Tompkins Cortland Community College

The State of Diversity Report

TOMPKINS
CORTLAND
COMMUNITY COLLEGE

Introduction

This is Tompkins Cortland Community College's third State of Diversity report, with the first one published in 2008. Written every four years, this Diversity and Equity Action Council document describes the recent demographics of TC3's faculty, staff, adjuncts and students; the college's goals and initiatives; as well as some pertinent survey reported data.

The State University of New York recognizes the importance of diversity and respects, encourages and promotes all aspects of human difference. By capitalizing on diversity, SUNY campuses invigorate conversations, foster civic engagement and widen perspectives to enrich lives and the educational experience. Thus, SUNY campuses are the training grounds for many future leaders.

Diversity and Equity Action Council Membership

Council membership is appointed by Tompkins Cortland Community College's President, Dr. Carl Haynes, and consists of a minimum of:
- Three administrators
- Three classified staff
- Three faculty members, at least two of whom are teaching faculty
- Director of Human Resources
- Director of Multicultural Services

These individuals volunteer to serve a two-year renewable term. Those who serve as the Chair will have their term extended to one year beyond chairmanship for purposes of continuity.

In addition, DEAC welcomes membership from:
- Students
- Community members

These individuals will have a one-year renewable term.

Since 2012, 30 different individuals have served on DEAC. DEAC members for 2015-16 are:

Administrators: Amy Trueman, Lisa Payne, Melinda Slawson, Khaki Wunderlich
Classified staff: Janita Moricette, Lauren Wright
Faculty: Carol Sammis, Larry Chase, Susan Cerretani, Carolyn Boone, Lucy Yang,*Meg Garvey, Paul McCabe, Suri Seymour (Fall 2015), Jhovany Berroa (Spring 2016)
Other (Housing): David Benevides (Fall 2015)
Community member: Karl Madeo (Fall 2015)
Human Resources Director: Sharon Dovi
Multicultural Services Director: *Seth Thompson
Note taker: Tracey Brunner

* Co-chair

Strategic Priorities 2015-2020

In Fall 2015, TC3 President Carl Haynes presented four Strategic Priorities, which will guide college work for the next several years. While all the priorities are important and interrelated, for this report, two are of particular interest. They are The First Semester Matters and On-going Support for "High-risk" Students. Increasing the understanding of how race and class affect learning and teaching, as well as the barriers that students bring or find at college are key elements to transforming students' experience and outcomes. Specific areas include the entry-level processes, basic skills courses, residential life and the analysis of "high-risk" students.

College-wide Diversity Plan

As stated in TC3's Mission Statement, "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."

In Fall 2011, TC3's Diversity and Equity Action Council presented a college-wide diversity plan meant to guide college-wide efforts over the next five years. Four major diversity goals were identified with specific action steps laid out for each goal. The goals were not intended to set rigid metrics, but as a way for the college to hold itself accountable for achieving them, and for making them an accepted and understood lens through which we view who we are and what we do.

In order to improve the process of assessing our diversity goals, DEAC is examining those goals and the specific action steps for each.

As of Spring 2016, the progress under each of the major diversity goals includes:

Goal 1: Increase student, faculty and staff diversity.
- Significant progress has been made in the faculty and staff search procedures to increase diversity through a revision of some of the standard language for all APOs, as well as intentional language changes on some of the individual position descriptions. Also, every search committee includes at least one DEAC member.
- The Emerging Scholars Program was developed so TC3 can "grow its own" diverse faculty.
- There are numerous enrollment and retention efforts underway. The challenge remains to develop cohesive tracking and analysis of those efforts.
- Efforts to attract applicants for adjunct positions from traditionally underrepresented groups remain challenging.

Goal 2: Improve the campus climate/institutional environment as it relates to diversity and equity dimensions.
- The Student Life areas, especially the Office of Multicultural Services (soon to be renamed the Office of Diversity Education and Student Support) and Student Activities, have supported affinity clubs in regards to cultural and social diversity through a variety of means. Clubs and organizations are mentored and supported to develop community, to host fundraisers, to co-sponsor culturally relevant self/professional development programs including the annual ID Summit, HOLLAS, the National Society of Leadership and Success programs, and culminating each year with the Take PRIDE awards for student leadership.
- Through coordinated services of the Student Success and Advisement Office, the tutoring areas in the Baker Commons and the Student Life areas, the academic needs of students from diverse backgrounds have been considered from placement testing to graduation.
- We utilize a web-based inventory, promoted throughout the campus community for all new students, to help students learn what their strengths are and how those strengths can assist their academic success.
- We offer two mentoring programs, the Network Peer Mentor program and the Vector Scholars program, which offer peer and faculty mentors to support the transition to an academic environment to many of our first generation students, students of color and students with challenging financial need.

- During campus visits new students who have self-identified as having need for academic accommodations are given information regarding services the college offers.
- We offer innovative course pairings to support the academic development of students with areas of academic weakness.
- Annually we have offered educational programs to encourage understanding awareness of diversity dimensions.
    - 2011 – 2012: 14 campus-wide programs. Two programs specifically for faculty and staff
    - 2013 – 2014: 22 campus-wide programs. Two programs specifically for faculty and staff
    - 2014 – 2015: 16 campus-wide programs. Two programs specifically for faculty and staff
- Over the last three years, signage welcoming people to offices in different locations on campus has improved. However, a campus walk-through made it apparent that more signage is needed for individuals who have mobility and/or vision impairments. For instance, signs noting locations of elevators at the main building entrances would help.

Goal 3: Infuse diversity and equity goals into curriculum and instruction and the overall academic life of the college.
Conversations about systematically infusing diversity into the curriculum have occurred but as of this report, there is no mechanism in place to easily collect this data and assess the progress.

Goal #4 Establish internal and external collaborations/partnerships that contribute to broadening campus and community diversity.
- CollegeNow expanded outreach in 2011-12 resulting in Ithaca City School District's increased participation to 44%.
- Staff involved in ACE (Access to College Education).
- Hosted meetings with Ithaca Youth Bureau, GIAC (Greater Ithaca Activities Center) and Ithaca High School on topics of ACE, Synergy, Network Peer Mentors.
- Hosted visits from Syracuse based OnPoint, Harlem Children's Zone and many high school groups.
- TC3 Biz facilitates programs such as "Embracing Diversity" for Tompkins County and BorgWarner.
- TC3 Admissions and Hotel Restaurant Management degree program staff presented a program at GIAC.
- Sponsored "All Things Equal" radio show.
- Worked with donors, especially Arthur Kuckes, to highlight needs of diverse populations of students and received substantial assistance for our Pathways, Network Peer Mentors and Vector Scholars programs.
- Attended to diversity in marketing: publications, website, graduation speakers, etc.

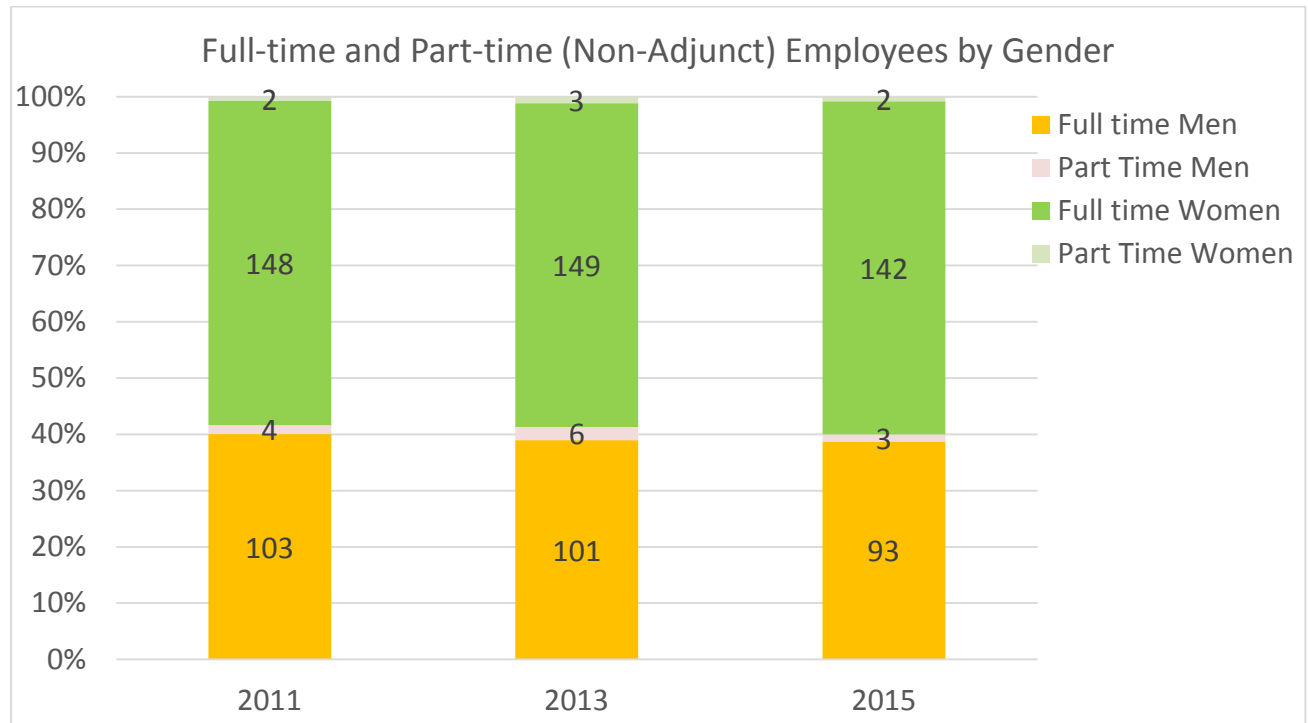# Faculty/Staff at Tompkins Cortland Community College

Reporting race/ethnicity using the new federal IPEDS categories became mandatory as of the 2010-11 year. The reporting changes included collecting Hispanic origin separately and the ability for individuals to self-identify with multiple races.

Full-time and Part-time Non-Adjunct Employees

The breakdown of full-time employees and part-time non-adjunct employees reported from the Human Resources Department for Fall 2013 consisted of a total of 249 full time and part time employees. The numbers of non-adjunct employees were 101 full-time / 6 part-time men (41%) and 149 full-time / 3 part-time women (59%).

In Fall 2015 there were a total of 240 full time and part time employees. The numbers of non-adjunct employees were 93 full-time / 3 part-time men (40%) and 142 full-time / 2 part-time women (60%).

The decrease in the number of TC3 employees continues to reflect a reduction in enrollment and state aid.

