

TO: Members of the Board of Trustees

FROM: Carl E. Haynes, Ph.D., President

DATE: January 19, 2017

SUBJECT: 2015– 2016 Annual Report

## **INTRODUCTION**

Tompkins Cortland Community College experienced another challenging year in 2015-16, while also achieving many successes. The following Annual Report to the Board of Trustees provides a comprehensive and detailed presentation of our many accomplishments as well as aspects of our student success initiatives that remain a work in progress.

The good news is that our bottom line enrollment for the year increased 1.6 % due to continued growth in our Concurrent Enrollment program (+19%). However, Fall/Spring enrollment declined 4.8%.

Once again, we weathered budget challenges. Our response to this decrease in enrollment included continued paring of the operational budget and staff positions, all without layoffs. Our three unions worked with us to collaboratively and creatively address our challenges and to find ways to strategically allocate and reallocate resources.

Faculty and staff in all areas of the College are focused on Student Success, our single College goal. The following report cites numerous examples of the great work being done at TC3 to continually improve our results.

As detailed a report as this is for the Board, please recognize that it is, nevertheless, a summary of a great deal of additional work being carried out by our dedicated employees throughout the College. As Board members who represent our community at large, you can be justifiably proud, as am I, of the stellar work being accomplished to serve our students and our community well.

Following my listening tour in Spring 2015 and multiple college-wide conversations, we identified a challenge goal of increasing our completion rate by 50% by 2025. This goal is supported by a set of intermediate goals related to basic skill course success, first semester academic success, retention, and enrollment; goals that will help us monitor progress.

To support attainment of our goals, we agreed on four strategic priorities and an action plan to help us focus planning and resource allocation over the next five years:

- **THE FIRST SEMESTER MATTERS: ENHANCED TRANSITION AND FIRST SEMESTER SUCCESS**  
This has been the theme of many recent college-wide discussions, all of which, coupled with extensive research, have pointed to the need for increased understanding of the barriers our students face. Framing the conversation as “students should ...” is not sufficient. *How can we redesign the transition and first semester experience to increase the success of more of our students?*
- **ONGOING SUPPORT FOR ALL STUDENTS, ESPECIALLY HIGH-RISK GROUPS**  
While support for the transition to successful student and academic citizen during the first semester is important, the research is also clear that the need for support and guidance does not end there. *How will we design and integrate policies, programs, and practices that provide ongoing support and development to our students, particularly those who bring or find significant barriers to success?*
- **MARKETING**  
We need to approach the concept of marketing holistically, understanding that it is inclusive of our curriculum, academic rigor, support services, campus life, and outcomes. It is not just advertising. *What are the key strategies that will strengthen the TC3 experience in ways that will resonate with current and prospective students?*
- **ENHANCED EVIDENCE-BASED DECISION MAKING**  
We create a lot of data and information, but it is not always readily available and known to all who could use it. *How can we strengthen our creation, sharing, and use of meaningful information to provide guidance to our decisions related to planning and resource allocation?*

Several working groups were charged to seek to better understand our students’ barriers and to develop new initiatives: entry-level advisement, orientation, and placement processes; basic skills course curricula and methodology; and increasing outcomes for the residence life population. We have had particular success with a model pairing ENGL 100 with a developmental support course for students who would otherwise take at least two semesters to complete ENGL 99 and ENGL 100. Success rates have been significantly higher than those of students in both ENGL 99 and the traditional ENGL 100 course. We are scaling this model up to eventually provide it to all students who do not also require a developmental reading course.

New enrollment demographic dashboards are now available to everyone on our website, and student performance dashboards are in design.

Our new visual brand was developed and rolled out, including the new logo, intended to better represent the findings of our market research study and refined brand position: a public community college grounded in academic excellence and a supportive community that leads to lifetime success.

We are excited about the work completed this past year and look forward to continuing this work in 2016-17.

With the generous support of Arthur Kuckes, we began a new support program for low-income students who are academically college (or near-college) ready: Vector Scholars. Twenty-six students began the semester with a pre-semester bridge program and worked throughout their first semester with faculty and student mentors. Success outcomes appear to be higher than a

comparison group, and we have continued the program in Fall 2016 with increased numbers and supports.

Even in the face of continued staff reductions through attrition, we were able to successfully conclude four faculty searches and begin to refill the ranks left empty by recent retirements and other losses. We strategically chose to support English and ESL curricula, each of which has lost significant faculty in recent retirements, and hired three English faculty and one ESL faculty member. Because of an unanticipated resignation, we were also able to hire a fourth English faculty member. Three of these hires came from our adjunct ranks, and one is a woman of color.

While our Middle States self-study will not be submitted until 2017-18, we began our work this past year. The co-chairs of our self-study began work with 63 staff and faculty in 8 committees assessing us against the required standards for reaccreditation.

Our Childcare Center was reaccredited by the National Association for the Education of Young Children (NAEYC).

Our CollegeNow Concurrent Enrollment Program was reaccredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) in Spring 2016.

We began a partnership with Full Measure Education to develop a mobile and web-based planning and communication platform for students. Bringing together career, academic, and financial planning into a single tool, students (from inquiry to graduation) will more easily understand their path and “stay on track” by “seeing” their progress toward personalized outcomes. Analytics will allow the college and advisors to see when a student is “falling off” or straying from their plan, providing the opportunity to intervene before failure.

Three periodic College-wide surveys are administered every two to three years. This report includes results from the most recent administration of the Spring 2016 Student Opinion Survey. Comparisons are made to our last administration and to a group of other small SUNY community colleges. All responses are on a five-point scale.

Overall College impression and plans:

Questions asked about the student’s impressions of the college, as well as their primary goal for attending college. The largest group of respondents at both TC3 and comparison colleges said that their primary educational goal was to: “transfer after earning a degree/certificate,” and finding a job was the second most frequent goal. The percent listing transfer as the primary goal was markedly higher at TC3 (64.9%) than at the comparison group (50.2%), a reflection of both TC3’s unique demographics and focus on transfer-oriented programs. It is important to also note that our students are significantly younger and more diverse than the comparison colleges.

Student perceptions of the “quality of education at this college before they enrolled” increased from 3.19 to 3.26. As in the past, their perceptions once they enrolled were higher

than before they enrolled, at a mean of 3.48.

71% of respondents reported spending 10 or fewer hours each week on homework and studying, compared to 70% for the other SUNY community colleges.

	TC3 2016	TC3 2013	TC3 2010	2016 comparison colleges
Satisfaction with quality of instruction	3.91	4.08	3.93	4.14
Overall impression of quality of education at this college <i>before</i> you enrolled.	3.26	3.19	3.26	3.36
Overall impression of quality of education at this college <i>since</i> you enrolled.	3.48	3.70	3.63	3.79
If you could start over again, would you choose this college again?	3.65	3.90	3.84	4.09

There was a perceptible decline in satisfaction in many areas in comparison with the 2013 results. This was also evident in comparison with SUNY peer institutions, which conversely showed a modest increase for many categories. We are unsure why this decrease occurred; however, we have seen a similar phenomenon in the past with no obvious explanation.

There was an increase in the mean responses of students to the question asking if they had: “been involved in community service or service learning activities at this college.” This is an important reflection of better opportunities for students to engage in service learning at the college.

One of the largest increases in satisfaction was in the area of college tutoring services, which rose from a mean satisfaction level of 3.87 up to 4.14. This is another area where the college has made real strides to improve availability and opportunities.

Of concern, many students mentioned dissatisfaction with the Wi-Fi in the building, and the lack of study spaces. There was also a high level of dissatisfaction with “misbehavior” both inside and outside of the classroom. Tompkins Cortland Community College ranked poorly among peers in this area.

Areas showing improvement since the last implementation of the Student Opinion Survey in 2013:

- This year there was a higher percentage of respondents who said they had “been intellectually engaged by course materials” than in the past. This question has shown a consistent upward trend over the last six years, from 3.57 in 2010 to 3.86 this year, out of a scale of 1 to 5.
- There was a marked increase in the number of students who had “been involved in community service or service learning activities at this college.” This reflects an increased emphasis, as well as additional opportunities for service learning at the college.
- Satisfaction with “financial aid services (not the amount of aid)” continued the steady

uphill trajectory it has been showing since 2006.

Our strongest areas in comparison with peer institutions are also, once again, student health services, athletic facilities, and parking facilities.

Areas needing attention:

- There was a notable increase in the mean for two questions focusing on behavior: “how frequently have you observed acts of misbehavior in the classroom” and “how frequently have you observed acts of misbehavior outside the classroom.”
- In a similar vein, a larger percentage of students had “observed student dishonesty when completing assignments or exams” than in the past, going from a mean of 2.26 in 2013 to 2.43 in 2016.
- Of concern, every one of the questions probing “how much of a problem are the following to you in being successful at this college?” was elevated, ranging from job-related responsibilities at 2.23 (formerly 2.20) to finding childcare at 1.43 (1.38 in 2013).

All of these results help inform the strategic priority and other work currently underway in the college.

## **COLLEGE-WIDE GOAL: STUDENT SUCCESS**

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

### **Direct Evidence of Success**

In 2015-16 we graduated 705 degrees/certificates to 693 students.

Our most recent federally measured (IPEDS) graduation rate was 26% (Fall 2012 FTFT students). Fall-to-fall retention rate was 52% for full-time students, 45% for part-time students.

