Goal 3 Availability of Instructional Technology and Applications

- 3.1 Implement a cloud-based virtual Lab/remote application solution.
- 3.2 Full computer refresh of academic computers according to existing replacement cycle.
- 3.3 Refresh of Specialized Computing Labs

Goal 4 Improved Administrative Information Systems and Technology

- 4.1 Standardize Integrations. Joins applications with standard integration approaches and processes. Implement tools built on open standards such as JSON and REST. Focus on reusable integrations to maintenance compared to point-to-point integrations.
- 4.2 Investigate, support, and promote the use of analytics and artificial intelligence for administrative decision making and process oversight.
- 4.3 eForms: increase use of electronic workflows and approval forms.
- 4.4 Full computer refresh of administrative computers according to existing replacement cycle.

Goal 5 Robust Core Network Infrastructure

- 5.1 Ensure that the core IT infrastructure of the College is robust enough to support all the services that run on top of it. The main networking infrastructure of the college was last refreshed in the 2013-14 academic year. This equipment should be upgraded and replaced by 2022 and no later than 2025. Additionally, growing demands on the network will necessitate further expansion – as of March 2019 the edge switches almost at 100% capacity.
  - 5.1.1 Edge Switch Refresh to enable 10GB to endpoint
  - 5.1.2 Remodel of network closet locations that do not current meet performance and security requirements
  - 5.1.3 Fiber backbone replacement to allow for 40GB backbone
- 5.2 Internet Bandwidth increase from 500MB to 2GB
- 5.3 Firewall Replacement
- 5.4 Core Switch Replacement
- 5.5 Server Isolation Switch

Funding Request

Goal/Objective	2020-21	2021-22	2022-23	2023-24	2024-25	Total
1.1 Expand Wireless Density	1,000	1,000	1,000			3,000
1.2 Improved Wireless Access Management	17,000	4,000	4,000	4,000	4,000	33,000
1.3 Replacement/Update of Wireless Hardware					350,000	350,000
2.1 Classroom Technology Modernization	220,000		220,000			440,000
3.1 Cloud Academic Software Labs	10,000	10,000	10,000	10,000	10,000	50,000
3.2 Refresh of Academic Computers	296,400	33,000	91,200	106,800	26,400	553,800
3.3 Refresh of Specialized Computing Labs	30,000		30,000			60,000
4.1 Standardized Integration Toolset	20,000					75,000
4.2 Increase use of Analytics for Decision Making	15,000	15,000	15,000	15,000	15,000	75,000
4.3 Increased use of electronic forms (licensing)	10,000	10,000	10,000	10,000	10,000	50,000
4.4 Refresh of administrative computers	68,000	55,200	55,000	46,000	39,000	263,200
5.1.1 Edge Switch 10 GB upgrade			210,000			210,000
5.1.2 Network Closets Improvements			40,000			40,000
5.1.3 Fiber Backbone 40GB upgrade			25,000			25,000
5.2 Internet Bandwidth Increase to 2GB	8,000	8,000	8,000	8,000	8,000	40,000
5.3 Firewall Replacement					80,000	80,000
5.4 Core Switch Replacement			80,000			80,000
5.5 Server Isolation Switch	15,000					15,000
	$710,400	$136,200	$799,200	$199,800	$542,400	$2,388,000

Appendix A: Student Survey Instrument

Survey was conducted between November 2017 through the end of the semester. Invitations to participate were sent to all enrolled students via email as well as a advertised link on myTC3. Note that the choices in question one were presented in random order in the online version. The survey received 107 responses.

1. Please order the following technology services from most to least important to you:
   - ☐ Smartphone Applications (TC Connect / Blackboard)
   - ☐ Digital Course Materials including OER (Open Educational Resources)
   - ☐ College Email
   - ☐ Text (SMS) to/from College
   - ☐ Online Career Exploration
   - ☐ Video Lectures
   - ☐ Open Use Student Computers
   - ☐ Online Library Databases
   - ☐ Online Tutoring Services
   - ☐ Wireless / WiFi