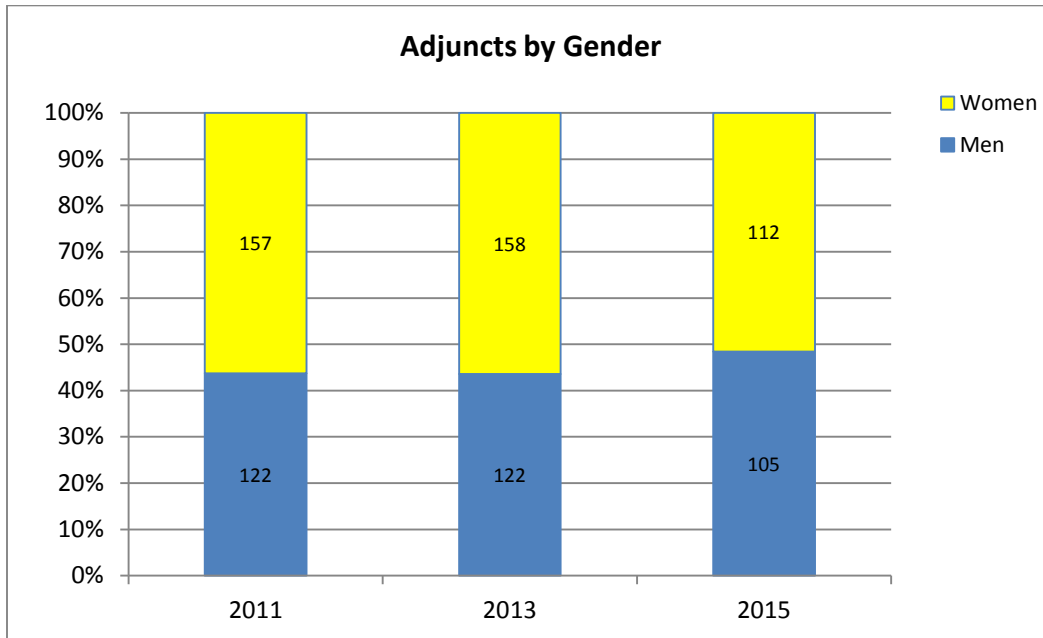Full-time and Part-time (Non-Adjunct) Employees by Gender

The majority of full-time and part-time (non-adjunct) employees continues to be predominantly white non-Hispanic. However, the total percent of non-white has inched up from 5.1% in Fall 2011 to 5.8% in fall 2015.

TC3 FT and PT non-Adjunct Employees	2011 Total		2013 Total		2015 Total	
	#	%	#	%	#	%
Nonresident Alien	0	0.0%	0	0.0%	0	0.0%
Hispanic origin	3	1.3%	3	1.2%	3	1.3%
Multiple Race, Non-Hispanic	0	0.4%	1	0.4%	1	0.4%
American Indian/Alaskan Native, Non-Hispanic	1	0.4%	1	0.4%	1	0.4%
Asian, Non-Hispanic	1	0.4%	2	0.8%	1	0.4%
Black, Non-Hispanic	8	3.3%	7	2.7%	8	3.3%
Native Hawaiian/ Pacific Islander, Non-Hispanic	0	0.0%	0	0.0%	0	0.0%
Unknown	14	5.4%	2	0.8%	1	0.4%
White, Non-Hispanic	230	93.8%	243	93.8%	225	93.8%
TOTAL	**257**	**100.0%**	**259**	**100.0%**	**240**	**100.0%**
Non-white	13	5.1%	14	50.4%	14	5.8%
Unknown	14	5.4%	2	0.8%	1	0.4%
White, Non-Hispanic	230	89.5%	243	93.8%	225	93.8%
TOTAL	**257**	**100.0%**	**259**	**100.0%**	**240**	**100.0%**

Adjuncts

Until Fall 2015, the total number of TC3 adjuncts reported on the IPEDS survey had steadily increased over the years. In Fall 2011 and 2013 we reported 279 and 280 respectively. In Fall 2015 we reported 217 adjuncts.

Not only have the number of adjuncts reported with an unknown race decreased over the years, the percentage of those reported as non-white has increased.

TC3 Adjunct Employees	2011		2013		2015	
	#	%	#	%	#	%
Nonresident Alien	0	0.0%	0	0.0%	0	0.0%
Hispanic origin	2	1.0%	5	1.8%	2	0.9%
Multiple Race, Non-Hispanic	0	0.0%	3	1.1%	3	1.4%
American Indian/Alaska Native, Non-Hispanic	4	1.0%	2	0.7%	1	0.5%
Asian, Non-Hispanic	3	1.0%	4	1.4%	5	2.3%
Black, Non-Hispanic	7	3.0%	10	3.6%	8	3.7%
Native Hawaiian/ Pac Islander, Non-Hispanic	0	0.0%	0	0.0%	0	0%
Unknown	111	40.0%	47	16.8%	46	21.2%
White, Non-Hispanic	152	54.0%	209	74.6%	152	70.0%
TOTAL	**279**	**100.0%**	**280**	**100.0%**	**217**	**100.0%**
% of non-White	16	6%	24	9%	19	9%
Unknown	111	40%	47	17%	46	21%
White, Non-Hispanic	152	54%	209	75%	152	70%
TOTAL	**279**	**100%**	**280**	**100%**	**217**	**100%**

Emerging Scholars Program

It has been long-known that the racial make-up of TC3's predominantly white faculty population does not match that of our more racially diverse student population, particularly the proportion of students of African-American or Hispanic descent. Serious discussions on how to improve the faculty-student balance resulted in a proposed program by Dr. John Conners (TC3 Provost and Vice President of the College) to create greater diversity among the full-time faculty. With support from President Haynes and the Board of Trustees, as well as from donor funding, the Emerging Scholars Program (ESP) was launched in Fall 2015.

The intent of ESP is to provide African-American or Latino graduates of TC3 who are close to completing their bachelor's degree, the opportunity to become a faculty member at TC3. The selected applicants would commit to complete a graduate degree within two years, be provided a TC3 faculty member mentor, be assigned teaching-related tasks and responsibilities under the tutelage of their mentor, and receive a stipend and other payment during this time. After two successful years in the program and completion of the graduate degree, the participant would then become a full-time TC3 faculty member.

As of this report, there are two ESP positions in the selection process for Fall 2016. Application reviews began in February 2016. With the current funding commitment, two more ESP positions will be available in Fall 2018.

Faculty Student Association Staff

The breakdown of FSA staff in Fall 2015 consisted of 14 full-time/3 part-time men (36%) and 19 full-time/1 part-time women (54%). In 2011, there were a total of 17 men (46%) and 20 women (54%).

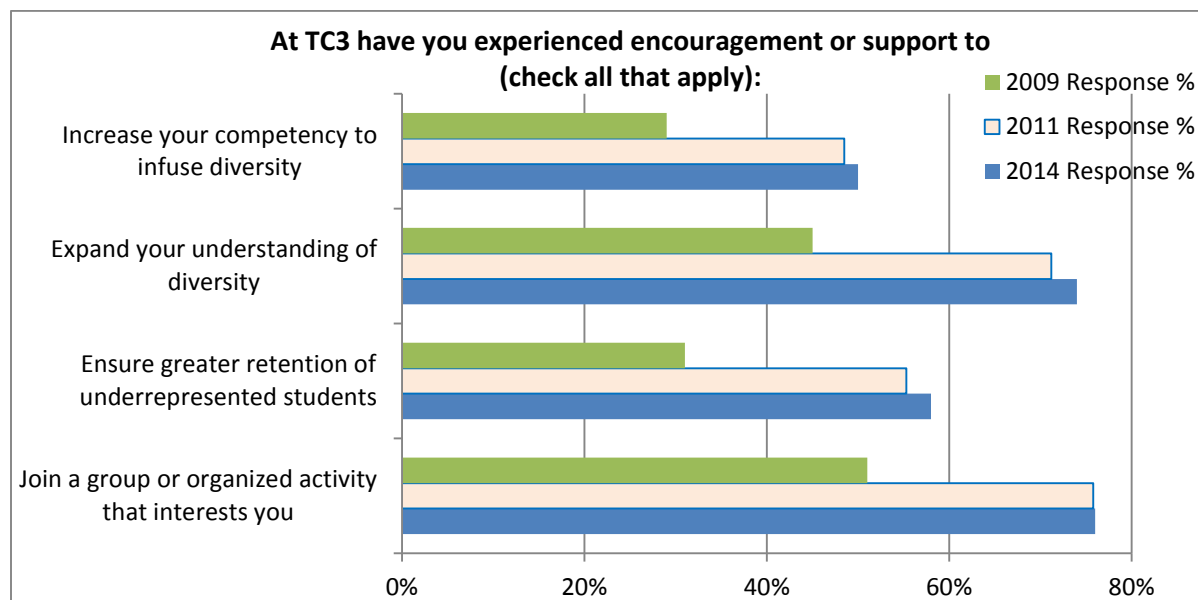| FSA Non-white Full-Time and Part-Time Employees	2011	2015
Nonresident Alien	0.0%	0.0%
Black, non-Hispanic	8.3%	3.3%
American Indian/Alaska Native, Non-Hispanic	0.0%	0.0%
Asian/Pacific Islander, Non-Hispanic	0.0%	0.0%
Hispanic	0.0%	0.0%
Unknown	0.0%	0.0%
Multiple Race, Non-Hispanic	2.8%	6.6%
Total % Non-white	**11.1%**	**10%**

TC3 Faculty and Staff Survey

The TC3 Faculty and Staff Survey has been administered bi-annually by the Institutional Research department since 2003. The survey was initially designed to provide administrative departments a way to assess their day-to-day functions in light of feedback from users of their services. The survey design process is a collaboration among the Institutional Research department, administrative department heads, and cross-functional team chairs. Questions specifically submitted by DEAC were first included in the 2009 survey.

Over the last 3 surveys, the multiple part question asking "At TC3 have you experienced encouragement or support to…" has shown an increase of those experiencing encouragement or support of diversity-related efforts.

A copy of the complete report is available through the Institutional Research Department.