Our most recent federally measured (IPEDS) transfer rate was 31%. This rate includes graduates and non-graduates.

Based on the 2015 graduate survey administered to 694 individuals who graduated from TC3 in August 2014, December 2014, and May 2015 with 348 responses (50 percent of the surveyed group) and with international student graduates from our Global Connections Program included in the survey for the fifth year:

- 75% of employed students graduating from career programs are employed in jobs related to their field of study (80% in the prior year)
  - Of this number, 79 (82%) remain in the central New York area
  - Of the 95 career program graduates employed in their field of study who answered the question “if their recent degree helped them achieve their current position,” 74 (78%) said “a great deal” or “to some degree”
- 51% transferred to another college or university (47% in the prior year)
- 54% of those transferring are continuing their education at another SUNY college or university (61% in the prior year)

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

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

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

### **Instruction and Curriculum**

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

#### **Accomplishments 2015-16**

In the current round of comprehensive program reviews that began in the 2012-2013 academic year, to date 31 reviews have been completed as of August 2016. It is expected that the entire process will be complete by May 2017 in time for the Middle States review. The programs

reviewed in 2015-2016 include Business Administration AAS, Early Childhood, Paralegal, Creative Writing, Digital Cinema, Liberal Arts – General Studies, and New Media.

2015-2016 again featured successful efforts by the faculty in the development of new courses. Twenty-one new courses, including five special topics courses, were approved by the Curriculum Committee, in addition to 13 changes in degree programs. The previous year saw the successful implementation of two new programs that form our Farm to Bistro initiative, Sustainable Farming and Food Systems and Culinary Arts, and this year saw their continued growth and development.

We also await final approval of two new degree programs: an A.A.S. in Applied Science and Technology (awaiting SUNY approval) and an A.S. in Human Services (awaiting State Education department approval). We are in the relatively early stages of approving two new degree programs, both A.A.S., in Audio Design and Production and in Digital Media Production; these would replace our current programs in the field of communication. A number of the new courses approved this year are in support of this initiative. Finally, we have approved a complete redesign of our English as a Second Language curriculum.

The College continues to be very active in providing distance learning, as we continue to rank among the 10 largest providers within SUNY of such courses. We have received a report from SUNY concerning the effectiveness of our online offerings, citing the college as among the top five SUNY campuses in online course persistence. Online enrollment thus accounts for 13.24 percent of the College's total annual enrollment, up very slightly from last year's 13.1 percent. As the years proceed and more of our faculty members become more comfortable with various technologies, we have also seen a large number of them utilize our learning management system to enhance their work with students in traditional classroom sections; it is not at all unrealistic to envision a day when all of our course sections – in every format and location – will use Blackboard or some other LMS.

In 2015-16, 366 sections of courses were offered online (352 last year), with 5,400 enrolled (5,301 last year). There were 36 sections of hybrid classes offered (28 last year), with 497 enrolled (337 last year). Online enrollment accounts for 13.3 percent of the College's total annual enrollment (13.1% last year), with annualized FTEs for 2015-16 of 488.8 (445.5 last year). Inclusion of hybrid sections would add an additional 47.4 FTEs (37.4 last year).

Our enrollment at both extension centers dropped from 107 FTEs in 2014-2015 to 77 FTEs in 2015-2016 (49/Ithaca; 28/Cortland). However, the extension centers continue to be a vital resource to support our non-credit programming that serves both our corporate and business training programs, as well as being an important resource for our communities in general.

While our traditional Global Connections Program enrollments have declined slightly in recent years, this has been offset by enrollment in our summer Intensive English Institute for faculty and staff from Colombia and the Dominican Republic, and the scholarship program offered by the Dominican Ministry of Education for students to come to the United States to study English.

We continued to intensify the marketing of online programs and courses, taking steps to enhance the quality of those offerings, pursuing growth opportunities, and continuing to promote those programs that are available fully online or nearly so (i.e., within a course of two) very actively.

An Early Alert Academic Intervention program continued to collect information about students experiencing some academic difficulty from faculty and staff members, and then use that information to address the concern. Together with ongoing refinement of probation processes and COAS procedures, we are providing more consistent, timely, and effective interventions for students experiencing academic difficulty.

In 2015-16, we saw a reduction in the number of students that applied for the Network Peer Mentor Program, possibly as a result of the new Vector Scholars program. Operationally there were 26 Mentees and 11 Mentors. 69% (70% last year) of Mentees accepted into the Network Peer Mentor program earned a GPA of 2.0 or above. 73% (56% last year) of Mentors accepted into the Network Peer Mentor program earned a GPA of 3.0 or above.

The new Vector Scholars Program provides financial, academic, and social support to new students and is structured around three core components with program activities intended to simultaneously assess and address each student's barriers to success, while helping the student develop resilience and habits, skills and belief for success:

- Academic momentum
- Integration and belonging
- Timely and relevant support services

Outcome Highlights include:

- The 26 students who began the program in Fall 2015 had a first semester academic success rate (academic good standing) of 62% vs. an expected 44% success rate based on a comparison group results (216 enrolled students who were eligible but did not participate in the program). Two of the students withdrew from the college during the semester. Students from NYC did especially well, with a 60% success rate vs. 36% for the comparison group.
- 23/24 students who participated for the full semester returned for Spring 2016 semester (the other student transferred to SUNY Oswego)
- All of the students in the accelerated developmental English courses passed the developmental course, and all but one passed the college-level course.
- On the Residence Life Quality of Life survey, 74% of residents living on the Vector floor reported a strong/positive sense of community on their floor vs. 55% for all residents.
- Success indicators for residential students have shown significant declines in recent years. Residential Vector students had a 48% academic success rate in Spring 2016 vs. 39% for the residential comparison group. Fall-to-Fall retention for the residential Vector students is 33% vs. 27% for the comparison group.

During academic year 2015-16, the College continued its commitment to open educational resources (OER) by increasing numbers of courses that rely on free or low-cost materials, thus saving students from having to purchase expensive textbooks. We now have 23 courses (more than 100 sections) with many additional courses in development as part of an entire degree program using OER. Since we began this endeavor five years ago, our staff have concluded that we have saved students over \$600,000 in textbook costs.

Research has indicated that Freshman Success Seminar courses have had a positive impact on students attaining successful transition to college. However, the SUNY Seamless Transfer Policy limits significantly our opportunity to include additional courses in most of our degree programs. Despite this challenge, in Fall 2015 we offered 10 sections of Freshman Success Seminar courses, serving 177 students and in Spring 2016 we had one section serving 14 students. The previous year's numbers were similar.

In 2015-2016, Corporate and Community Partnerships (CCP) provided 129 customized training programs for 18 businesses, manufacturers, and community agencies, training a total of 1,717 participants from these organizations. An additional 577 individuals gained skills through our open enrollment and online programs.

The percentage of students identifying themselves as a student with a disability has increased significantly in recent years and now totals 18% in both headcount and FTE's. In addition to increases in numbers of students, the academic adjustment needs of the students has increased, particularly in terms of need for production of alternative formats of course materials, including captioned videos and accessible digital textbooks and other materials. The very good news is that recent academic success indicators show little or no gap from students without disabilities.

Electronic resources – together with an extensive interlibrary loan operation – make our library capable of providing service and access that far surpass what would be expected of a facility our size.

We installed 155 new computers in two classroom labs and the Baker Commons, and 27 new LCD projectors in classrooms and presentation spaces.

## **Student Engagement**

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

### **Accomplishments 2015-16**

As has been the case for more than a decade, in 2015-2016 a number of faculty members continued to collaborate to offer learning communities: paired courses in which the same group of students enrolls in one section of an introductory course in each discipline, the

instructors team-teach the courses together, and they design the syllabi to be complementary. There were nine such learning communities last year, five in the fall and four in the spring.

Through the Office of Strategic Corporate and Community Partnerships, 35 different internship opportunities were identified and shared with appropriate faculty, and 21 organizations who are new partners identified with specific degree programs in Career Coach.

Fifty-four students studied abroad during fall trips to Nicaragua (10), Cambodia (9), and Ireland (10), and spring trips to Colombia (12) and Italy (13). This number is up from the previous year. The current team continues to coordinate study abroad opportunities through improved marketing and dissemination of information on scholarship opportunities. These efforts resulted in an increase in 21 students from the previous academic year. Global staff and study abroad faculty continue to make every effort to ensure awareness of these fantastic and affordable opportunities.

Once again in the Fall of 2015, the College celebrated global education during International Education Week. From November 16-20, the theme was “Collaborative Healthcare in Nicaragua.” The keynote event was a presentation with Tompkins Cortland Nursing faculty Paula Moore and two members of the medical staff from the hospital in Nicaragua where we have a 22+ year partnership and where are study abroad students begin their experience. They discussed the benefits of the enduring partnership for the population they serve and for our students. All week long, international foods were featured in the cafeteria, and there were several study abroad information tables so that TC3 students could discover how to take their global interests to the next level.

The Panther Pride (Perseverance, Responsibility, Integrity, Dialogue, and Equality) Pledge Initiative, emphasizing positive behaviors and respect for others, continues to be a major dimension of our student life programming.

