

## **Introduction**

This is the fifth of our regular periodic reports updating progress on our goals and action plan and the final update for 2016-17, the second year of our action plan. This report provides the results obtained on the goals to date and updates on the committee work and pilots. While there is no new data to report, it is important that we all keep our goals in the forefront of our thinking and planning so the goals and current data are included after the action plan updates. You can find all memos and updates at [http://tc3.edu/about\\_tc3/institutional\\_planning.asp](http://tc3.edu/about_tc3/institutional_planning.asp).

We are now completing our second (and first full) year of work on the identified priorities and begin our transition with a new president. This Fall we will individually and collectively reflect on where we have been, the progress we have (or have not) made, and where we next want to go. What progress has been made on each of these priorities? What additional progress do we specifically need to make? Are any of these priorities or critical questions no longer identifiable as institutional priorities? Are there new priorities or critical questions that have arisen since Fall 2015?

Prior updates have noted that the critical question *What structural barriers are created by our practices, procedures, and policies that all students must interact with throughout their experience with TC3?* is embedded in the work of all committees. In fact, it is and must be embedded in the work and planning of the entire college. Each initiative and working group involved in addressing these priorities will provide a report by September 30 outlining the barriers they have identified and how they have addressed or plan to address them and that information will be included in the October report. Each group will also identify the initiatives that have been developed and whether those initiatives worked, didn't work, or are continuing and the assessment relied on to make those determinations.

## **STRATEGIC PRIORITY ACTION/OPPORTUNITY GROUP PROGRESS REPORTS:**

### **I. THE FIRST SEMESTER MATTERS**

#### **Transition/Entry-level processes** (Update from Khaki Wunderlich and Blixty Taetzsch)

*How can we best design our entry-level processes (from recruitment to first semester enrollment) to provide guidance thorough the many necessary complex processes, leading students onto a path most likely to lead to success and completion, while not restricting choice?*

The housing discount for students who declare their intent to live on campus by July 1 is being continued, decreasing the funding gaps for low income students.

Pathways, Network Peer Mentor, and Vector Scholars programs worked with participating students and are actively recruiting students for Fall. The end of year success rate for students in our second group of Vector Scholars remains encouraging:

- 61% completed two semesters in good standing vs. 43% for the comparison group
- Fall-to-Fall retention appears to be about thirty percentage points higher than the comparison group

A new class of forty new scholars has been recruited for Fall 2017.

Our Full Measure Education (FME) initiative, now named Tompkins Cortland Connect, was rolled out to new and continuing students in May. More than 800 students have already downloaded the app and are using it to integrate career, academic, and financial planning. The platform is being used by Admissions, Financial Aid, and Student Success to send messages and “nudges” to students to complete processes and access their personal information. A major marketing effort will occur in Fall to engage all students with the app. Unfortunately, we are still waiting for Degree Works integration but continue to hope that will happen in the near future.

**Basic Skills/first semester courses** (Update from John Conners)

*What processes will most efficiently and effectively identify our students’ basic academic skills and need for pre-college intervention?*

Recent national and regional research raises significant questions about the validity of basing course placement on single test scores. We continue data analysis and conversations with basic skills faculty groups and Student Success staff to identify factors (e.g. high school grade point averages and Regents test scores) that might be utilized, alone or in conjunction with placement test scores, to best place students in their first semester classes. Changes made in our placement testing criteria this Spring allowed fewer high performing applicants to be required to take placement tests, streamlining their entering process.

*What curricular models can best meet the needs of our current students and increase success rates in basic skills first semester courses, while decreasing the time spent in non-program applicable courses?*

The very good news is that we now have acceleration initiatives in the “scaling up” phase in all three developmental disciplines. While students are not yet showing significantly different success rates than students in the traditional courses, those who have participated and/or succeeded in the courses are able to more quickly complete developmental work and/or take program courses:

- Students who take the ENGL 98/100 paired courses are able to enroll in program courses in their first semester while completing their developmental work and remain on schedule for completion.
- Student who succeed in MATH 98 are able to next take MATH 200 and complete their college-level math requirements with a single additional course. Students who take MATH 95 must also take MATH 120 before MATH 200.
- Students who take INTD 49 complete their developmental reading and English work in fewer credits and complete integrated assignments that faculty identify as demonstrating higher levels of critical thinking.

Updates from Spring 2017 curriculum initiatives:

The College began its use of the Quantway approach to mathematics in Spring 2017, following over a year of planning that included extensive training of faculty. Sponsored by SUNY and funded by the Lumina Foundation, this initiative provides an alternative quantitative literacy approach rather than the more traditional approach of developmental mathematics. While it is far too early to draw conclusions or to make long-term commitments, the early results are encouraging.