The percentages refer to the proportion of all respondents who answered "yes" to each particular statement, therefore, do not add up to 100%.
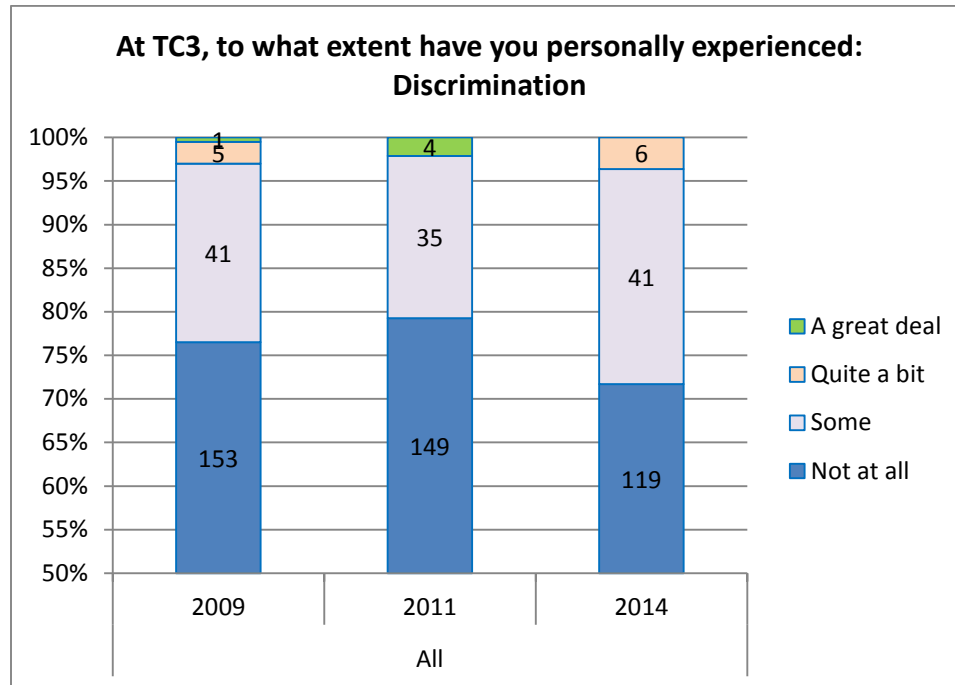
When asked about feeling connected to others on campus, most of the respondents (over 90%) continue to feel some level of connection to others on campus, with more than half of them feeling either "quite a bit" or "a great deal."

At TC3, to what extent have you personally experienced:
Feeling connected to others on the campus

When looking at the responses by work group, although more adjuncts continue feeling "not at all" connected to others on campus with 7% (2 people) in 2009 11% (6 people) in 2011 and 14% (6 people) in 2014, the actual numbers are not large.

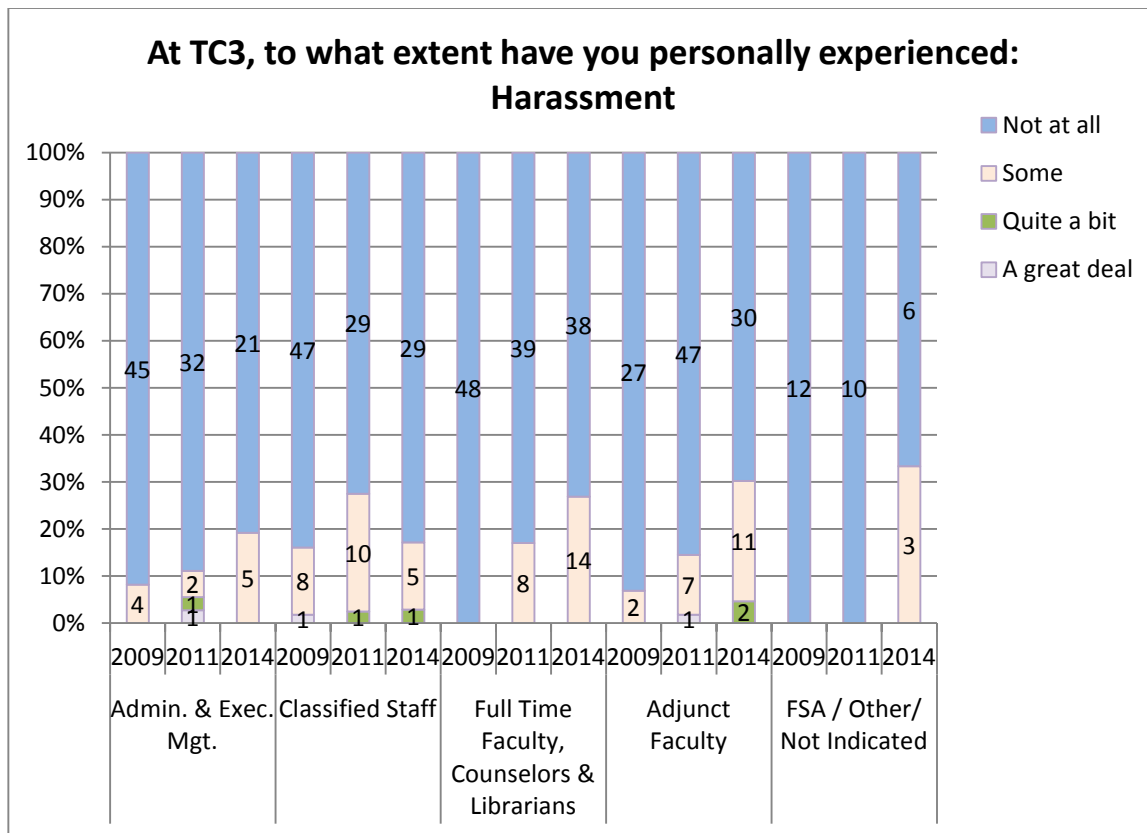| | At TC3, to what extent have you personally experienced: feeling connected to others on the campus | | | | | | | | | | | | | | |
| | Admin. & Exec. Mgt. | | | Classified Staff | | | Full Time Faculty, Counselors & Librarians | | | Adjunct Faculty | | | FSA / Other/ Not Indicated | | |
	2009	2011	2014	2009	2011	2014	2009	2011	2014	2009	2011	2014	2009	2011	2014
Not at all	2	2	1	3	1	1	0	1	1	2	6	6	1	1	1
Some	10	9	6	27	18	15	13	12	14	17	31	21	1	4	6
Quite a bit	19	13	11	18	15	16	28	17	17	8	12	12	7	5	2
A great deal	18	13	8	11	5	3	15	17	20	2	7	3	3	0	1

Faculty and staff were also asked questions about the general climate at TC3. More than 75% of all respondents in the 2009 and 2011 surveys indicated that they had not personally experienced any discrimination at TC3. However, the 2014 survey indicated an increase in respondents who reported they had personally experienced either some or quite a bit of discrimination at TC3: 24% (47 people) in 2009 to 21% (39 people) in 2011 and to 29% (47 people) in 2014.

At TC3, to what extent have you personally experienced: Discrimination

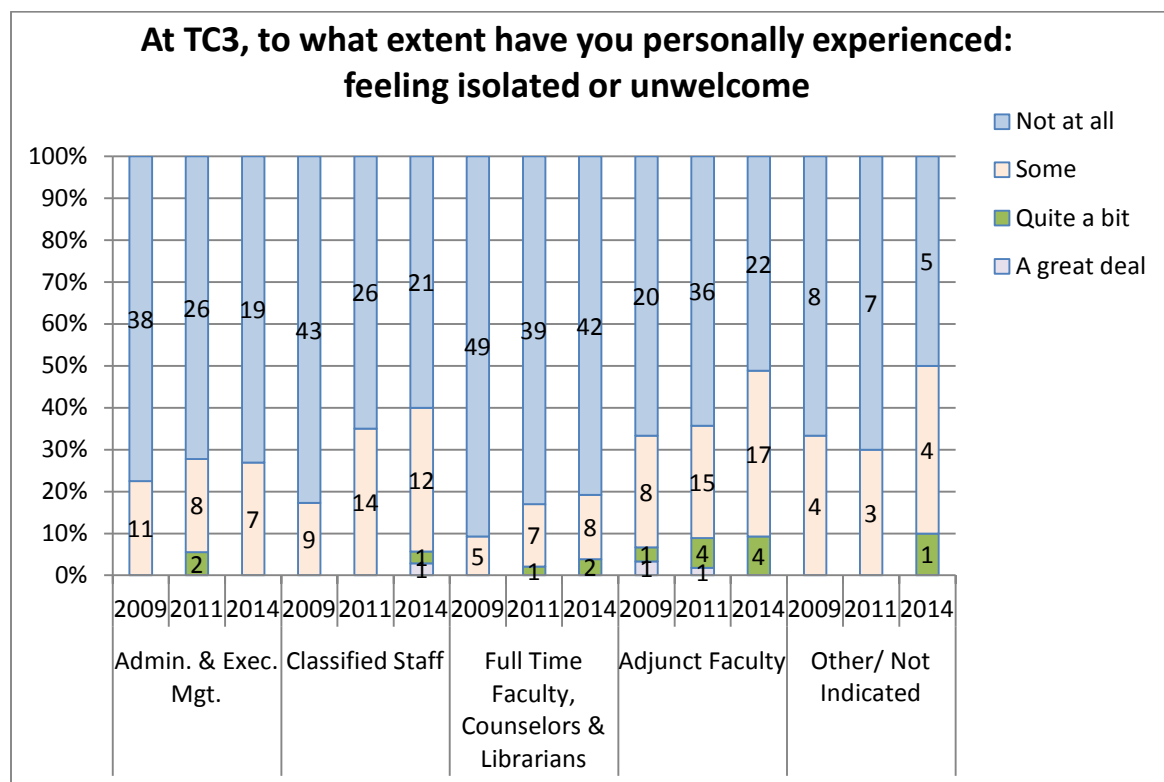| Year	A great deal	Quite a bit	Some	Not at all
2009	1	5	41	153
2011	4		35	149
2014		6	41	119

All

While in some cases the numbers are not large, most work group categories did have members indicate personally experiencing some amount of discrimination ("Some," "Quite a Bit" or "A Great Deal").