In 2015-16, we switched our incentives so that students no longer have to complete a passport throughout the year – they just complete ONE at the Get Connected Fair and then earn additional scratch off tickets at all future events:

- 254 students turned in completed passports (earning a T-shirt) at the Get Connected Fair
- 107 students earned scratch-off tickets and participated in our campus programs (of the 107, 55 percent were resident and 45 percent were commuter students)

Student Activities initiated another exciting venture in 2015-2016 by organizing a chapter of the National Society of Leadership and Success (NSLS). This program, dedicated to supporting students in achieving personal growth and career success as leaders, provides leadership workshops and interactive presentations by leaders such as Al Roker and Arianna Huffington. In 2015-2016, 344 students participated in part or all of the program. 65 achieved induction into the society, and six earned the National Engaged Student Leader Award.

The Student Government Association created the Student Involvement Committee (a reinvention of the old CEB and Late Night teams) to provide a volunteer opportunity for

students wishing to plan campus programs and events. Some examples of successful events have been Grocery Bingo, several movie nights, a Super Bowl Party, and Valentine's-themed events.

Those in Student Activities committed to provide unique educational experiences beyond the classroom and partnered with other departments to provide edu-tainment activities, such as working with the Office of Multicultural Services to provide a screening of the movie *Selma* including a facilitated talk back and dinner. Also provided were a series of financial management workshops by partnering with several local banks on the topics of checking accounts, credit history, student loans, and personal finance.

We again held our annual Student Recognition Event (hosted by the Student Life staff) at which a special recognition, the "Take Pride Award," was presented to individuals and organizations/groups keeping with the themes of Panther Pride Values. A slideshow highlighting the year's co-curricular programming and Student Life accomplishments was shown as part of the event.

Once again, our student athletes excelled in the classroom, as well as in competition. A record nine students were named NJCAA Academic All Americans for maintaining a GPA above a 3.6. Led by women's softball with a 3.10, the overall student athlete GPA was an impressive 2.70 compared to Tompkins Cortland's general student population recorded at 2.43.

Tompkins Cortland boasted two NJCAA All Americans (women's soccer, men's soccer).

TC3 student athletes and coaches were awarded the NJCAA Region III Award for Sportsmanship for the sixth consecutive year. This award goes to schools that have no players or coaches ejected from competition and whose overall programs are in good standing throughout the year.

Of particular note, the Health Services office continues to grow in importance and prominence with "Access to affordable, quality health care" is part of the office mission. 1,339 students received face-to-face appointments during the year with 1,100 students receiving immediate triage/health education regarding self-care on a walk-in basis. The average appointment time spent with a health care practitioner was 25 minutes. We have continued to invest in the staffing of this office to serve our student population effectively; and, in Fall 2015, for the second time the office administered the National College Health Assessment to assess not only current strategies, but to note the overall health status of our students. Findings from the NCHA included:

- Stress continues to be the number one health issue having a negative impact on academic achievement. This is in alignment with national trends for college students.
- Students with disabilities coming to our campus have increased.
- Mental Health issues reported by students has increased since 2013. This is similar to trends found nationally.

In 2015-2016, 114 students participated in 1:1 (individual component) Options Program education and 29 participated in the Options Program Alcohol Education class (group component). The Options Program supports students' success by providing alcohol and other drug (AOD) education and skills as the tertiary/individual component of the College's comprehensive, National Institute on Alcohol Abuse and Alcoholism (NIAAA)-recommended approach to substance abuse prevention.

Counseling, Career, and Transfer Services – a snapshot of 2015-16 involvements:

- Provided 1,762 individual student counseling sessions
- Managed 55 Student of Concern (SOC) referrals
- Presented career and transfer topics in 31 classes
- Conducted 43 workshops on career, employment, transfer, and psychosocial issues
- Collaborated with other TC3 departments to provide 41 programming events on campus
- Presented career and transfer programs to external audiences on 8 occasions
- Sponsored Spring Transfer Day with 50 colleges attending
- Hosted 12 transfer college representatives on campus for a total of 34 visits

A sampling of the programming in support of students provided by Counseling, Career, and Transfer Services included:

- Resume Writing
- Interviewing
- LinkedIn
- Professional Behavior
- Transfer information sessions
- "Picture Yourself a Grad"
- "Hitting the Wall? Let's Get Over it!"
- Semester-long employment preparation program for ODESS Network Peer Mentors
- Communication skills training for student leaders: RAs, Network Peer Mentors, Peer Career Coaches

## **Community Connections**

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

### **Accomplishments 2015-16**

The TC3 Office of Campus Police is represented on the following area law enforcement groups:

- Tompkins County Stop DWI
- Tompkins County Investigators Group (comprised of investigators from all Tompkins County law enforcement agencies, including the District Attorney's office. Federal law

enforcement agencies such as the FBI and US Secret Service also attend and participate in these monthly meetings.)

- Tompkins Cortland Law Enforcement Administrators Group
- Emergency Call Review and Oversight Committee (ECROC - 911)
- Police Sub-Committee of ECROC
- SUNY Community College Public Safety Administrator's Association (CCPSAA)

The TC3 Offices of Campus Police and Student Life continue to meet with:

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

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

Campus police continues to receive cooperation and assistance from local law enforcement agencies:

- TC Dispatch (911) handles our routine and emergency calls when we do not have dispatch staff on duty.
- The City of Cortland Police Department, Cortland County Sheriff's Department, SUNY Cortland University Police, all fellow Tompkins County law enforcement agencies, and the NY State Police, routinely provide us with arrest information or other information in order to more effectively enforce our student code of conduct.

Summer 2016 marked our 21<sup>st</sup> Anniversary of Panther Sports Camps for Kids. Full-week camps were provided for lacrosse, basketball, soccer, and recreation pursuits.

CollegeNow has continued to function very effectively and to produce enrollment numbers that have been vital to the College's financial stability. Concurrent Enrollment registrations accounted for 1,124.6 annual FTEs, an increase of 31.8 percent; 334 instructors, 914 class sections, and an unduplicated headcount of 5,157 students (4,555 the previous year), in 58 participating school districts. All of these figures represent all-time highs for this program. In May 2016, 35 students received their A.S. degree (pending completion of summer course work) a month before their high school graduation.

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

The 2,459 participating seniors (2,186 last year) who graduated in 2016 from CollegeNow partner schools earned 28,923 college credits (23,621 last year) over the course of their high school careers for an average of 11.8 credits earned (10.8 last year) per student. Of those, 683

students (567 last year) graduated with 15 or more college credits, and 173 seniors (129 last year) graduated with 30 or more credits earned through TC3 CollegeNow programs.

High school students earned 1,211 credits (976 last year) through CollegeNow online courses, an increase of 24 percent over the previous year. Our program also serves homeschooled students who take courses on campus or online.

CollegeNow sponsored 21 campus-based events (14 last year) for high schools involving approximately 862 students (630 last year) for class observations, College program presentations, nursing lab sessions, campus tours, and other activities.

The CollegeNow Program expanded to include new concurrent enrollment partnerships in Delaware Academy (Delhi), Downsville, George Junior Republic, Fabius-Pompey, Morris, and Watkins Glen.

The Department of Student Activities continues to encourage involvement in our local community. The following list highlights some of our initiatives in this area.

- Hosted four on-campus blood drives in the Student Center
- Partnered with the Food Bank of the Southern Tier to bring food truck to campus to provide food for those in need
- Hosted annual CANstruction event – a sculpture building contest with donated food items. We once again supplied the Dryden Kitchen Cupboard with food to stock their shelves until March:
  - 2075 cans & goods donated (equivalent of six full van trips)
  - \$550 in donations
  - 9 CANstruction teams
  - 7 departments and individuals that sponsored teams
  - 75 people participated in the build event
  - 10 volunteers participated in the breakdown and delivery of cans

We continued to provide connections to a range of on-site and online baccalaureate programs. In addition to our long-standing connection with Empire State College, we have partnered with both SUNY Delhi and Keuka College to make such opportunities widely available to our graduates.

In the Summer of 2016, 17 faculty and staff from Colombia and the Dominican Republic participated in a four week-week Intensive English Program, which we have hosted for the past nine summers. As always, the program is constantly improving and adapting to the needs of participants. In addition to intensive ESL classes, the curriculum features professional development and workshops designed to familiarize them with U.S. culture and the local region. A highlight for this group was a trip to Niagara Falls, as well as a day of visits to the Ithaca Farmers Market and to several local farms producing artisanal foods and beverages. International faculty and chaperones were invited to participate in a food/wine pairing at Coltivare.

In addition to the Summer Global Connections and the Intensive English Institute, in Summer of 2016, we again hosted a group of students from all around the Dominican Republic. The fifty-one students were top graduates of a national intensive English program in their country which is sponsored by the Dominican Ministry of Education. The opportunity to come to the U.S.A. to study English on a scholarship program is their reward for excellent performance, and Tompkins Cortland was fortunate to host them for six weeks, starting in mid-June through late July. Students participated in a variety of activities designed to familiarize them with U.S. history and culture, many of which were presentations and panel discussions that took place on campus. A major highlight for them was a day hiking and picnicking at Taughannock Falls State Park and a trip to Niagara Falls. We certainly hope to host this group again in 2017.