Spring 17 MATH 98 students –

- 41 students in three sections
- 51% success rate (vs. 49% success for students enrolled in MATH 95)
- 6 sections are scheduled for Fall, total 108 students

The English 098/100 initiative now has a reasonably long track record, having completed its third year of section offerings. This approach allows students who test into ENGL 099 but possess a reasonably solid level of reading ability to complete both ENGL 099 and ENGL 100 simultaneously by participating in supplemental instruction. From the beginning, we have found that students in this program achieve results that at least equal, and in many instances surpass, those of students placed in stand-alone sections of ENGL 100. During the 2016-2017 academic year, we offered 17 sections, enrolling 143 students. From a lone faculty member during the first semester of the pilot, we now have nine faculty members teaching this course, with hopes of continuing to expand further in the near term.

Spring 17 ENGL 98 students -

- 39 students
- 67% success rate in ENGL 98 (vs. 54% success for students enrolled in ENGL 99)
- 64% success rate in ENGL 100 (vs. 64% for students enrolled only in ENGL 100). A similar success rate is very positive, without this curricular option, these students would not be on schedule for their program courses.
- 12 sections are currently scheduled for Fall 17

To qualify for ENGL 098/100, a student must demonstrate reading ability that exempts him or her from being required to take RDNG 099; as a result, many incoming students cannot participate in this innovative and successful approach. For those students, we have developed INTD 049, a five-credit equivalent course combining the work of ENGL 099 and RDNG 099 in a single entity, taught by cross-trained English and Reading faculty.

Spring 17 INTD 49 students -

- 19 students
- 53% success rate vs. 51% success rate in both courses for students enrolled in RDNG 99 and ENGL 99 while taking 5 credits rather than 8
- Five sections (80 students) are planned for Fall 2017 involving four faculty (vs two sections with two faculty last Fall).

In Fall 2016, we began experimenting with a Network Living Learning Community, combining RDNG 099 and PSYC 101, with the added feature that the students in this learning community would live on the same floor in campus housing. Students had a 75% success rate in RDNG 99 compared to 55% rate for all other sections. However, only 44% earned a C or better in PSYC 101, compared to 71% of other students enrolled in PYSC 101. The plan is to continue the pilot in Fall 2017 with some adjustments based on last Fall's experience.

### **Residential students** (Update from John Bradac)

*How can we better leverage the opportunity for support provided by students living on campus?*

During the spring semester, the campus community continues to engage in conversations with campus constituents to better understand our residence life program and to foster a strong sense of educational community within the residence halls. Our goal is to increase the academic support in the residence halls and better engage our residents in the academic learning community of the college. As a campus community, we have been working with the Residential Life staff to explore creative ways to promote positive interaction and build a vibrant living-learning environment for residents. Current initiatives include:

- After a successful trial period in the spring, the Floor Friend initiative is continuing. Staff feedback has led to some more clear information and structure for the friends. All floors will have a friend for 2017-18, including participation by the president. Each friend will be asked to participate in an opening event at the start of each semester, a program each month, and a end of semester celebration/event.
- The external review of our judicial processes is complete and recommendations have been issued. The report will be shared with the community for consideration of what adjustments, if any, should be made in our current policies and practices.

## **II. HIGH NEED STUDENTS/IDENTIFICATION OF PERFORMANCE GAPS INDICATIVE OF STRUCTURAL BARRIERS** (Update from Khaki Wunderlich, Kris Altucher, Tim Densmore, and Blixly Taetzsch)

*What, in fact, are the needs and gaps experienced by our students and what should be the indicators and short term goals to assess the success and equitable access for identified “high risk” groups?*

Indicator data updates will be available in Fall. Updates on initiatives and strategies will be included in the Diversity, Equity, and Inclusion Plan end of year report.

2017-18 department plans, due August 30, will each include strategies, activities, and assessment plans to directly support collegewide goals related to performance gaps.

## **III. MARKETING** (Update from Bruce Ryan and Blixly Taetzsch)

- *How do we build on the key strengths identified in the SimpsonScarborough study, particularly around our academic strength and community of support?*
- *What is the comprehensive visual brand that expresses our authentic core strengths?*
- *What recruitment and communications strategies will best build enrollment?*

New initiatives developed by the strategic marketing group and related college departments include:

### **“It’s Worth It” Postcard**

This postcard is a direct-mail push sent to traditional and non-traditional residential occupants in the “donut” territories, and emphasizes *career* over job, and also highlights the ability of our students to graduate with little or no debt (utilizing Pathways, Vector, grants, aid, affordability, etc.). The postcard also mentions expanded ESC hours and two “Easy Instant Registration Saturdays” this summer. There is a potential to be reimbursed by SUNY for the production of this card through the recent SUNY marketing/enrollment funding initiative, but if that does not come through Marketing/Communications will pay for the card. Message will appear on the website homepage.