At TC3, to what extent have you personally experienced: discrimination

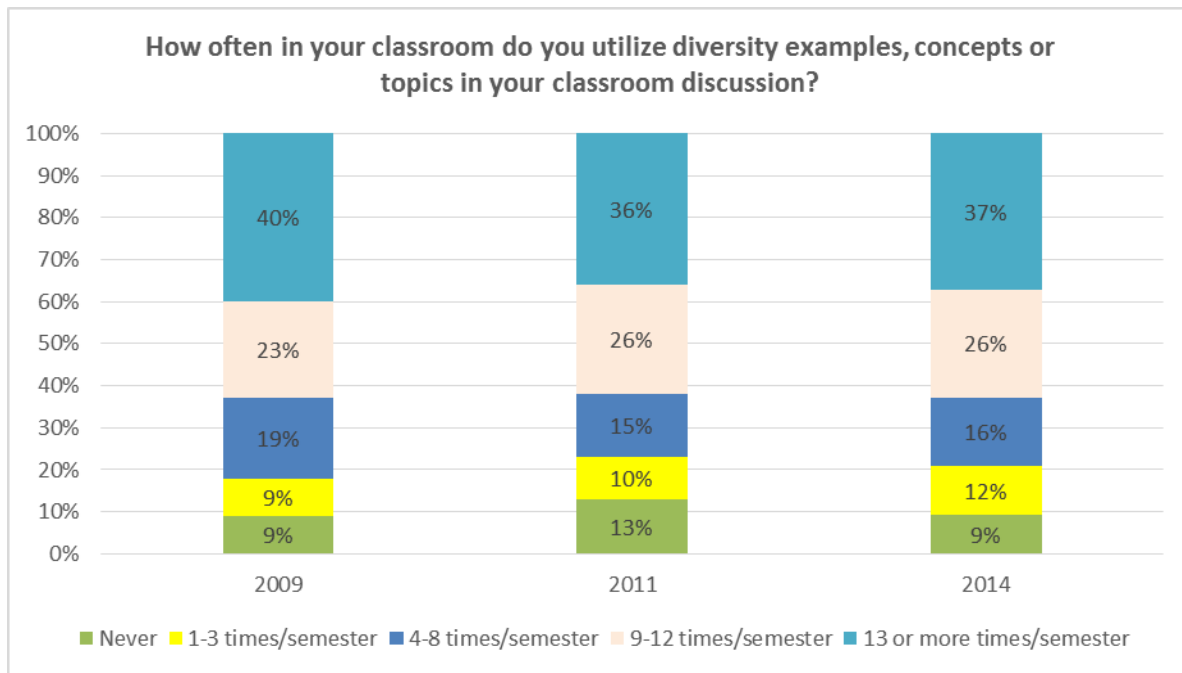|	Admin. & Exec. Mgt.			Classified Staff			Full Time Faculty, Counselors & Librarians			Adjunct Faculty			FSA/Other/ Not Indicated		
	2009	2011	2014	2009	2011	2014	2009	2011	2014	2009	2011	2014	2009	2011	2014
Not at all	35	29	20	45	31	29	43	39	38	20	42	24	10	8	8
Some	12	6	5	9	8	6	12	7	13	6	12	15	2	2	2
Quite a bit	2	0	1	2	0	1	0	0	1	1	0	3	0	0	0
A great deal	0	1	0	0	1	0	0	1	0	1	1	0	0	0	0

Most survey respondents indicated not experiencing any level of harrassment. However, the number of those experiencing some level of harrassment ("some" or "quite a bit" or "a great deal") has increased over the years. In 2009, 2011 and 2014 surveys, these responses were 8% (15 respondents), 16% (31 respondents) and 25% (41 respondents) respectively.

At TC3, to what extent have you personally experienced: Harassment

Legend: ■ Not at all ☐ Some ■ Quite a bit ☐ A great deal

Admin. & Exec. Mgt.:
- 2009: Not at all 45, Some 4
- 2011: Not at all 32, Some 2, Quite a bit 1
- 2014: Not at all 21, Some 5

Classified Staff:
- 2009: Not at all 47, Some 8
- 2011: Not at all 29, Some 10, Quite a bit 1
- 2014: Not at all 29, Some 5, Quite a bit 1

Full Time Faculty, Counselors & Librarians:
- 2009: Not at all 48
- 2011: Not at all 39, Some 8
- 2014: Not at all 38, Some 14

Adjunct Faculty:
- 2009: Not at all 27, Some 2
- 2011: Not at all 47, Some 7, A great deal 1
- 2014: Not at all 30, Some 11, Quite a bit 2

FSA / Other/ Not Indicated:
- 2009: Not at all 12
- 2011: Not at all 10
- 2014: Not at all 6, Some 3

The number of all respondents who indicated feeling some level of isolation or being unwelcome has increased over time from from 43 people (21%) in 2009, to 55 people (30%) in 2011, to 57 people (35%) in 2014. This is especially true for Adjuncts and Classified Staff who indicated higher percentages of feeling isolated or unwelcome than the other groups.

At TC3, to what extent have you personally experienced: feeling isolated or unwelcome

Legend: ■ Not at all ☐ Some ■ Quite a bit ☐ A great deal

Admin. & Exec. Mgt.:
- 2009: Not at all 38, Some 11
- 2011: Not at all 26, Some 8, Quite a bit 2
- 2014: Not at all 19, Some 7

Classified Staff:
- 2009: Not at all 43, Some 9
- 2011: Not at all 26, Some 14
- 2014: Not at all 21, Some 12, Quite a bit 1

Full Time Faculty, Counselors & Librarians:
- 2009: Not at all 49, Some 5
- 2011: Not at all 39, Some 7, Quite a bit 1
- 2014: Not at all 42, Some 8, Quite a bit 2

Adjunct Faculty:
- 2009: Not at all 20, Some 8, Quite a bit 1
- 2011: Not at all 36, Some 15, Quite a bit 4, A great deal 1
- 2014: Not at all 22, Some 17, Quite a bit 4

Other/ Not Indicated:
- 2009: Not at all 8, Some 4
- 2011: Not at all 7, Some 3
- 2014: Not at all 5, Some 4, Quite a bit 1

Faculty were asked how often they utilized diversity examples, concepts or topics in their classroom discussions. Out of the 86 faculty and adjuncts who answered the question in 2014, 39 in 2011 and 43 in 2009, over 75% stated that diversity is part of their classroom discussions 4 or more times each semester.

How often in your classroom do you utilize diversity examples, concepts or topics in your classroom discussion?

	2009	2011	2014
13 or more times/semester	40%	36%	37%
9-12 times/semester	23%	26%	26%
4-8 times/semester	19%	15%	16%
1-3 times/semester	9%	10%	12%
Never	9%	13%	9%

Legend: ■ Never ■ 1-3 times/semester ■ 4-8 times/semester ■ 9-12 times/semester ■ 13 or more times/semester

Applicants for Employment

During the application process, administrative and faculty candidates receive an optional Affirmative Action Disclosure Statement from the TC3 Human Resources Department. The overall disclosure response rate from administrator job applicants in the past few years has ranged from 31% to 36%. The percentage of those who returned the statement and anonymously identified themselves as a diversity candidate decreased from 21% in 2012-13, 20% in 2013-14, to 11% in 2014-15. Note that the Coordinator of Multicultural Services position in 2013-14 with 51 applicants had the greatest percentage 48% (11 people) who identified themselves as a diversity candidate.

The response rate from faculty job applicants has ranged from 39% to 50%. The percentage of those who returned the statement and anonymously identified themselves as a diversity candidate fluctuated from 25% in 2012-13, 9% in 2013-14, to 13% in 2014-15.

While TC3 has no specific numeric diversity candidate goal, efforts continue to improve the overall applicant disclosure response rate, and to attract more diversity candidates.

TC3 Job Applicant Affirmative Action Disclosure Statement Results							
Academic Year	Position Type	Number of Positions	Total Applicants	Total Disclosure Statements Received	Percent Statements Received	Total Identified as Diversity Candidates	Percent of Identified Diversity Candidates
2012-13	Administrator	2	168	52	31%	11	21%
	Faculty	6	437	220	50%	33	15%
Total		**8**	**605**	**272**	**45%**	**44**	**16%**
2013-14	Administrator	5	467	152	33%	30	20%
	Faculty	4	232	91	39%	8	9%
Total		**9**	**699**	**243**	**35%**	**38**	**16%**
2014-15	Administrator	6	395	141	36%	16	11%
	Faculty	6	452	212	47%	27	13%
Total		**12**	**847**	**353**	**42%**	**43**	**12%**

While efforts to collect similar data on adjunct teaching positions were first instituted in 2010-11, the College continually accepts applications throughout the year for various disciplines. Many adjunct candidates often apply to teach in multiple subject areas. This makes systematically collecting data a challenge.

Out of the 27 Affirmative Action disclosure statements received in 2012-13, 1 male and 4 females self-identified as a diversity candidate. Out of the 10 statements received in 2014-15, 2 females self-identified as a diversity candidate.

Student Enrollment

While overall student enrollment has decreased over recent years, fall census files indicate that students with a permanent residence in sponsoring counties increased from 55% in Fall 2011 to 57% in Fall 2013 and Fall 2015.

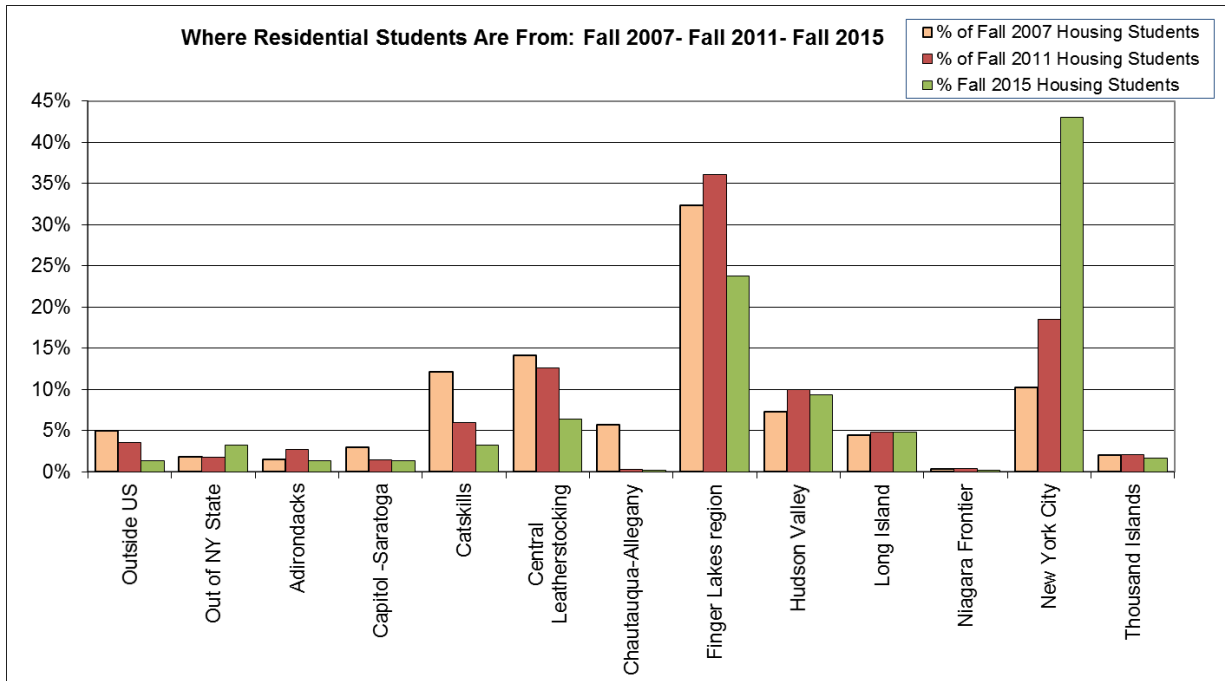| TC3 Student Enrollment by Permanent Residency[1]						
Permanent Residence	*Fall 2011*		*Fall 2013*		*Fall 2015*	
	#	%	#	%	#	%
From sponsoring counties*	2004	55%	1853	57%	1654	57%
Cortland	710		644		561	
Tompkins	1294		1209		1093	
From non-sponsoring NY counties	1651	45%	1373	43%	1272	43%
Total from NY	*3655*	*95%*	*3226*	*95%*	*2926*	*95%*
N/A , non-NY, non-US or Other	192	5%	158	5%	159	5%
Total	**3847**	**100%**	**3384**	**100%**	**3085**	**100%**