During the summer of 2016, we received 164 students from Global Connections Program. There were 98 students from PUCMM in Santiago and 48 from PUCMM's Santo Domingo campus (Dominican Republic). The remaining students came from our partners in Honduras, Peru and Colombia. Summer Global Students, as always, participated in trips and activities organized by the Global Office. On August 3, 2016, we held our annual graduation for our summer Global Connections Program students. Rector Luis H. Perez, representing Universidad Autonoma de Occidente, one of our partners in Colombia, provided the keynote remarks. 80 students participated in the graduation ceremony, which was attended by friends and family members of our Global students, many of whom had traveled from abroad and from New York City to attend.

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

62.6% of Fall 2015 FTFT students were in good academic standing at end of their first semester, 63.6% of those who then enrolled in Spring 2016 finished that semester in good standing (compared to 71.6% and 68.7% in 2013-14 and 64.9% and 65.3% in 2014-15).

Unfortunately, we see a continuing decrease in retention of first-time, full-time students from fall to fall, more than that expected just by the decrease in academic success in the first semester. Retention for our Fall 2015 FTFT students fell to an unexpected 46.2% from 51.4% for the Fall 2014 group.

The Student Life Team has created a set of learning outcomes related to our community values stated in the Panther Pride Pledge, and results from the survey to assess the set of learning outcomes related to the community values stated in the Panther Pride Pledge included:

- 33 percent learned a new skill
- 49 percent made a new connection
- 19 percent learned about a college resource
- 21 percent learned about diversity

When asked what students learned “specifically from attending this Panther Passport Program event?” – answers included:

- To compost better
- That laughing is important for my mental health
- That getting a secured loan is a better way to build up my credit rating
- That it is my responsibility to put more love into the world and that race and relationships are complicated
- That opening up my mind to new things is not so scary

As a result of constant attention to the library’s resources and capabilities, we now subscribe to 105 electronic databases (up from 101 a year ago), which provide students and faculty with a wealth of information to support their work. We also provide access to 24,197 printed books (an increase of more than 1,200 from last year after a lengthy effort to rid the print collection of out-of-date titles), 134,000 e-books (an increase of more than 52,000 from 2011-2012), 1,744 videos, and more than 129,494 electronic periodical titles (a ten-fold increase in the past few years), thereby greatly expanding the library’s ability to provide recent academic research and writing. As these figures indicate, our library is involved in a seismic shift in what it means to be a college library, with a dramatic shift from print to digital resources.

Our work with students, faculty, and staff to deepen students’ understanding of the College’s expectations of academic honesty continues. The annual total of violations has dropped from 61 in 2010 to 40 in 2016, with the number of actual disciplines also dropping in that same time period from 16 to 10.

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

- The quality of adjunct vs. full-time faculty as evidenced by a comparison of student evaluation profiles for the two groups. Data continues to show the adjunct faculty profile to be the same or no more than 0.1 lower in all but four (of 15) categories compared to that of the full-time staff. The provision in the Faculty Association contract for Department Chairs to observe and evaluate adjunct faculty has represented a very positive step, and last year 18 chairs or their designees participated in the evaluation of over 25 adjunct hires. The Dean of Instruction conducted formal classroom observations

of 31 additional continuing adjunct faculty who have not been observed in several semesters.

- The College Teaching Center also provides regular orientation and roundtable programs specifically for adjunct faculty.
- The Dean of Instruction held 1-on-1 sessions with adjunct faculty, and more than 30 adjunct faculty members engaged in conversations ranging from the new Childcare Center to utilization of open educational resources.

Among the many accomplishments of the Student Life group, co-curricular assessment has continued. We have completed the first two years of a three-year cycle. Four areas have done thorough functional assessments (Residential Life and Judicial Affairs, Athletics, Health Center, Counseling Career and Transfer Services) and a fifth, the Child Care Center, has been re-accredited by NAEYC, the top-ranking review body in that field, which will serve as their review. The final two areas (Student Activities and ODESS) will complete their functional reviews in the coming year. Student achievements related to our PRIDE values and outcomes have been measured and compiled.

Improvements were made to Enrollment Services functions:

Progress continues on establishing a call center in Enrollment Services. Campus Tech has implemented new ShoreTel IP based phones in enrollment services and at extension centers – which will allow us to use call center technology. We have contracted with All-Mode to provide the call center software and expect to begin programming and training after fall 2016 semester census date. A working group of Enrollment Services and Campus Tech folks continue to make progress on work flows and protocols for the call center. We hope to have the call center fully operational for January 2017 peak processing.

Based on our market research data and analysis of TC3 student personas, Admissions has created more specialized targeted marketing pieces – such as our NYC piece. We also target communication plans for all online students and adult students. Financial Aid has also adjusted packaging strategies to focus on the neediest students, particularly our young independents who may be homeless or coming from the foster care system. In the last year, social media has been a focus of the Admissions department with our new Admissions Advisor position, who has been working collaboratively with External Relations to create a social media presence for TC3 Admissions.

Enrollment Services staff have been working collaboratively to integrate procedures for Global students in a couple of areas. First, we have been processing financial aid for students who are U.S. citizens living out of the country or who have dual citizenship. Quite a few students have taken advantage of this and may make the program more accessible to students from abroad. Secondly, we have implemented a registration day on campus for global students that has been very successful, staffed by Registration and Billing folks.

Financial Aid Data: Financial aid applications decreased significantly last year, by about 2%, whereas we saw a decrease of 5% in aid recipients. The total amount of aid disbursed to students dropped about 4% – similar to the drop in recipients.

Below are financial aid statistics for 2015-2016:

- a total of 1,956 students received book deferrals totaling \$589,676
- a total of 173 students received emergency cash advances totaling \$84,593
- Total New York state Aid (aid for part-time study and TAP) - \$3,711,249
- Total Federal Aid (Pell, Work-Study, Supplemental Opportunity Grant, Direct Loans) - \$18,307,919
- Total Government Aid - \$22,019,168
- Loan money returned to students (after payment of tuition and fees) amounted to \$6,607,722

Admissions Data: The trend of decreasing applicants since 2012 reversed in 2015, but went back down in 2016. We are finding that fewer applicants are completing the admissions process (being accepted), but those who are accepted are enrolling at a higher rate. The chart below depicts admissions trends through fall 2016:

Year	2011	2012	2013	2014	2015	2016
Applied Total	5,679	5,461	5,001	4,715	4,871	4,630
Applied/Accepted Total	2,511	2,384	2,333	1,951	1,940	1,255
Enrolled/Accepted Total	1,709	1,570	1,456	1,361	1,333	1,255
Yield of Applied to Accepted	44.2%	43.7%	46.7%	41.4%	39.8%	35.6%
Yield of Accepted to Enrolled	68.1%	65.9%	62.4%	69.8%	68.7%	76.2%

The number of residence life student incidents going before the College’s judicial system declined from 758 in 2014-2015 to 674 in 2015-2016.

Student Opinion Survey results:

As with almost all questions in the survey, questions directly related to the academic experience showed decreases over 2013 and are lower than the comparison colleges. We are engaged in discussions to better understand what, if anything, the decreases mean, while recognizing the significant differences in our population versus the comparison colleges (i.e., larger percentage of traditional-age students, racially and ethnically diverse students, and students with the primary goal of transfer).

<b>How frequently have you . . .</b>	TC3 2016	TC3 2013	TC3 2010	2016 comparison colleges
Been intellectually stimulated/engaged by class material?	3.86	3.78	3.57	4.08
Been required to think critically in completing assignments?	4.07	4.18	4.12	4.29
Gone to class with course readings and assignments completed?	4.36	4.42	4.35	4.45
Receive feedback from instructors on the quality of your work?	3.97	4.10	3.96	4.10
Had faculty who required you to make judgments about the value of information, arguments or methods?	3.23	3.40	3.37	3.51
Had faculty who used innovative technology to facilitate learning?	3.16	3.32	3.14	3.50
Had discussions, meetings, or conversations with instructors outside of class?	3.15	3.20	2.95	3.22
Had out of class assignments that required a written response?	3.74	3.84	3.61	3.83
Engaged in a creative or research project under the direction of a faculty member? #see note	3.18	3.49		3.45

<b>How satisfied are you with . . .</b>	TC3 2016	TC3 2013	TC3 2010	2016 comparison colleges
Availability of courses required for graduation	3.81	3.85	3.61	3.87
Availability of courses at times you can take them	3.59	3.66	3.46	3.63
Course registration process	3.94	4.03	3.82	4.06
Class size		4.14	3.96	4.14
Availability of instructors outside of class	3.83	3.92	3.80	4.00
Availability of advising tools (such as DegreeWorks)	3.84			3.85
Information provided by academic advisors	3.92	4.00	3.74	3.98
Availability of academic advisor(s)	3.99	4.08	3.71	4.07
Library resources and services	4.26	4.27	3.98	4.27
College tutoring services	4.14	3.87	3.78	4.02
Internet services (including wireless)	2.90	3.16	3.66	3.87
Availability of computers when you need them	3.72	3.78	2.81	4.28

Availability of study space	3.79			4.17
Availability of power sources for my technology	3.68			3.91
Computer support services	3.69	3.80	3.37	4.00
New student orientation program	3.65	3.70	3.57	3.83
Billing and payment process	3.67	3.81	3.67	3.86
Student union/campus center	3.64	3.84	3.48	3.79
Campus food services	2.94	3.39	2.93	3.16
Student health services	3.91	3.91	3.75	3.79
Career planning services	3.47	3.62	3.43	3.64
Student government	3.30	3.30	3.22	3.49
Athletic facilities	3.96	4.10	4.03	3.73
College bookstore services	3.63	3.59	3.01	3.87
Campus security services	3.69	3.81	3.68	3.86
Parking facilities	3.68	3.67	3.36	3.56
Availability of online services (registration, bill paying, etc.)	3.49	4.10	4.03	3.78
Opportunities for leadership development #see note	3.51	3.48		3.57
College catalog	3.69	3.76	3.99	3.94
College website ease of use	3.93	3.92	4.00	3.99
Financial Aid services (not amount of aid)	3.77	3.75	3.64	3.86