### **Easy Instant Registration Days and expanded ESC hours**

Enrollment staff is available every evening M-TH in July and two Saturdays before the start of the semester to make it easier for busy prospective students to register. These will be promoted on the website homepage.

### **NYC Tuesdays in Dryden**

Tuesdays are arranged to be convenient for downstate students. Students arrive by bus early in the morning (5 a.m. leaving the City) and, upon arrival, can complete placement testing, meet with an advisor, get a campus tour, and catch the bus home to NYC – all in one day.

### **Out-of-State Recruiting/marketing**

In late June/early July we launched an out-of-state recruiting effort to coincide with the approval of the reduced tuition rate for out-of-state students. This included:

A postcard to New Jersey, PA, and Connecticut highlighting the affordability, SUNY, and transferability

A concurrent Facebook campaign targeting those areas: campaign garnered more than 100,000 views and 4,905 clicks to our website

Emails to a purchased list of out-of-state counselors along with admissions packets mailed to their schools

Overall 7 out-of-state applications were received in July

### **Extension Center Info Nights**

Standard admissions coverage nights at the extension centers were changed to “Info Night” with admissions counselors. This was promoted on the website and in posters – leading to an increase in attendance at the centers.

### **Facebook Advertising**

July has been a heavy pressure month on Facebook. We have targeted

- Local traditionals: With numerous boosted posts highlighting the work of our students and faculty. We have also circulated numerous academic-focused ads, housing related ads, ads about the housing discount, ads about our quality and value, etc.
- Adult convenience/non-traditionals: Similar frequency with ads focused on outcomes and debt (graduating with little or no debt), as well as program-focused ads, and ads mentioning flexibility of scheduling. Also, we will run some ads focused on Biz’s hospitality skills programs with a mention of bridging to our degree programs.

### **Videos**

Six videos are either in production or slated to be shot in the coming weeks. Three College promotional videos: General, Housing, and Adult; as well as three information Admissions Process videos. This will be placed on the College website and circulated heavily on social media.

### **Excelsior Scholarship**

During the months of May and June, Tompkins Cortland hosted four Excelsior Scholarship information sessions to explain the provisions of the award and eligibility criteria to parents and students in the local area and to the campus community. The first event held May 2, 2017 on the main campus had over 100 students and parents in attendance. Sessions held at the extension centers averaged 20 in attendance. Each information session featured an admissions overview and a PowerPoint presentation on the data available on the scholarship as of the date of the event.

## **IV. ENHANCED INFORMATION AVAILABILITY AND USE** (Update from Tim Densmore, Kris Altucher, and Khaki Wunderlich)

*What is the meaningful evidence of success that will tell us that what we are doing is working, at the initiative, program, and institutional level?*

This question is embedded in the work of each committee considering our critical questions. Formative and summative reports from the committees and major initiatives across campus will be posted in the Strategic Evidence Library available at [http://www.tc3.edu/campus\\_info/institutional\\_planning.asp](http://www.tc3.edu/campus_info/institutional_planning.asp).

In closing, I am early in my journey in my role as President of Tompkins Cortland Community College. My initial assessment is that while a solid foundation has been laid there is much work to be done towards engaging and reengaging with the communities we serve both internally and externally. Moving forward we will look at every aspect of the organization with a critical eye with no “off-limits” conversations, we will take action to create, implement and assess current and new strategies that address student success and staff development and we will reach these goals together.

## GOALS

### I. CHALLENGE GOAL - Increase completion rates by 50% by 2025

- **Completion rates for first time full time students after 4 years (a national IPEDS measure).**

**Our goal is to increase this rate from 25.5% (average of 2008-10) to 38% by 2025.**

The baseline of 25.5% is an average of the completion rates for Fall 2008, 2009, and 2010 FTFT students four years later. Our challenge is to have 38% of the Fall 2021 FTFT students graduate by 2025.

**Status unchanged since last report:** Our IPEDS rate for the 2011 cohort is 27%. The SUNY community college average rate for the 2011 cohort was 30%. Internal data indicates that 28.3% of the Fall 2012 FTFT students graduated by this past summer.

- **Completion rates for all students new to TC3 (full-time or part-time) after 6 years and who earned at least 12 credits (VFA/SAM\*).**

**Our goal is to increase this rate from 41% for the Fall 2008 cohort (as of 2014) to 60% for the 2019 cohort (as of 2025).**

\*The Voluntary framework for Accountability (VFA) and Student Assessment Measure (SAM) are national metrics, and provide comparison data from other two-year institutions.