*Sponsoring counties =Tompkins and Cortland
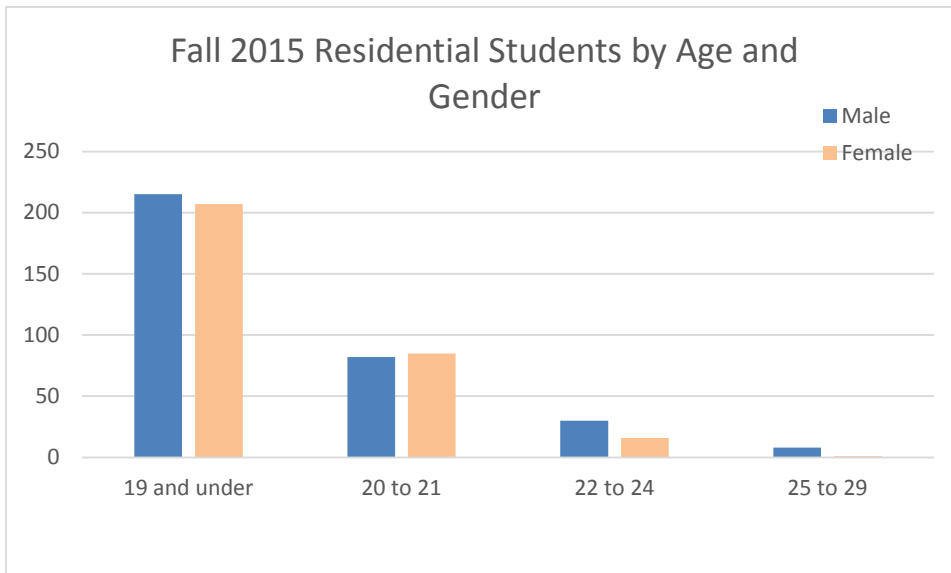[1] Does not include CollegeNow high school students

On-Campus Housing

TC3 first offered on-campus housing in fall 1999 with 192 beds in two buildings. The number of available beds and buildings increased from 550 beds in five buildings in Fall 2007, to the current 816 beds in 7 buildings in Fall 2009. However, due to the overall drop in enrollment and more community colleges offer housing, TC3's on-campus housing has not been at full capacity in recent years. In the fall 2015 census file reported by the Institutional Research Department to SUNY, there were 644 students living on campus.
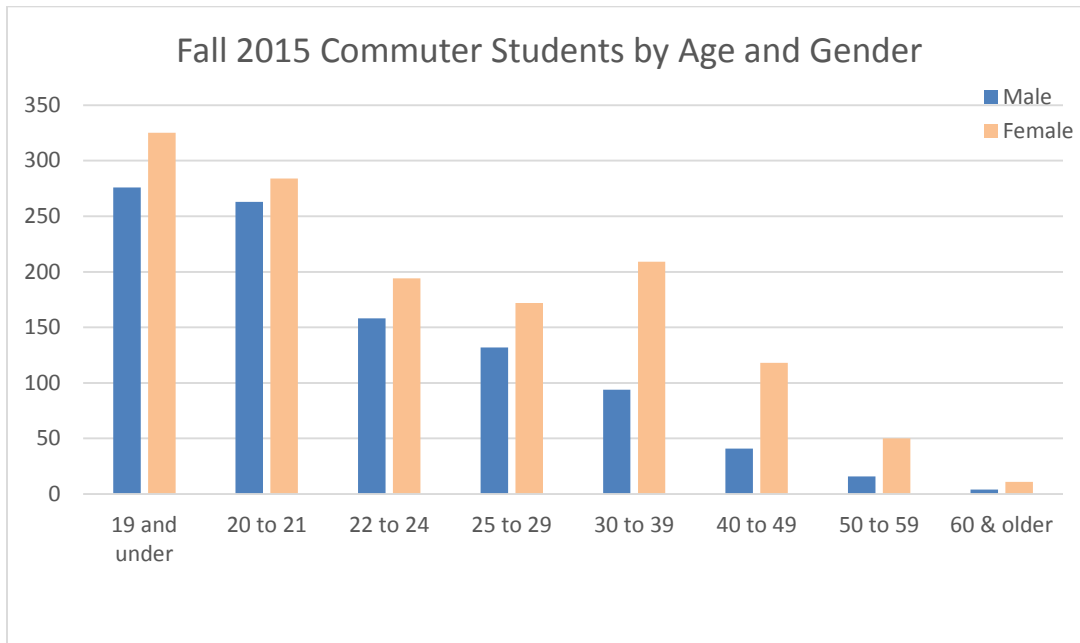
The shift in regional demographics has changed over the years. While a majority of our housing students used to come from our local Finger Lakes region, a much larger percentage of students are now from New York City.

Where Residential Students Are From: Fall 2007- Fall 2011- Fall 2015

Legend:
- □ % of Fall 2007 Housing Students
- □ % of Fall 2011 Housing Students
- □ % Fall 2015 Housing Students

Categories (x-axis): Outside US, Out of NY State, Adirondacks, Capitol –Saratoga, Catskills, Central Leatherstocking, Chautauqua-Allegany, Finger Lakes region, Hudson Valley, Long Island, Niagara Frontier, New York City, Thousand Islands

Sixty-six percent (422 of 644) of the Fall 2015 residential students continue to be in the "age 19 and under" group. The largest number of housing students were 18 years old. In Fall 2015, there were more male housing students (52%: 335 of 644) than female housing students (48%: 335 of 644).

Fall 2015 Residential Students by Age and Gender

Legend:
- ■ Male
- ■ Female

Categories (x-axis): 19 and under, 20 to 21, 22 to 24, 25 to 29

There were more commuter female students (58%: 2363 of 2347) than male commuter students (42%: 984 of 2347).

Fall 2015 Commuter Students by Age and Gender

Quality of Life Survey

In Spring 2014, the Office of Residence Life & Judicial Affairs administered their fourth Quality of Life survey to current housing students to get feedback on their experiences and satisfaction in the residence halls. Overall, the staff felt that the responses greatly improved from previous years.

Of the 640 residents surveyed, 148 students responded to the on-line survey for a 23% response rate. Of those, 39% were male and 61% female. Based on race/ethnicity, 49% identified as white (down from 69% in the 2012 survey), 28% Black/African American, 15% Hispanic/Latino, 1.5% Asian-American, 1% Hawaiian or Pacific Islander, 1.5% American Indian or Alaskan Native, 10.5% two or more races, .5% international and 2% unknown. In addition, 6% identified themselves as LGBTQ.

Students indicated feeling safe and secure. 92% (up from 84% in the 2012 survey) felt safe in their residence hall; 86% felt safe in areas surrounding their hall (up from 74%.) Looking at these results by gender, males - 98% said they feel safe in halls; 92% feel safe in areas around halls; females – 87% feel safe in halls; 82% feel safe in areas around halls. By race, white students – 81% feel safe in halls; 76% feel safe in areas around halls, students of color – 100% feel safe in halls; 93% feel safe in areas around halls.

Regarding the conduct system, more students felt others are following the rules, which the Director of Residence Life felt was consistent with current conduct numbers. Due to concerns voiced about the conduct system, these data were examined by gender and race/ethnicity: males - 6% are dissatisfied with the conduct process and with hearing officers, females – 5% are dissatisfied with the conduct process and hearing officers. White students – 6% are dissatisfied with the process; 2% dissatisfied with hearing officers. Students of color – 11% dissatisfied with the process; 13% dissatisfied with hearing officers.

Questions about the overall environment resulted in more than half (61%) indicating that they feel that there is a strong and positive community on their floor. 80% agree that living in the halls has enhanced their ability to meet others and 90% agree it enhanced their ability to live cooperatively with others (up from 85% in the 2012 survey). Finally, 86% (up from 76%) are satisfied with the overall environment in their residence hall. Though this last number is very exciting in its increase, it was surmised by Residence Life staff that some of the results might be attributed to the fact that

Tompkins Hall was completely closed and Cortland Hall was half closed, as these buildings in the past tend to receive more negative feedback than in the other buildings, being our oldest buildings.

A copy of the complete report is available through the Office of Residence Life & Judicial Affairs.

Residence Life Programs
The Residence Life staff provides a plethora of programs each month. About 20% of them could be considered diversity related.

Academic Year	Total Number of Programs Offered	Number of Diversity related Programs	
2012-13	272	50	18%
2013-14	259	56	22%
2014-15	230	51	22%
2015-16	Sept-March: 173	Projected to be 43	

Campus Climate Survey

In Spring 2013, the Office of Multicultural Services, in collaboration with DEAC, administered the 3rd online "Student Perception of Campus Cultural Climate" survey. Also known as the "Pulse Survey," this survey was first administered in Spring 2007. The study had three purposes: (1) to help college officials gain a better understanding of what it is like being a student at TC3; (2) to help college officials be proactive in identifying student concerns; and (3) to provide a benchmark for future examinations of the TC3 campus climate.

In Spring 2013, matriculated students (full-time and part-time) were invited via email to voluntarily participate in the web-based survey. A total of 253 students began the survey; 227 completed it entirely. This is a decrease from the 283 students who completed the 2010 survey. Survey questions addressed topics on faculty, staff, fellow students, the learning environment, comfort level, diversity programming, experiences, facilities and TC3's overall commitment to diversity. Questions regarding sexual orientation, discrimination/–harassment, and levels of hostility were additions since the 2007 survey.

68% (155 students) of the survey respondents were female, 32% (72) were male.

A copy of the complete "Student Perception of Campus Cultural Climate at TC3" report can be requested through the Office of Multicultural Services.

Comparative Responses between 2010 and 2013 Pulse Survey Results

UNDERSTANDING OF RACIAL/ETHNIC DIFFERENCES
In 2010, 50.8% of student respondents agreed or strongly agreed that their experiences since coming to TC3 has led them to become more understanding of racial/ethnic differences; 37.1% reported a neutral experience. Increasing slightly, in 2013, 53.3% of student respondents agreed or strongly agreed that their experiences since coming to TC3 has led them to become more understanding of racial/ethnic differences; while 37.2% reported a neutral experience.