Questions related to community, culture, and climate had the most troubling results:

	2003	2006	2010	2013	2016	2016 SUNY comp
<b>How frequently have you (1-5, never to very frequently)</b>						
Witnessed acts of prejudice based on gender identity or sexual orientation at this college?					1.97	1.56
Observed student dishonesty when completing assignments or exams	2.11	2.13	2.05	2.26	2.43	2.05
Observed acts of misbehavior by students in the classroom				2.19	2.68	2.15
Observed acts of misbehavior by students outside the classroom				2.60	3.19	2.26
<b>Level of satisfaction with these aspects of the college (1-5)</b>						
Student respect for other students				3.42	3.07	3.89
Racial harmony on campus		3.67	3.68	3.70	3.37	4.04
Sense of belonging on this campus	3.80	3.60	3.66	3.67	3.45	3.91

Your social support network at this college				3.65	3.43	3.87
Personal safety/security on campus	3.92	3.65	3.81	3.96	3.65	4.08
Diversity of faculty and staff	3.85	3.66	3.76	3.82	3.63	3.97
Campus openness to opinions of others			3.68	3.71	3.58	3.92
Campus acceptance of individual differences	4.04	3.80	3.83	3.96	3.78	4.11
Diversity of the student body	4.00	3.79	3.86	3.97	3.76	4.09
Faculty respect for students	4.05	3.90	3.90	4.03	3.90	4.10
Non-teaching staff respect for students	3.99	3.83	3.81	3.92	3.90	4.10
Availability of International learning opportunities					3.63	3.57
<b>How much has college contributed to your growth in following areas (1-5)</b>						
Developing an openness to the opinions of others			2.94	3.3	3.18	3.42
Understanding your rights and responsibilities as a global citizen		2.71	2.6	3.11	3.01	3.19
Understanding and appreciating ethnic/cultural/language diversity		2.84	2.83	3.15	3.10	3.26

## Capacity Builders

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

## Resource Development

*including funding, technology, and physical infrastructure.*

### Accomplishments 2015-16

There were 268 gifts received from 229 donors for the 2015-16 annual campaign. The Foundation raised more than \$3.2 million for the Annual Campaign and Childcare Campaign,

which included another gift of two million dollars. In addition, the Foundation also helped the College meet our equipment needs, at a time when for several years we have had to keep operating dollars at too low a level to meet budgetary pressures, by providing \$99,000 for equipment in 2015-2016.

More than 230 students received scholarships or grants-in-aid funds, totaling \$1,071,393 through the Foundation.

Three new scholarships were created in 2015-16 – the Lyn R. Briggs LPN Memorial Scholarship; the Sue Perlgut/Close to Home Productions Scholarship; and the Photosynthesis Productions Scholarship.

Formerly TC3.biz and then Center for Adult Learning and Training (CALT), the operation led by Martha Hubbard, now the Director of Strategic Corporate and Community Partnerships, has continued to make very substantial contributions to many local organizations, both in our extension centers and in direct services. In 2015-2016, this office provided contract services to 18 organizations and 1,451 participants, and earned gross revenue for contract courses of over \$335,265 (with net revenue of \$104,846); added to that were Open Enrollment courses, which generated \$77,173 in gross revenue and \$29,198 in net revenue while serving 542 registrants. These services have functioned as an important vehicle for serving the business community and as a revenue source for the College.

Martha's area has been especially successful of late in receiving significant grant funding to support its role in local economic development; among its many grant-funded programs, the SUNY Greens initiative, a collaboration with several other SUNY institutions, has advanced local knowledge and skill levels in sustainable technologies. The most recent such project was a \$71,500 SUNY Workforce Grant in support of local companies. We have solidified many important partnerships in the community (such as the long-standing TCCOG program serving Tompkins County government) and have established some new ones as well.

As a result of the power purchase agreement with NextEra Energy Resources for the purpose of supplying solar energy (solar farm) to the College campus, the system is providing a little more than 97% of the College's electrical use.

In May, we became aware that there was an extraordinarily serious problem with the roof membrane on the building. In presenting this concern to our Board of Trustees, county sponsors, and to SUNY, we learned that there were SUNY emergency monies available to address the problem, assuming we were able to obtain fifty percent matching from our County sponsors who approved this request in June. Work began in early Fall 2016 to replace the roof membrane and we are expecting completion of the project in Spring 2017.

The athletic facility, including the gymnasium, game fields, and BorgWarner Morse TEC Field House, was used frequently by external groups/teams, bringing in approximately \$30,000 for 2015-16.

The TC3 Fitness Center generated over \$50,000, which exceeded expectations and outperformed last year's number (\$45,000 last year).

The pool continues to generate revenue and provide students, staff, and the community a place to pursue and perfect their aquatic goals. The pool generated \$15,000 in revenue, which is the same as the previous year.

Tompkins Cortland hosted many intercollegiate and high school events including NJCAA Regional Golf Championship at the Cornell Golf Course, IAC All-Star boys and girls' soccer games, the NYSPHSAA Girls Soccer State Championships, the IAC girls and boys small and large school basketball championships, and the NYS West Youth Soccer Association State Cup Tournament. In addition, our baseball field was home to numerous travel-team tournaments and recruiting showcases during the summer months.

The Pathways program continues its good work with the very generous support from Arthur Kuckes – totaling \$10.5 million. In total, 157 scholarships (156 the previous year) were awarded in the Pathways Program last year.

Pathways scholars continue to succeed at phenomenal rates. Many now belong to Phi Theta Kappa and are active in TC3 clubs; others have transferred to four-year colleges. Some have graduated and moved into the workforce, and many win other Foundation scholarships.

We continue to use an online system to collect, summarize, and report student evaluations of classroom faculty, producing useful information for faculty development and mentorship experiences.

The College again won a national award in the Digital Community Colleges Survey, ranking sixth nationally in the small schools category. In 2011-2012, we received a first place award in a redefined small college category and followed that with a second-place award as we moved into Fall 2012; last year, under a new system, we had received a grade of A+. So, whatever the system and whatever the criteria, we excel and are recognized for our accomplishments. To rank so highly seven years in a row – under several sets of criteria and facing different competitors each year – is a remarkable achievement and is therefore an affirmation of both the systems we have put into place and the people who have made those systems work so effectively.

We continue to develop and upgrade our physical facilities, including the multi-year project to build a new Childcare Center, a stand-alone building that will dramatically improve existing services and will add infant care to the center's offerings. Under the direction of Johanna Hartnett, Director of Childcare Center, and in working with architect Claudia Brennan, a proposal was developed to build a stand-alone childcare center on campus. This proposal was approved by the Board of Trustees, as well as both of our County sponsors. Arthur Kuckes provided us with a cash matching give of \$2 million and we submitted a proposal to SUNY for State funding.

Funding for equipment is illustrated in the following two tables:

<b>EQUIPMENT PURCHASES</b>	<b>College Operating Budget</b>	<b>Various Grants</b>	<b>Capital Account</b>	<b>TOTAL</b>
<b>2009-10</b>	\$313,829	\$34,630	\$32,184	<b>\$380,643</b>
<b>2010-11</b>	\$128,062	\$147,601	\$212,732*	<b>\$488,395</b>
<b>2011-12</b>	\$144,212	\$133,921	\$41,444	<b>\$319,577</b>
<b>2012-13</b>	\$160,374	\$102,035	\$0	<b>\$262,409</b>
<b>2013-14</b>	\$157,051	\$50,590	\$328,379	<b>\$536,020</b>
<b>2014-15</b>	\$137,268	\$203,147	\$606,343	<b>\$946,758</b>
<b>2015-16</b>	\$226,181	\$49,031	\$121,105	<b>\$396,317</b>

\* primarily classrooms in the new Cortland Extension Center

<b>EQUIPMENT PURCHASES</b>	<b>Direct Instruction and Instructional Support</b>	<b>Administrative Support</b>
<b>2009-10</b>	\$210,568	\$170,075
<b>2010-11</b>	\$454,796	\$33,599
<b>2011-12</b>	\$71,375	\$248,202
<b>2012-13</b>	\$149,375	\$113,034
<b>2013-14</b>	\$289,045	\$246,975
<b>2014-15</b>	\$755,215	\$191,543
<b>2015-16</b>	\$214,757	\$181,560

## **Culture**

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

### **Accomplishments 2015-16**

We have continued a staffing level of trained law enforcement officers that allows us to provide 24/7 law enforcement service on campus and in the residence halls. Anecdotally, our ability to provide 24/7 law enforcement coverage to our residential campus has made a significant difference in our ability to respond quickly to serious issues. It also allows for a more knowledgeable response to incidents and the necessary follow-up with student victims and offenders. A restorative form of student conduct justice is better accomplished by having law enforcement that is completely familiar with campus resources.