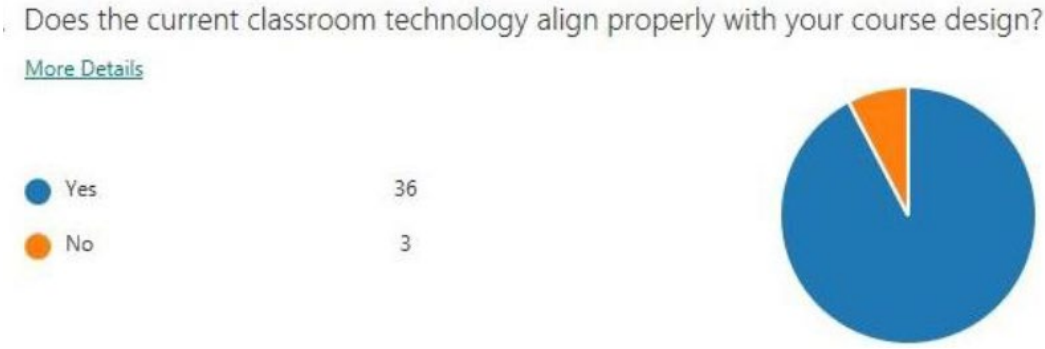
2. What technology do you depend on the most to be a successful student (does not need to be in the above list)?

3. What technology service(s) do you wish TC3 offered students?

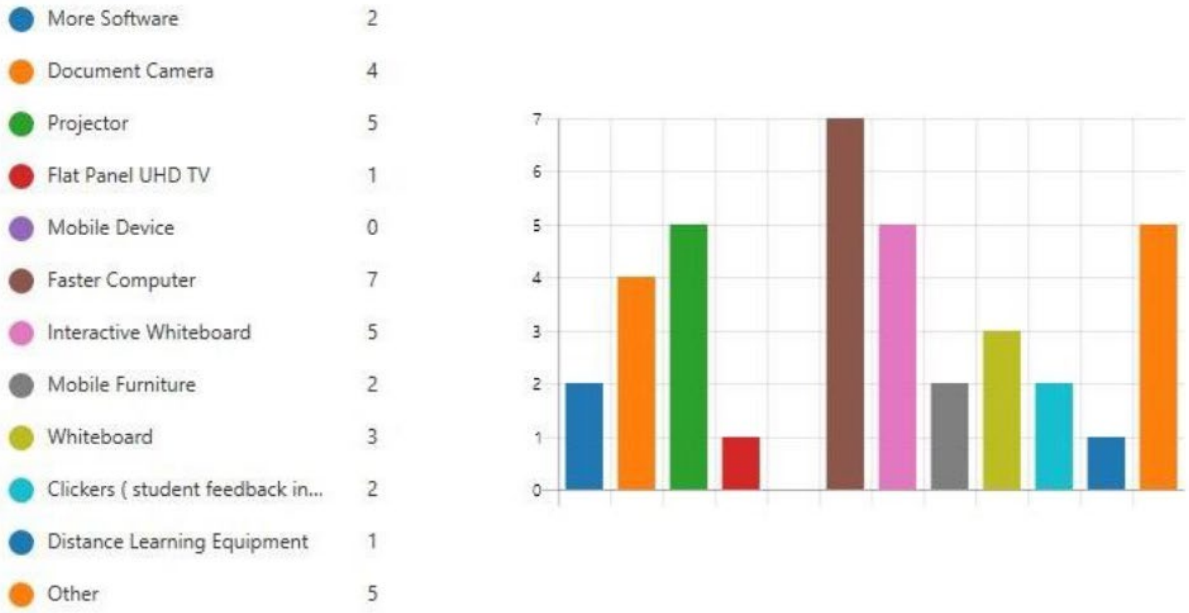
Appendix B: Instructor-Classroom Survey Instrument and Findings

Survey compiled April-May 2019 with 39 respondents.

1. **What is your primary classroom?**
   [Various responses]
2. **Does the current classroom technology align properly with your course design?**



3. **Is there a room that you avoid because you do not like the technology?**
   [Responses contributed to developing Goal 2 classroom list]
4. **What technology are we missing that you would you like to see in your classroom?**
   [Highlighted Responses, smartboards was the most common response – wi-fi issues second most mentioned]
   a. Since I teach English, I basically use the overhead projector and audio, and those are in all rooms, so I'm happy with the configurations.
   b. Better Wi-Fi accessibility. Many times the Wi-Fi is spotty in that classroom
   c. Upgrade for the classroom is it in a 5-year cycle? (Yeah I know we are in tough budget times)
   d. Sometimes a Smartboard would be nice, but not necessary.
   e. So far, all the rooms I've been in have had adequate technology.
5. **Which technology option would serve you best if you could only pick one?**



Plan Development Committee Members and Contributors

Student 2020
Tim Densmore
Gregg Kiehl
Rhonda Kowalski-Oltz
Ken Whitener

Learner 2020
Amy Becker
Tony DeFranco
Lisa Ford
Dave Fish
Don Perkins
Tammy Smith

Systems 2020
Brian Ackley
Olivia Hersey
Michelle Nightingale
Lisa Payne
Julie Ray
Marilyn Webb

Tompkins Cortland Community College
College Senate
Unapproved Minutes
December 6, 2019

CALL TO ORDER

- J. Walz-Koeppel called the meeting to order at 12:02 p.m.
- J. Walz-Koeppel welcomed the guests.
- There were no public comments.