GETTING TO KNOW PEOPLE
In 2010, 59% of student respondents agreed or strongly that getting to know people from different racial/ethnic backgrounds has been easy at TC3; while 31% reported a neutral experience. Increasing slightly, in 2013, 61% of student respondents agreed or strongly agreed that getting to know people from different racial/ethnic backgrounds has been easy at TC3; while 24% reported a neutral experience.

SEXUAL ORIENTATION
In 2010 and 2013 student respondents were asked, "Describe the atmosphere at TC3 for people of differing sexual orientation (Bisexual, Gay, Heterosexual, Lesbian, Transgender)." In both years, responses indicated that the atmosphere was most challenging for persons who identify as Transgender. Respondents indicated that the atmosphere was more hostile, socially separated, and uncomfortable for persons who identified as Transgender.

PROGRAMS AND ACTIVITIES
In 2010, 61% of students indicated they believe TC3 has done a good job providing programs and activities that promote multicultural understanding. 35% reported a neutral perception in response to the statement. In 2013, the positive perception of the programs and activities provided by TC3 modestly increased to 64%.

COMFORT LEVEL
In 2010, 80% of under-represented students reported feeling comfortable or very comfortable participating in class; 78% of majority students felt comfortable to very comfortable. In 2013, 83% of under-represented students felt comfortable to very comfortable while 78% of majority students felt comfortable to very comfortable.

DISCRIMINATION OR HARASSEMENT
In 2010, 14% of students anonymously surveyed reported that they have encountered discrimination or harassment at TC3. In 2013, a slight decrease is noted, as 11%, students anonymously surveyed reported that they have encountered discrimination or harassment at TC3.

Student Activities Department

The mission of the Student Activities Department is to provide opportunities to facilitate the development of students through the building of community and through the collaborative provision of an array of co-curricular learning opportunities and services. While almost every program offered can be tied to diversity or multi-cultural competence in some way, some events in recent years include: African Drumming Troupe, Oxfam Hunger Banquet, GSA Drag Show, Jazz Infused Indian Music, National Day Without Stigma, National Coming Out Day, showing of the movie "Bully," a concert by the Dorothy Cotton Jubilee Singers.

Some of the many clubs on campus include:

TC3 Club	Description
Active Minds	To change the conversation about mental health on college campuses. Provide information and resources regarding mental health and mental illness. Encourage students to seek help as soon as it is needed, and serve as liaison between students and the mental health community.
African Latino Society (ALS)	To promote the political, social, economic, and cultural interests of ALANA students in the TC3 College community.
Gay-Straight Alliance	To foster an atmosphere of acceptance, understanding, respect, dispel myths about LGBTQ peoples, and provide support.
Intercultural Club	To create awareness and sensitivity towards all ethnic and cultural groups on campus and in the community
Otaku Cafe	To explore the culture and traditions of Japan with special interest in fashion and anime.
Residents Hall Association (RHS)	To develop, promote and present social, academic, diversity, and wellness programs for all students living in the residence halls. RHA is open to all students, residents and commuters.

Counseling, Career and Transfer Services

The Counseling, Career, and Transfer Services (CCTS) staff collaborates with college personnel to connect with members of TC3's diverse student population in order to address distinct needs. Every semester, counselors provide training in communication and problem solving to the Office of Multicultural Services' (OMS) Network Peer Mentors, Residence Life Advisors and Student Activities Assistants. CCTS co-sponsors and/or participates in several OMS programs such as the Leadership Retreat, the ID Summit and other socio-educational programs.

CCTS regularly consults with TC3's Office of Access and Equity Services and with Residence Life personnel. The department hosts the Adult Student Orientation, partners with the Child Care Center to assist students with dependent children and presents to the Early Childhood program students on diverse family configurations. Staff consult with and refer students for disability resource services provided by Cortland and Tompkins counties. CCTS has also established and maintained a long-standing relationship with the Advocacy Center of Tompkins County which provides programs for students on the matters of intimate partner violence and sexual assault.

Office of Global Initiatives

The mission of The Office of Global Initiatives is to provide educational opportunities conducive to the exchange of knowledge and cultural understanding. This is accomplished through international partnerships, professional development, and support of both domestic and international students.

OBJECTIVE: On-Going Support for All Students
For several years, Global has been supporting the objective of helping both international and domestic students "transition to becoming successful student and academic citizens."
- **First year support:**
  - Global has been assessing the experience of new international students from their first arrival throughout their first year time.
  - Global works closely with Admissions, Campus Technology and other departments on campus to monitor new students' experiences and to both collect and provide critical information that is needed.
  - International Student Orientation is continually reviewed, adapted and improved.
  - Community-Building and Cultural Awareness: Global collaborates with campus and community resources to facilitate students' integration into the community. Some ways that we do that are:
    - Bi-weekly International Coffee Hours.
    - Monthly trips or excursions off-campus.
    - Relationship-building with "Intercultural Students Club"
    - Coming in the future: Peer mentors, language partners, host families
    - Increasing academic/cultural focus of summer programs
- **Intercultural Understanding and Diversity Engagement Opportunities**
  - Global is a key player behind TC3's Diversity Action Plan and offers high-quality opportunities for academically sound and engaging dialogue. Global, in partnership with engaged students and faculty, strives every year to provide opportunities for all TC3 students to gain a global perspective and come away with a greater understanding of a wide range of issues of international importance.
- **Broadening of Study Abroad to Be More Inclusive**
  - Global introduced a new application process for study abroad courses which doubles as a scholarship application. This has dramatically increased applications for scholarships enabling more students to study abroad.
  - For Fall 2016, five out of nine applicants were granted full funding for TC3 study abroad programs through the Benjamin A. Gilman Scholarship. This is exceptional among New York state community colleges.

- **International Recruitment**
    - Global Program Development continually strives for new connections, particularly in the Dominican Republic, Honduras and Peru. Enrollment in the Summer Global Connections program was steady in summer 2015 and is expected to increase slightly in 2016.
    - New to Global in the summer of 2015 was the arrival of eighty-six Dominican students on scholarship from the Ministry of Higher Education, Science and Technology (MESCyT) of the Dominican Republic for our Intensive English Program. This program is expected to continue at TC3 in the coming years.

Student Services – Accommodations

It is the College's policy to provide, on an individual basis, academic modifications for students who have disabilities. These may include, but are not limited to: testing or classroom accommodations and use of auxiliary aids or services.
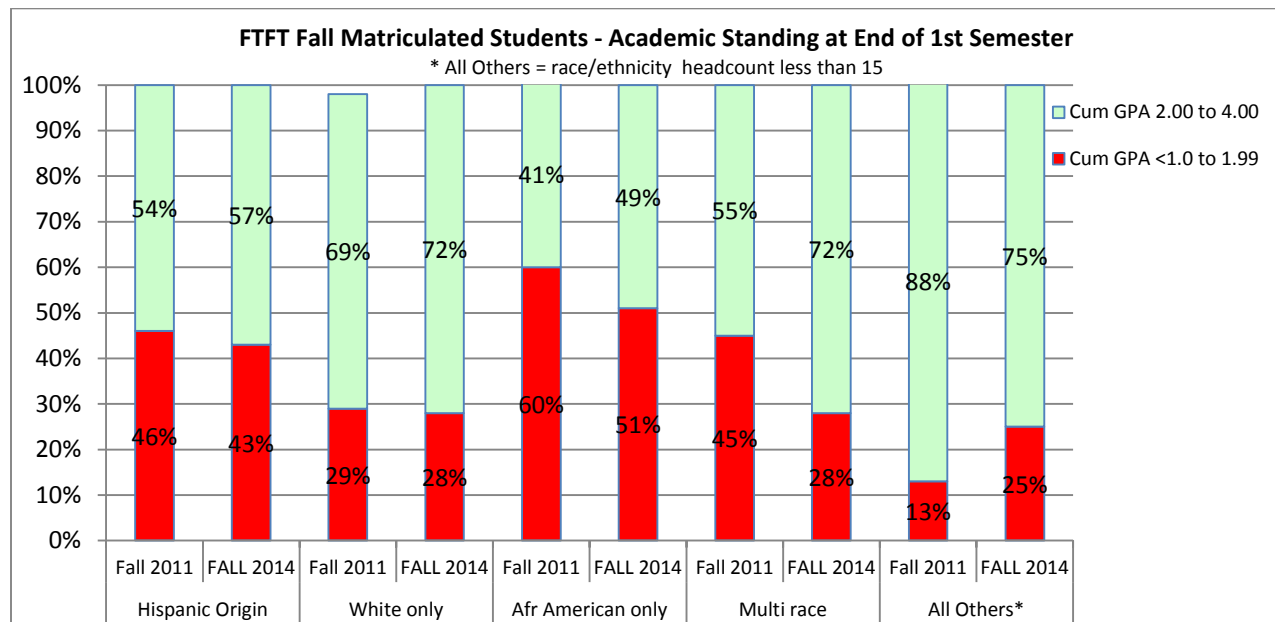
Baker Center for Learning (BCL) staff members work with students with physical, learning, psychological, medical, or other disabilities to assist them in developing self-advocacy skills and to promote student success.

The TC3 Office of Access and Equity Services reported the following numbers on the annual Fall NYSED 2H2 Enrollment of Students with Disabilities survey:

Category	Fall 2013 students	Fall 2014 students
Learning Disabilities	388	343
Mobility Disabilities	18	18
Visual Disabilities	22	29
Acoustical Disabilities	30	40
Other Health Disabilities	208	252
Multiple Disabilities	118	117
Neurological Disabilities	209	207
Unduplicated Total	539	537

Academic Success

Since the last State of Diversity report, the percent of all first-time, full-time students with a cumulative GPA of 2.0 or better at the end of their first fall semester improved for most groups.

FTFT Fall Matriculated Students - Academic Standing at End of 1st Semester
All Others = race/ethnicity headcount less than 15

	Cum GPA 2.00 to 4.00	Cum GPA <1.0 to 1.99

Group	Fall 2011	FALL 2014
Hispanic Origin	54% / 46%	57% / 43%
White only	69% / 29%	72% / 28%
Afr American only	41% / 60%	49% / 51%
Multi race	55% / 45%	72% / 28%
All Others*	88% / 13%	75% / 25%

Retention Rates

It is well-known that the retention of first-time, full-time students is dependent on the success of the student's first semester. In fact, "the First Semester Matters" is one of TC3's strategic priorities. Currently, numerous initiatives to improve the student's academic experience at TC3 are underway. While the overall retention rate of first time, full-time students in an AA, AS or AAS program from Fall to Spring semester continues to incrementally improve, the retention rate of minority (non-White) students went from 80% in 2012-13, to 82% in 2014-15. The one semester retention rate of all 2011-12 students in the 2012 State of Diversity report was 79%; for minority students it was also 79%.