We continue to maintain channels of communication with the increasing number of adjunct faculty. The Dean of Instruction maintains a portal site to act as a repository for documents (such as the adjunct checklist and FERPA information), forms (such as field trip requests), and frequently asked questions. It also acts as an academic calendar and collaborative tool for pedagogical and process discussion. Additionally, he hosts periodic roundtable discussions in the College Teaching Center to directly respond to adjunct faculty concerns.

In its fourth year, the Students of Concern committee has become a model of how behavioral intervention teams should work. Our members are truly a team, knowing who and when each needs to respond to a concern and how we can work together to provide the safety net/support for our students. The committee intervened with 50+ students who had been referred for attention (approximately 46 students the previous year).

In addition, we have made improvements to our student conduct process, clarifying students' rights during the process and providing more appeal information.

The Emerging Scholars Program, a program to grow our own minority faculty, has been funded through the permission of Arthur Kuckes to use earnings from his endowment. These funds allowed us to recruit two of our graduates who started graduate work in Fall 2016. Working with faculty mentors at TC3, each participant will spend two years completing a master's degree and gaining experience to prepare for appointment as a full-time member of the faculty. Having recruited the first two participants to begin in Fall 2016 and with two more planned to begin the program in Fall 2018, we are on track to achieve our goal of having four new faculty members of color in place by Fall 2020.

Two recent significant new initiatives continue. The first, Career Coach, is an initiative that has greatly enhanced the ability of prospective and current students, as well as community members, to explore career options and to choose educational options that will lead the toward career success. The other, PEAKS, is a collaborative effort among TC3, Onondaga Community College, and Mohawk Valley Community College to provide meaningful and sustained professional development and leadership training for eight members of each institution (including faculty, administrators, and staff). Each of these efforts has been a valuable addition to our array of services and supports that enhance our campus culture.

## **Human Resources Development**

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

### **Accomplishments 2015-16**

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

- Connecting, Collaborating, and Celebrating the Art of Teaching
- Chair Academy International Conference
- discipline-based regional and national conferences
- SUNY Professional Councils

College funds:

	<b>Professional Travel</b>	<b>Staff Development</b>	<b>TOTAL</b>
<b>2009-10</b>	\$192,494	\$200,962	\$393,456
<b>2010-11</b>	\$154,837	\$140,341	\$295,178
<b>2011-12</b>	\$176,878	\$131,967	\$308,845
<b>2012-13</b>	\$163,956	\$138,317	\$302,273
<b>2013-14</b>	\$141,246	\$117,976	\$259,222
<b>2014-15</b>	\$146,479	\$117,501	\$263,980
<b>2015-16</b>	\$149,558	\$129,589	\$279,147

In addition, during 2015-16, the Foundation spent \$18,935 (\$18,769 last year) and FSA spent \$107,639 (\$104,903 last year) on travel and staff development (including athletic travel).

CollegeNow provided professional development opportunities to our instructors, including welcoming 136 concurrent enrollment instructors from 50 partner districts to our Professional Development Conference in August 2016. During the conference, instructors learned about our expectations and resources, new pedagogical practices (including Write to Learn), and spent time with their faculty liaisons discussing curriculum and assessment. CollegeNow facilitated, or supported participation by instructors at additional professional development opportunities, including an event at Byrne Hollow for STEM instructors, an Entrepreneurship Panel Discussion for business instructors, Math Curriculum Re-Design meetings, the CCCAT Conference, and biology workshops at Cornell University. Instructors also visited the College during the school year to observe classes, engage with campus faculty, connect with our librarians, and learn about college expectations from our Dean of Instruction and Director of CollegeNow.

In Spring 2016, we continued our collaboration with six of our sister community colleges (Broome, Corning, Onondaga, Finger Lakes, Cayuga, and Mohawk Valley) and held our fourth collaborative conference, *“Connecting, Collaborating, and Celebrating the Art of Teaching,”* focused on the art of teaching and increasing student engagement, which we hosted at the college. The conference drew more than 170 participants from the collaborating colleges, including 73 participants from the college and our CollegeNow partners. Faculty from TC3 and Finger Lakes Community College presented a keynote presentation on application of “Writing to Learn” methods in multiple disciplines. A new addition was student-led poster sessions presenting research and study abroad experiences. Evaluations were extremely positive, and the colleges are planning to meet again in April 2017 at TC3.

<b>CCCAT Conference Evaluation</b>	<b>Agree or Strongly Agree</b>
I was engaged throughout the keynote address	78%
The keynote speaker was well prepared and knowledgeable	88%
The keynote speaker was a clear and effective communicator	85%
I will be able to use information from the keynote presentation in my work	62%
The conference lived up to my expectations	76%
I will plan to attend this conference again next year	68%

The College Teaching Center continues to provide opportunities for full-time and adjunct faculty and staff to build community while developing teaching methods and techniques. The Center provided support programs throughout the year intended to improve classroom teaching and student success:

- The programmatic theme for the year was Teaching, Learning and Racial Justice, specifically
  - How can we, as a faculty, become more conscious of the cultural capital that students of color bring to the classroom?
  - How can we craft pedagogical practices that recognize, affirm, and build on the cultural capital of all students?
  - How might such intentional practice transform the learning of all our students, and of us, as teachers, as well?
- Five faculty pairs were supported for mentorships during the year.
- Support continued for “Write to Learn” training to improve critical thinking and reading skills across the curriculum.
- The Reading and Discussion Group met monthly throughout the year to discuss common readings related to education, particularly understanding the barriers and personal struggles of our students of color.
- Regular “What’s Working” sessions brought faculty across the disciplines together to share their classroom successes.
- In addition to Adjunct Orientation sessions at the beginning of each semester, the Dean of Instruction met monthly with adjunct faculty to provide a venue for questions, sharing of successful pedagogy, and collective problem solving for issues brought by the adjunct faculty.

Faculty and staff participated in professional organizations and local, regional, statewide, and national conferences focused on teaching methodologies and strategies to increase student engagement. More information on this is provided in the detailed semi-annual summative reports shared with the Board of Trustees.

A comprehensive teaching handbook for all faculty members was updated and disseminated to all full-time and adjunct faculty.

We engaged in the second year of our professional development consortium, “PEAKS,” with sister colleges – Onondaga Community College and Mohawk Valley Community College – focused on leadership development. Our class of seven staff and faculty participated in the year-long program with eight colleagues from each of the other institutions, beginning and ending with three-day residential sessions at Blue Mountain Lake in the Adirondacks. Feedback was extremely positive and an additional class of eight will participate next year.

## People

GROUP	Classified	Administrators	Senior Officers	Counselors, Librarians, Etc.	Faculty	FSA*	TOTAL
COLLEGE (GRANT)** FUNDED							
2009	117 <sup>i</sup> (2)	62 (1)	9	24 (5)	77 (1)	35	324 <sup>ii</sup>
		1 (temp)		2 (temp)	1 (temp)		
2010	114 (1)	57 (1)	9	24 (5)	73 <sup>v</sup> (1)	36	313
	1 (temp)			2 (temp)	1 (temp)		
2011	103 (1)	52 (1)	9	21 (2)	71	36	292
	1 (temp)	1 (temp)		1 (temp)			
2012	105 <sup>vii</sup>	51 (1)	9	21 (2)	69 <sup>viii</sup>	36	291
2013	103	51 (1)	9	22 (3)	70 (1)	37	293
2014	103	54	9	21 (3)	63	33	283
	2 (temp)	1 (temp)					
2015	96 <sup>viv</sup>	56	8	22 (3)	63	32	277
	2 (temp)	1 (temp)					
2016	95 <sup>vv</sup>	58 <sup>vv</sup>	9	22 (2)	63	33	280
	3 (temp)						

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

**Grant Funded:** NTF: Alexis Dengel, Patty Tvaroha

**Temporary:** Nikolas Lopez, Mike Hall, Scott Walters (CSEA)

<sup>1</sup> Three promotions from classified staff – 2 positions to PAA, 1 position to FA, 5 new classified staff positions (Secretary – Multicultural Services, Secretary – Advisement Services, Secretary – Public Safety, Campus Peace Officer, ESS)

<sup>1</sup> 4 of the 10 new positions are granted funded positions (LEAP Coordinator, SUNY GREENS Coordinator, Cornell ESOL Instructor, Secretary – Advisement Services), 6 of the 10 new positions are College funded beginning September 2009 (Recreation Faculty, Coordinator of Advisement Services, Campus Peace Officer, Secretary – Public Safety, Part-Time, .5FTE Secretary – Multicultural Services, ESS.)

<sup>v</sup> Decrease occurred as a result of early retirement incentives.

<sup>vii</sup> Increased positions represent positions offset; 1 FT custodial position was staffed to offset 2 employees who requested to move to PT status, 1 PT Campus Peace Officer to replace PT seasonal position

<sup>viii</sup> Decrease occurred as a result of one Nursing faculty retirement and a change with how the Cornell ESOL program is staffed.

<sup>viv</sup> Classified reduction included 1.5 FTE cleaners, 1 receptionist, 1 safety officer, 1 ESS, and two CSEA positions reclassified to PAA.