Roll Call

Present: S. Abbey, A. Ahola, D. Bethoney, K. Block, A. Decker, T. Evener, S.K. Hector, M. Lopez, A. Maroney, A. Martin, G. McMinn, R. Rice, R. Sarachan, L. Seyfried, B. Sweeney, J. Thayer, J. Walz-Koeppel, P. Tvaroha, and P. Reifenheiser.

Excused: R. Chapman, F. Coon, and G. Isaacs.

Unexcused: G. Sikora-Gammage.

Guests: M.E. Ensign and A. Regula

APPROVAL OF MINUTES

Due to the closeness of the 11/22/19 meeting and the Thanksgiving break, no minutes are ready for review at this time.

UPDATES

A. Ahola discussed the SUNY Chancellor's Award committees. It took A. Ahola five days to write the summary for the SUNY Chancellor's Award summary for Adjunct Teaching. From now on that task has to be given to the previous year's winner. We now have a better understanding of the time line for all of the awards. We will be looking at the process as a whole in the near future.

PRESENTATION

A. Regula and M.E. Ensign reviewed how the Committee on Academic Status works and reviewed the proposed new academic status requirements and how it affects our students. Retention has been an ongoing issue and by implementing new academic standards it may help our students. They reviewed the recommendations from the Committee on Academic Status, pending level 3 approval process. Attached are the proposed recommendations in review form. P. Reifenheiser stated that M. Talwar has done a lot of research about who has the highest retention rates and why. Further he discussed how academic assessment would be tied to institutional learning outcomes (ILOs) and how the ILOs are in line with TC3 general education requirements.

ACTION ITEMS

Tompkins Cortland Community College's Strategic Plan Final Report was recommended to be moved forward to the Board of Trustees. J. Thayer made the motion, seconded by L. Seyfried. Motion approved.

ADJOURNMENT

R. Sarachan made a motion to adjourn the meeting 12:43 p.m.

Recommendations from the Committee on Academic Status

Policy to be implemented as of Fall 2019 pending the Level 3 Approval Process

Policy

1. **Returning to a graduated cumulative GPA for being in good standing**

Cumulative GPA Credits	Cumulative Minimum GPA
12-20	1.6
21-29	1.8
30+	2.0

Rationale: At most high schools, a passing grade is a **D-**, which equates to a 0.7 GPA. Students who maintained grades below a **C** (below 2.0) in high school are the typical students to apply to an open-access community college. These students are often not prepared for the rigor and expectations of the college setting. We need to allow for a transitional period for them to adjust to these standards. The proposed graduated structure will not allow students to fly under the radar for countless semesters, but it will provide most students with at least one semester during which they can have room to figure out what additional effort and support is needed for them to be successful in college without labeling them right away as on Probation (with the consequent jeopardy to their access to financial aid support). Also, many students who are placed on Probation after their first semester simply choose not to return.

2. **Change the ratio for achieving *significant progress* for purposes of calculating Repeat Probation eligibility to successful completion of 50% of attempted credits.**

Rationale: The current 75% requirement has proven to be especially harmful to part-time students and students taking developmental courses. Under the current policy, we have seen too many cases where students who were making excellent effort and progress were moved into a Suspension or Repeat Suspension status due to withdrawal from a single course.

Process

While the vote will be specific to the Policy recommendations stated above, we have additional recommendations with respect to the *Processes* for working with at-risk students.

- Remove the credit cap for students on probation

We recommend removing the cap on how many credits a student may attempt while on probation (currently 13 credits), but we do recommend that students below the minimum standards attempt no more than 16 credits. In all cases, a student who is below minimum standards should not be allowed to *attempt* more than 18 credits.

- Aligning Financial Aid GPA with Academic GPA

We have confirmed with the Associate Dean for Enrollment Management that we will remain in compliance with federal financial aid regulations if we no longer calculate a separate financial aid GPA that includes developmental courses. We consider developmental courses in our calculation of the earned/attempted ratio (quantitative vs. qualitative standard for progress). This will better align our financial aid GPA and our academic GPA.

- Return to the process of sending Warning letters to any students with a term GPA below 2.0.

Because 2.0 is the minimum cumulative GPA required to be eligible to graduate, students need to be aware that they are below this standard even if they are not in poor academic standing. The process of sending out Warning letters was stopped by the Provost's office several semesters ago, but we recommend that Warning letters once again be sent each term.