Race/ Ethnicity	Fall 2012 AA, AS, AAS FT, FT Students	Enrolled in Spring 2013		Fall 2014 AA, AS, AAS FT, FT Students	Enrolled in Spring 2015	
Nonresident Alien	4	3	75%	4	4	100%
Hispanic	118	86	73%	95	75	79%
Multi-race, Non Hispanic	41	32	78%	39	33	85%
Black, Non Hispanic	158	140	89%	131	111	85%
Asian/Pac. Islander, Nat Hawaiian, Non Hispanic	12	9	75%	11	9	82%
American Indian, Alaskan Native, Non Hispanic	2	0	0%	4	2	50%
All Minorities	**335**	**267**	**80%**	**284**	**234**	**82%**
Unknown	2	1	50%	57	45	79%
White, Non-Hispanic	621	481	77%	433	344	55%
Total	**958**	**752**	**78%**	**774**	**623**	**80%**

19

Vector Scholars Program

The Vector Scholars program began in Fall 2015. It is an intensive bridge program that targets new students who are low income with mid-level academic skills. Led by the program coordinator, faculty and peer mentors 24 of 26 Vector Scholars engaged for the full semester. Their success rate (good academic standing) was 22 percentage points above expectation based on a comparison group of Vector-eligible students enrolled in Fall 2014. All 24 students enrolled for the Spring 2016 semester, except for one who transferred.

Voluntary Framework of Accountability

The Voluntary Framework of Accountability (VFA) was developed by the American Association of Community Colleges (AACC) for community colleges, by community colleges with measures that make sense for community colleges. Many traditional measures of institutional effectiveness are more appropriate for 4-year institutions, often presenting an incomplete or inaccurate picture of community college performance. The TC3 institutional Research Department first participated in this national measure in spring 2015.
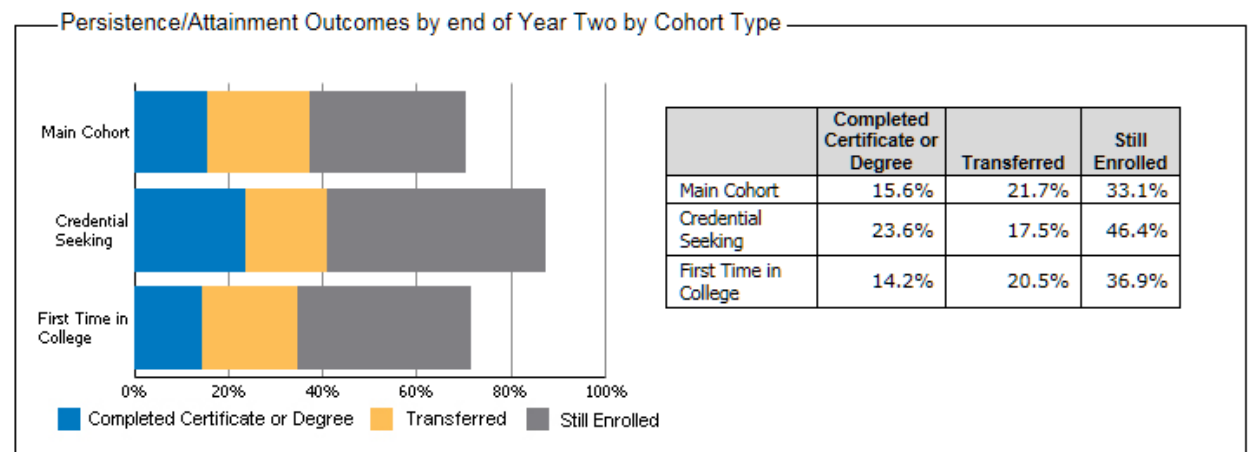
The VFA examines three groups of students:

MAIN COHORT: includes all full or part-time students who have completed high school (or the equivalent), that are new to the institution regardless of any prior postsecondary education experiences, who may or may not be in a degree or certificate program, and are enrolled in credit or developmental education classes in the fall term.
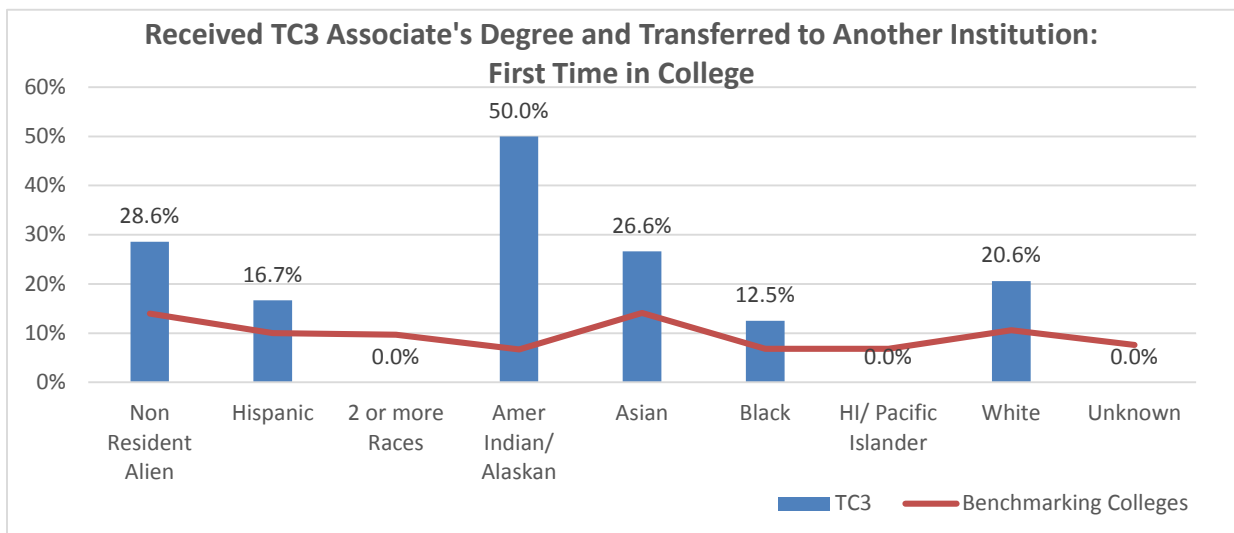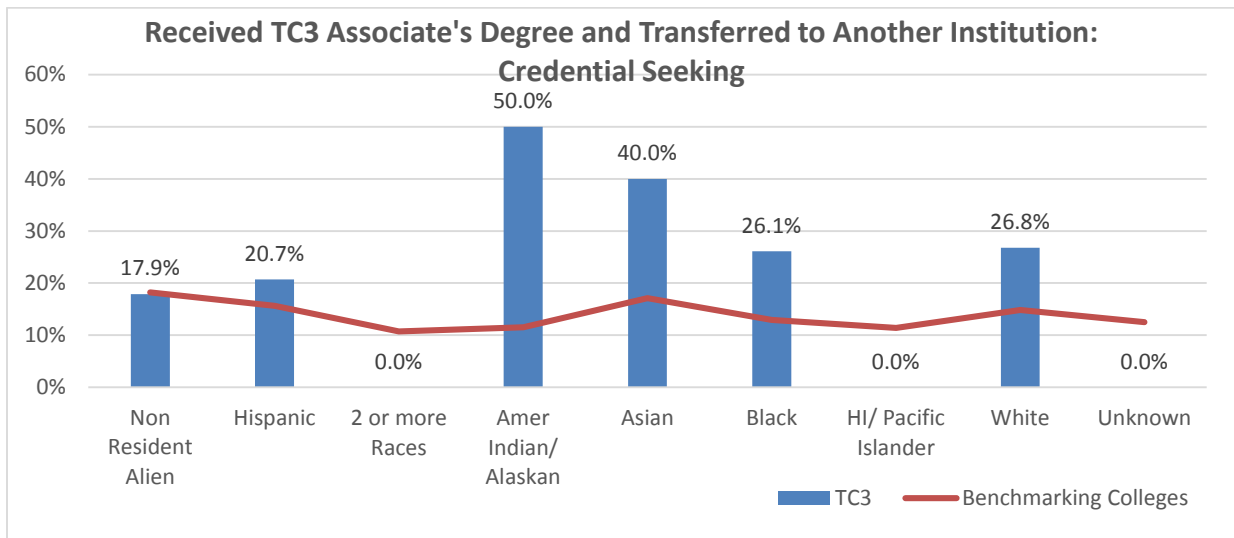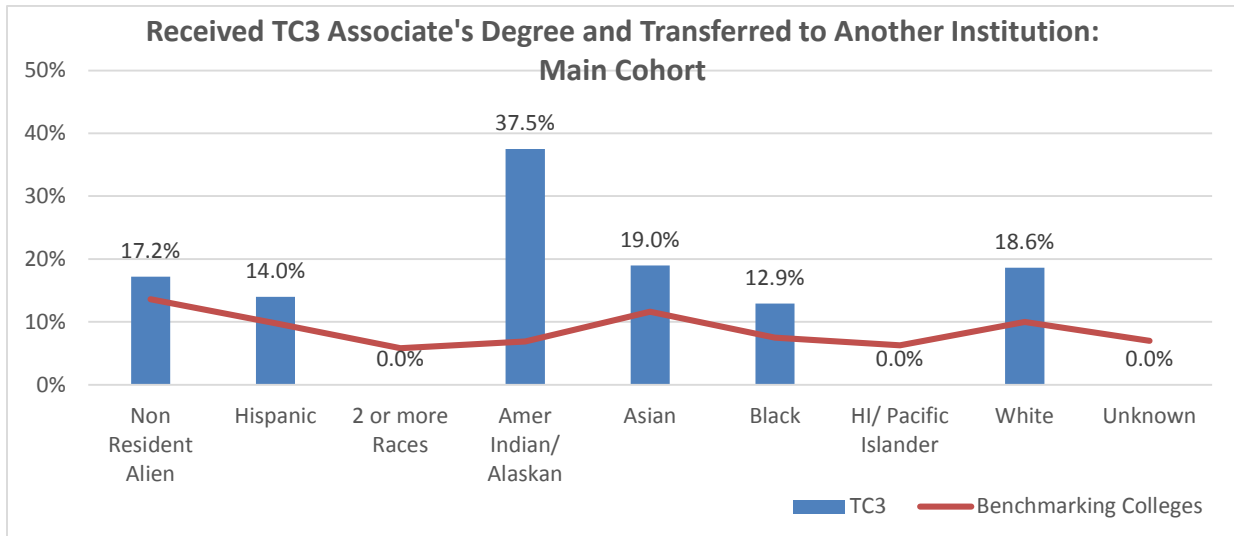
CREDENTIAL SEEKING COHORT: a subset of students from the Main Cohort who have earned a total 12 or more credit hours (or equivalent) by the end of the second academic year of the tracking period.