<sup>vv</sup> Transfer from CSEA to Administrative, J. Burk

This is the fourteenth year of annually tracking our employee turnover rate. This past year, 32 people left our employment (11.55 percent) (23 and 8.30 percent respectively last year). The non-retiree turnover rate is 5.05 percent. The 2001 College and University Professional Association for Human Resources (CUPA – HR), lists the average annual turnover rate for colleges and universities at 9 to 11 percent. According to the Bureau of Labor Statistics, the 2011 average annual turnover rate for educational services is 2.18 percent. Of the 32 people who left our employment during the year, 16 retired, five left for another job, six left for personal or other reasons, four were terminated, and one left due to civil service regulations.

## **Organizational Alignment**

*with our mission, vision, values, and goal.*

*Organizational alignment takes three primary forms: alignment with the communities we serve, alignment with the SUNY system and Middle States, and internal alignment.*

### **Accomplishments 2015-16**

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

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

In 2015-16, we began our preparation for our Middle States Reaccreditation process. This will include a self-study report to be submitted to the Middle States Commission by December 2017 with a team visit expected in the spring 2018. During 2015-16, the co-chairs of our self-study team were appointed and the eight committees were formed and co-chairs for each appointed, and their preliminary work started, with substantial work to continue into academic year 2016-17.

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

The success in our budget process can be seen in the significant decreases in spending and staffing while maintaining core services to students. This can be seen across the board – not just in the College budget, but in the FSA and Foundation operating budgets, as well, where

reliance on the College for operating assistance has been reduced or eliminated. Most importantly, the processes and decisions were made in alignment with our Mission, Vision, Values, and Goals, and within a culture of transparency, respect, and trust.

As we began the Fall 2011 semester, we started with 949 sections, a reduction of 35 sections (3.6%) from the previous fall; after cancellation of low-enrollment sections, that figure was reduced to 873. In Fall 2012, the equivalent numbers were 905 (down 4.6%), 44, and 826 (down 5.4%). In Fall 2013, the number of sections was even smaller: 793 sections, of which 75 were cancelled; the Fall 2015 numbers were 729 and 50, respectively. Obviously, we cannot continue to reduce in this way and still address the multitude of needs of our students and our degree programs, but I do feel that we have achieved significant efficiencies without causing undue inconvenience.

The 2015-16 independent audit process for the College, Foundation, and FSA was completed with an unqualified opinion and no findings.

We provided a physically safe and secure environment:

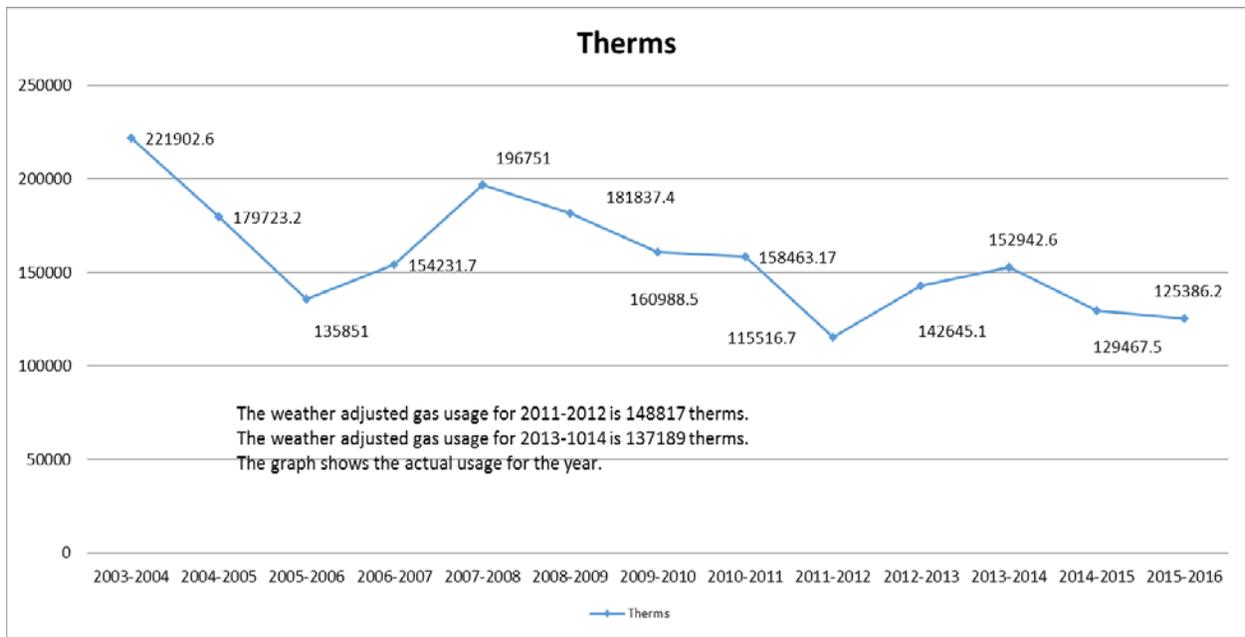
- Inspections by the Tompkins County Health Department of the pool continue to be favorable.
- Inspections by insurance providers, PESH, OFPC and inspection companies result in the identification of areas for improvements. These are typically few in number, minor in nature and are typically corrected before the next scheduled inspection.
- Health and safety maps for the main building and athletic center remain available. The development of these maps was recommended as a means of informing employees and students of important health and safety information, such as the location of no-smoking areas, severe weather refuge areas, automated external defibrillator locations, and emergency evacuation assembly locations.
- In the 2015 calendar year, there were 11 incidents that fell within the reporting mandates of the Clery Crime categories. It should be noted that the Clery reportable crimes recently expanded again, thus there are more categories covered. Ten of the eleven incidents occurred in the Residence Life community. They included seven burglaries, one robbery, and three incidents of fondling (a new sub-section under Sex Offenses – Forcible). An arrest of a student was made in the robbery, as well as one of the burglaries. There were no arrests for the fondling incidents, as two of the reporters wished only to report the incident, the other incident was handled judicially.
- In addition to serious crimes reported for Clery Act compliance, we look at the incident reports initiated by Campus Police staff to assess the campus police operation. As depicted in the table below, as of August 2016, we have 593 official reports generated by Campus Police personnel, with comparisons for prior years. The table also indicates the number of arrests our office affected, both as of August and the total calendar year. The report numbers only reflect the calls for service where an officer commenced formal documentation.

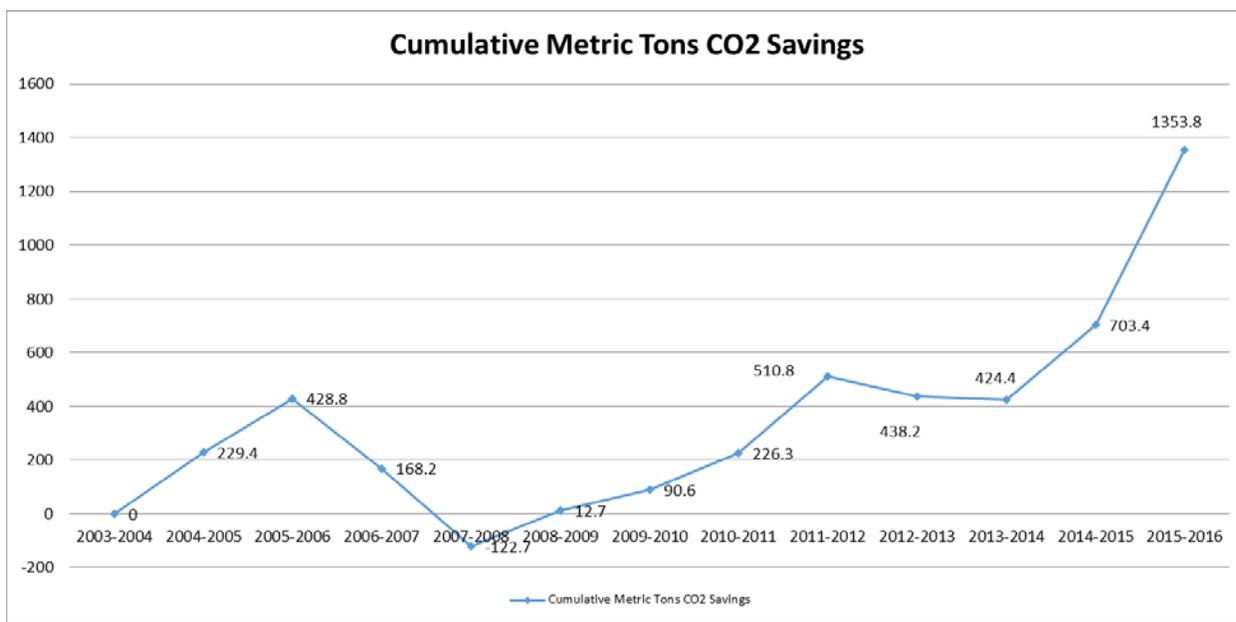
YEAR	Incidents (Through August)	Incidents (Calendar Year)	Arrests (Through August)	Arrests (Calendar Year)
2016	593	--	20	--
2015	651	1,280	32	60
2014	841	1,630	55	81
2013	539	1,273	23	69
2012	573	1,070	57	100
2011	708	1,290	46	99
2010	492	1,005	28	60
2009	450	855	9	28

- Results from the survey of Residence Life, completed in Spring 2015, indicate that 83 percent of students feel safe in and around the residence halls.

**Energy Usage:**

The following charts demonstrate energy use and carbon footprint.