Additional Recommendations

- We strongly encourage the College to build and integrate support structures to **help students make a strong transition to college with an emphasis on first-semester supports** so that students meet the minimum academic standards from their first semester of enrollment.

- We strongly encourage the College to build **intentional semester-long supports for students that have fallen below standards** to help ensure they regain Good academic standing.

CONNECTING

Students | Community | Employers | Resources | Each Other

TOMPKINS CORTLAND COMMUNITY COLLEGE

STRATEGIC PLAN

2019

MESSAGE FROM THE PRESIDENT

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

Each year, thousands of students from diverse backgrounds take advantage of the opportunities provided by the College, including recent high school graduates and students who seek new training and education in a competitive and changing job market. Our goal is to prepare students for the jobs of today and careers of tomorrow; this approach allows for the growth of students' earning potential and strengthens our local economy. The College is always searching for innovative paths for collaborating with the public and private sectors to bolster the region's growing economic engine.

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

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

Sincerely,

Orinthia Montague

Dr. Orinthia Montague
President

FROM THE STRATEGIC PLANNING COMMITTEE CO-CHAIRS

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

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

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

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

Sincerely,

Deborah Mohlenhoff
Strategic Planning Committee Co-chair

Susanna Van Sant
Strategic Planning Committee Co-chair

Strategic Planning Committee

Deb Mohlenhoff, Co-chair Susanna Van Sant, Co-chair

Sheila Abbey
Ashley Ahola
Amy Becker
Carolyn Boone
Katrina Campbell
Marlo Colletto
Kerry Curran
Darese Doskal
Teri Evener
Julie Gerg
Jake Jacob
Rhonda Kowalski
Mick McDaniel
Barbara Need
Don Perkins
Kori Post
Gina Gammage-Sikora
Mutale Sokoni
Patty Tvaroha
Carrie Whitmore
Victoria Zeppelin
Sara Watrous

OUR BELIEFS

OUR VISION

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

MISSION

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

OUR VALUES

- **LEARNING**
  Learning is the most important outcome of our work. We are all learners and we know that teaching and learning happen both inside and outside the classroom. Each of us is responsible for our own learning and for supporting the learning of others.

- **EXCELLENCE**
  Exceptional teaching, programs, and service are critical to our success. We believe that excellence must be built on a foundation of integrity, honesty, and academic freedom. We achieve it by focusing on strengths, learning from experiences, and assessing our work.

- **OPPORTUNITY**
  Education transforms lives. We value access to education as a fundamental right. Our students can start here and go anywhere.

- **INNOVATION**
  Change creates vitality. We value active pursuit of thoughtful innovation and continuous improvement. We empower and challenge ourselves to create, innovate, take risks, and nurture an environment of trust.

- **RELATIONSHIPS**
  Relationships are the heart of our work. We value a caring, supportive community built on integrity, openness, honesty, and respect. Our internal and external relationships are flexible, collaborative, and interdependent.

- **DIVERSITY**
  Diversity enriches our learning. We embrace diversity in all of its contexts, including strengths, perspectives, and people. We seek to increase our capacity to understand issues of difference, power, and privilege and to constructively resolve conflict.

STRATEGIC THEMES

1 **Connecting…**
Students to the College

2 **Connecting…**
The College and the Community

3 **Connecting…**
To Employers

4 **Connecting…**
To Resources

5 **Connecting…**
To Each Other

GOALS AND STRATEGIES

Theme 1: CONNECTING…Students to the College

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

Strategy 1.1: Review and revise processes and policies to remove barriers to student entry, retention and completion

Strategy 1.2: Empower and engage all College staff in developing strategies for student success, retention and completion

Strategy 1.3: Foster an environment that is diverse, equitable, welcoming and responsive

Theme 2: CONNECTING…the College and the Community

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

Strategy 2.1: Inform the community about the offerings and achievements of the College and opportunities for the community to be more involved and engaged in and at the College

Strategy 2.2: Leverage partnerships with local high schools to ensure strategic recruitment and seamless transfer

Strategy 2.3: Maintain a demonstrated, visible and active presence in both sponsoring counties

GOALS AND STRATEGIES, *continued*

Theme 3: CONNECTING…to Employers

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

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

Theme 4: CONNECTING…to Resources

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

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

Theme 5: CONNECTING…to Each Other

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

Strategy 5.1: Develop communication strategies that provide opportunities for input, allow for an understanding of the decision-making processes and reinforce the culture of effective collaboration and communication

Strategy 5.2: Ensure faculty and staff are provided with opportunities to fully engage in fostering and promoting the College's culture and image

Strategy 5.3: Celebrate points of pride that highlight the College, its values, its employees and students