FIRST TIME IN COLLEGE COHORT: a subset of students from the Main Cohort who are in a degree or certificate program who have no prior postsecondary experience before entering your institution.

The persistence of TC3 Fall 2012 students by the end of two years shows that 70% of the 925 Credential Seeking cohort are either still enrolled or have completed their TC3 degree, compared to 51% of the 1014 First Time cohort and 48.7% of the 1401 Main cohort.

Persistence/Attainment Outcomes by end of Year Two by Cohort Type

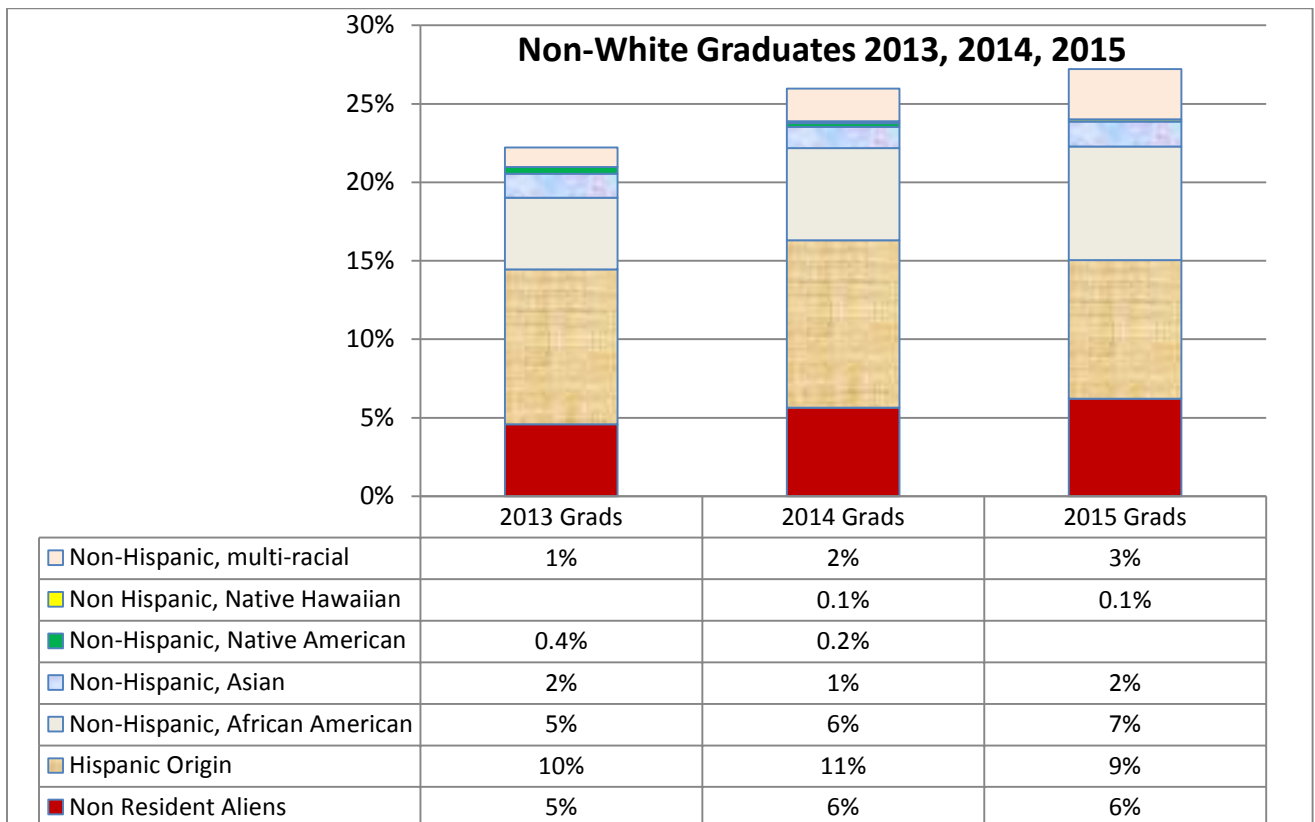|	Completed Certificate or Degree	Transferred	Still Enrolled
Main Cohort	15.6%	21.7%	33.1%
Credential Seeking	23.6%	17.5%	46.4%
First Time in College	14.2%	20.5%	36.9%

Compared to benchmarking community colleges by race/ethnicity, Fall 2008 TC3 students show a higher percentage of Associate's Degree completion and transfer to other post-secondary institutions.

Received TC3 Associate's Degree and Transferred to Another Institution: Main Cohort

	Non Resident Alien	Hispanic	2 or more Races	Amer Indian/ Alaskan	Asian	Black	HI/ Pacific Islander	White	Unknown
TC3	17.2%	14.0%	0.0%	37.5%	19.0%	12.9%	0.0%	18.6%	0.0%

Legend: TC3 (bar), Benchmarking Colleges (line)

Received TC3 Associate's Degree and Transferred to Another Institution: Credential Seeking

	Non Resident Alien	Hispanic	2 or more Races	Amer Indian/ Alaskan	Asian	Black	HI/ Pacific Islander	White	Unknown
TC3	17.9%	20.7%	0.0%	50.0%	40.0%	26.1%	0.0%	26.8%	0.0%

Legend: TC3 (bar), Benchmarking Colleges (line)

Received TC3 Associate's Degree and Transferred to Another Institution: First Time in College

	Non Resident Alien	Hispanic	2 or more Races	Amer Indian/ Alaskan	Asian	Black	HI/ Pacific Islander	White	Unknown
TC3	28.6%	16.7%	0.0%	50.0%	26.6%	12.5%	0.0%	20.6%	0.0%

Legend: TC3 (bar), Benchmarking Colleges (line)

21

Graduates

The race/ethnicity of TC3 graduates in the last 3 years continue to be predominately Non-Hispanic, White.

Race/ Ethnicity	2013		2014		2015	
Non Resident Aliens	33	4.6%	46	5.6%	43	6.2%
Hispanic Origin	71	9.9%	87	10.7%	61	8.8%
Non-Hispanic, White	550	76.4%	545	66.8%	504	72.5%
Non-Hispanic, African American	33	4.6%	48	5.9%	50	7.2%
Non-Hispanic, Asian	11	1.5%	11	1.3%	11	1.6%
Non-Hispanic, Native American	3	0.4%	2	0.2%	0	0%
Non-Hispanic, Native Hawaiian	0	0%	1	0.1%	1	0.1%
Non-Hispanic, multi-racial	9	1.3%	17	2.1%	22	3.2%
Unknown	10	1.4%	59	7.2%	3	0.4%
Total	720	100%	816	100%	695	100%

	2013 Grads	2014 Grads	2015 Grads
☐ Non-Hispanic, multi-racial	1%	2%	3%
☐ Non Hispanic, Native Hawaiian		0.1%	0.1%
☐ Non-Hispanic, Native American	0.4%	0.2%	
☐ Non-Hispanic, Asian	2%	1%	2%
☐ Non-Hispanic, African American	5%	6%	7%
☐ Hispanic Origin	10%	11%	9%
■ Non Resident Aliens	5%	6%	6%

According to data reported on the IPEDS Graduation Rate survey, the Fall 2008 first time, full time degree/certificate seeking students who graduated from TC3 within 150% of time was 23%. Another 22% are known to have transferred to another institution within the same period.

The graduates reported on the IPEDS Graduation rates survey looks at a Fall cohort of full-time, first time degree/certificate-seeking students who completed their program within 150% of normal time (3 years). As seen in the data below, overall, women students in this timeframe have a higher completion rate than men.

Race/ Ethnicity	Cohort Year 2011						Cohort Year 2012					
	Cohort		Total completers within 150%		Percent of Completers within 150%		Cohort		Total completers within 150%		Percent of Completers within 150%	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Nonresident Alien	7	2	1	0	14%	0%	2	2	1	0	50%	0%
Hispanic Origin	73	60	11	7	15%	12%	60	57	10	8	17%	14%
American Indian or Alaska Native, Non-Hispanic	5	1	1	1	20%	100%	2	0	0	0	0%	0%
Asian, Non-Hispanic	5	3	3	0	60%	0%	5	5	0	1	0%	20%
Black or African American, Non-Hispanic	104	75	6	7	6%	9%	92	66	7	17	8%	26%
Native Hawaiian or Other Pacific Islander, Non-Hispanic	0	0	0	0	0%	0%	1	0	0	0	0%	0%
White, Non-Hispanic	294	386	74	128	25%	33%	287	330	89	102	31%	31%
Two or More Races, Non-Hispanic	17	21	2	5	12%	24%	21	20	5	2	24%	10%
Unknown	0	0	0	0	0%	0%	0	2	0	1	0%	50%
Total	505	548	98	148	19%	27%	470	482	112	131	24%	27%

Summary

In Fall 2008, Tompkins Cortland Community College released its first State of Diversity Report. This third State of Diversity Report draws on a wide array of institutional data and reports and shows progress in many areas while highlighting evolving challenges.

Positive Findings

Most importantly, the new college wide strategic priorities focus on the success of our highly diverse students, supporting their transition to college and providing on-going attention to those who are identified as "high risk." Additional positive findings include, but are not limited to: implementation of the Emerging Scholars Program to diversify our full-time faculty; a continued increase in the percentage of faculty and staff experiencing encouragement or support in diversity-related efforts; all FTFT students, when grouped by race/ethnicity, have higher rates of academic good standing than in the past; some faculty are initiating curricular and pedagogical improvements to engage all students; diversity-focused programming, especially student-lead, that addresses issues of identity, inclusion, and social justice is happening regularly.

Finally, when compared to benchmarking community colleges by VFA, TC3 students have substantially higher rates of graduation and transfer to other post-secondary institutions when disaggregated by race/ethnicity.

Need for Improvement Findings

The following findings represent on-going challenges and the need to better understand the data received. We clearly need to continue to find ways to attract more diverse applicants to all position postings. There remains a gap in success rates between white students and students of color that needs to be addressed.

We saw an increase in the percentage of staff, especially faculty and adjuncts, who reported experiencing some amount of harassment and discrimination. We need some means for determining what those experiences were, whether processes were used to address them, and if so, how effective those processes were, in order to determine what next steps to take.

Way Forward

The college community is committed to data-informed decision-making and will utilize this report to set academic and community goals. The hope of DEAC is that this report will also provide individuals and departments an opportunity to reflect on their personal and collective responses to the data put forth. We have begun some promising new initiatives that appear to be making a difference. We must continue to assess, revise and upscale those efforts, which demonstrate effectiveness in improving our campus climate and our students' success.

Report acknowledgements