Status unchanged since last report. No new completion data available until after August graduations.

### II. Intermediate Goals

In order to track our progress toward the above challenge goals, we established a set of intermediate goals, indicators that measure the progress necessary to achieve our ultimate goals of completion. As outlined in this and previous memos, we have numerous initiatives on-going or beginning that we believe will have a positive impact on these metrics

#### **GOAL – Increase Core Enrollment**

In Fall 2015 we established aspirational core enrollment goals and we all are well aware that enrollment has moved in the opposite direction from those goals. New goals have not yet been set but will part of our work in Fall 2017.

**GOAL - Increase success rates for basic skills courses to the 75th percentile in the National Community College Benchmarking Project**

No new update

	Baseline	Current status		Goal
	Fall 14 ≥ C	Fall 15 ≥ C	Fall 16 ≥ C	Fall 17 target
ENGL 99	61.7%	62.5%	<b>63.2%</b>	72%
ENGL 98		82.7%	<b>79.8%</b>	
ENGL 100	65.7%	62.7%	<b>62.7%</b>	77%
INTD 49			<b>50.0%</b>	
RDNG 99	57.6%	52.3%	<b>58.6%</b>	74%
RDNG 116	55.4%	49.4%	<b>47.8%</b>	74%
MATH 90	43.7%	38.2%	<b>45.0%</b>	65%
MATH 95	43.1%	40.7%	<b>48.6%</b>	65%
MATH 100	48.1%	50.0%	<b>43.7%</b>	72%

While the above results were not what we hoped to see, we are engaged in numerous curricular and pedagogical initiatives that provide reason to hope for different results moving forward. Updates on the developmental curricular pilots are included in the Action Plan working group updates below.

**GOAL - Increase, over the next three years, the Fall-to-Fall retention of FTFT students from our current 51% (Fall 2014 to Fall 2015) to 61% (Fall 2018 to Fall 2019), the SUNY community college average for Fall 2013 to Fall 2014.**

Update available in October report.

	Fall to Fall retention			
	Fall 12	Fall 13	Fall 14	Fall 15
ALL FTFT	52.2%	52.5%	51.4%	46.2%
Male	48.9%	48.0%	48.0%	42.9%
Female	55.3%	57.0%	54.4%	49.4%
Resident 1st semester**	50.2%	48.8%	44.6%	39.9%
Commuter 1st semester	53.7%	55.7%	57.3%	51.6%
Under-represented Minorities (URM)*	44.0%	50.6%	42.6%	35.6%
nonURM	56.2%	53.5%	56.1%	52.1%
PELL recipients	53.0%	53.0%	46.3%	42.6%
Non-PELL recipients	51.1%	51.6%	61.2%	53.0%

\* African American, Hispanic, Alaskan/Native American and Multiracial

\*\* residential student at end of semeste

**GOAL – Increase First semester academic success (defined by GOOD academic status) to 72% by Fall 2017.**

No new update until after Fall 17

	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16
ALL FTFT	67.2%	69.5%	71.6%	64.9%	62.6%	64.5%
Male	58.3%	64.4%	67.3%	59.0%	55.6%	61.0%
Female	75.5%	74.2%	76.4%	70.5%	69.7%	68.2%
Resident 1st semester**	69.2%	70.8%	67.8%	59.1%	56.2%	59.4%
Commuter 1st semester	65.6%	68.5%	75.6%	70.0%	68.0%	70.0%
Under-represented Minorities (URM)*	53.0%	59.2%	65.3%	57.5%	49.1%	55.2%
Non URM	73.2%	74.5%	76.0%	68.8%	70.0%	71.9%
PELL recipients	66.0%	68.9%	69.5%	60.2%	58.2%	61.2%
Non-PELL recipients	68.7%	70.3%	75.8%	74.5%	70.9%	71.3%

\* African American, Hispanic, Alaskan/Native American and Multiracial

\*\* residential student at end of semester

**GOAL - Increase new student FTE enrollment by at least 1% every year.**

This goal was introduced Fall Day 2015.

**No new update (from Salient):**

FTE enrollment of first-time (NEW) students, full or part –time, with percentage change from previous year:

	2014-15	2015-16		2016-17	
Fall	400.8	399.6	-0.3%	372.9	-6.7%
Spring	66.3	79.9	+20.5%	55.4	-30.7%
Total*	467.5	479.9	+2.7%	429	-10.6%

- Includes small number from Summer enrollment

*Italics identify estimated numbers.*

Unfortunately, new student enrollment for Fall 2107 appears to be continuing to decline. Additional marketing and contact efforts are currently underway to try to impact Fall enrollment of both new and continuing students.