## Philosophical Drivers

*Our philosophical drivers have supported the development of our capacity to build an institution dedicated to achieving student success. A disciplined organization such as ours bases decisions on evidence; but even more, strives to ensure that the evidence used is both thorough and germane to the decision to be made. By operating in such a disciplined manner, we can capitalize on both individual and collective strengths while also confining our actions to those that address our core concerns. That is, by keeping student learning and success at the heart of our decision-making, we are able to sort through the array of possible initiatives confronting us to choose those which are most consistent with the College's core philosophy.*

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

## Learning First

*in every decision, policy, program, and practice.*

### Accomplishments 2015-16

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

We continue to maintain our commitment to staff development by maintaining a reasonable level of funding. As a learning organization, we must continue to support the development of our faculty and staff to optimize their ability to support the development of our students.

## **Strengths**

*based development for students and staff, individually and collectively.*

### **Accomplishments 2015-16**

More than 1,200 students, staff, and faculty participated in foundation StrengthsQuest™ programs. Strengths-based development is specifically integrated into the curricula of Early Childhood, Hotel Restaurant Management, Communications, New Media, and Nursing programs, and into our orientation, counseling, career services and student leadership development programs.

## **Disciplined Organization**

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

### **Accomplishments 2015-16**

The executive staff continues to be disciplined in reviewing the performance of individuals who have not received tenure or permanent status.

## **Evidence-based Decision Making**

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

### **Accomplishments 2015-16**

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

The Salient system is also now regularly used by many offices in the College to monitor enrollment and retention patterns and develop and assess student success metrics. Department plans and initiatives all include indicators of success and discussion about how assessment results were used for improvement.

Interactive enrollment demographic dashboards are now publicly available on the college's website. Performance indicator dashboards are also in development.

# PROFESSIONAL DEVELOPMENT AND COMMUNITY SERVICE

During this past year, I have provided numerous welcoming remarks to a broad range of groups the College hosted on campus. In addition, I provided remarks at a number of ceremonies and other activities. Major speeches, professional commitments, and community service activities include the following:

- In September, Trustee Roxann Buck and I participated in a panel discussion at the New York Community College Trustees' (NYCCT) annual Trustee Institute. The panel topic was "Successful Relationship Models and Structures for Effective Communication, Governance, and Operations." The President and a board member from Corning Community College, Genesee Community College, and Mohawk Valley Community College also participated.
- Also in September, I traveled to Cooperstown, New York, to attend a meeting of the New York Community College Association of Presidents.
- Also in September, I participated in the inaugural celebration for the new President of Cornell University, Elizabeth Garrett.
- Also in September, Lieutenant Governor Kathy Hochul had contacted us through Empire State Development requesting a tour of Coltivare. Denis Boucher, Khaki Wunderlich, one of our students, Paul Bethoney, and I greeted the Lieutenant Governor and provided a tour of our facilities. Additionally, Chef Brosseau provided hors d'oeuvres for the Lieutenant Governor and her staff, and Todd McLane provided some vegetables that Khaki Wunderlich arranged in a nice basket for her to take home with her. The Lieutenant Governor was very impressed with the facility and our overall program and expressed a strong interest on another visit to the area to also visit our farm.
- Also in September, I traveled to Saratoga to attend the SUNY Chancellor's Presidents' meeting.
- Also in September, I traveled to Blue Mountain Lake in the Adirondacks and provided remarks at the first session of PEAKS for the 2015-2016 year. PEAKS is our collaborative regional leadership program with Mohawk Valley and Onondaga Community Colleges. Eight members of the faculty and staff from TC3 participated, along with eight members each from the other two campuses.
- In October, I attended a meeting hosted by Dr. Casey Crabill, President of Onondaga Community College. The purpose of the meeting was to meet with some of the newer Presidents of our local regional colleges and universities. Attending the meeting were Presidents/Chancellors from: Cayuga Community College, Cazenovia College, Jefferson

Community College, Le Moyne College, Onondaga Community College, SUNY ESF, SUNY Oswego, SUNY Upstate, and Syracuse University.

- Also in October, I traveled to San Diego to attend the ACCT Annual Conference, where I was presented with the award for Northeast Region CEO. Trustees Buck, Coates, and Schlather also attended.
- Also in October, Paul Brenner, Director of Advancement, and I traveled to Ithaca to meet with Assemblywoman Barbara Lifton to discuss a proposal for support for our Child Care Center initiative, which was well received by Assemblywoman Lifton. She was very supportive and made a significant commitment to help fund this project.
- In November, I attended the National Philanthropy Day Award Luncheon, this year held at Emerson Suites at Ithaca College.
- In December, I participated in our annual December Graduate Recognition Ceremony honoring 199 graduates. There were more than 350 people in attendance, including 61 graduates, their guests, and faculty and staff.
- In January, I hosted Assemblywoman Barbara Lifton and her Chief of Staff, Linda Smith, on campus for a tour of the Child Care Center.
- In February, I attended the SUNY Chancellor's Presidents' meeting held in Albany.
- Also in February, immediately following the Chancellor's meeting, I participated in the NYCCAP meeting also held in Albany. At the dinner meeting, I had arranged for the keynote speaker who was Dr. Jordan Matsudaira, economist and Assistant Professor in the Department of Policy Analysis and Management at Cornell University and chair of interagency team that led the development of the White House [CollegeScorecard.gov](http://CollegeScorecard.gov) initiative.
- Also in February, I provided my State of the College Report to the Tompkins and Cortland County Legislatures.
- In March, I, together with Blix Taetzsch, Susan Dewey met with leaders of both the Tompkins and Cortland County Legislatures in Cortland to focus on highlights of our 2015-2016 budget/enrollment and very preliminary highlights of our 2016-2017 budget proposal in light of various scenarios regarding State support.
- Also in March, Provost Conners, Dr. Altucher, Dr. Vande Berg, and I hosted Dr. Ellie Fogarty, Vice President of the Middle States Commission on Higher Education, to a campus visit in preparation for our Middle States Reaccreditation process. The Middle States Team visit is expected sometime in the Spring 2018 semester. While here, Dr. Fogarty also met with members of the faculty and staff, as well as members of the Board of Trustees.

- Also in March, I traveled to the Chair Academy Annual Conference in San Antonio, Texas, where I participated in the annual Board meeting. This year, Tim Densmore was selected to receive the 2016 Gary L. Filan Excellence in Leadership Award and the TC3 OER Pioneers (Tony DeFranco, Sophia Georgiakaki, Amber Gilewski, and Bob Yavits) were chosen to receive the 2016 Idahlynn Karre International Exemplary Leadership Award. Tim Densmore, CIO, attended the conference to accept his award and Tony DeFranco attended the conference to accept the award on behalf of the TC3 OER Pioneers. Dean Khaki Wunderlich also attended the Conference.
- Also in March, I attended a Cornell-sponsored Regional Town-gown Conference on Economic Development. This was a day-long program held at Coltivare, with approximately 120 people attending from around Central New York. Presentations and participants included both university and community leaders from several upstate areas. I was asked to present on our Farm to Bistro initiative from both an economic impact standpoint and how this initiative served both the College and community needs.
- In April, I met Mack Travis at Coltivare, where I was interviewed on how the College's initiatives in downtown Ithaca (i.e., Farm to Bistro and our extension center) were developed and implemented. He is in the process of writing a new book that addresses the revitalization of downtown Ithaca.
- Also in April, I travelled to Chicago to participate in the Spring Higher Education Research Development Institute (HERDI) meeting. I serve on their Board along with 25 other community college presidents from around the country. This is also a significant professional development experience for me, with HERDI covering most of the expenses.
- Also in April, I presented a speech entitled "Leadership in the Mirror" to the Leadership Tompkins group who met here on campus, as well as to the PEAKS Leadership Group, our collaborative regional leadership program with Mohawk Valley and Onondaga Community Colleges, which was held at Coltivare.
- Also in April, I attended a joint meeting of the Tompkins County Planning Department and the City of Ithaca Economic Development Office. I was invited in response to one item on their agenda that included a proposal from a potential developer who has an interest in developing a conference center by adding an additional floor on top of the Cayuga Street parking garage that houses Coltivare. The next step is for the Downtown Ithaca Alliance and related entities to conduct a grant-funded feasibility study on the need for a conference center in Ithaca that should be completed by the end of the summer/early fall.
- Also in April, I provided welcoming remarks at our annual Graduate of Note program. This program recognizes graduating students who have achieved notable success in their respective degree program. There were 39 students honored with approximately 140 people in attendance.

- In May, we held our annual Shaw Legacy Society Dinner at the Country Club of Ithaca. There were approximately thirty people in attendance, including spouses. The program for the event, “Children are the Future,” was presented by Johanna Hartnett, Director of the Child Care Center, Brittany Shipman, alumnus and assistant teacher at the Child Care Center, along with Carol Sammis, Early Childhood Program Chair, Gisselle Ruiz (Early Childhood Program student), and Cassandra Lasher (Early Childhood Program student). I provided College updates relating to the TC3 Farm, the new Child Care Center, the Emerging Scholars Program, and unveiled the new Tompkins Cortland Community College logo.
- Also in May, I provided welcoming remarks at the 6th annual Take PRIDE Awards. There were approximately 85 people in attendance and awards were given in both individual and group categories for those demonstrating student leadership and Perseverance, Responsibility, Integrity, Dialogue or Equality. At the conclusion of the program, Meg Garvey and Joan Donovan presented a plaque to Amy Trueman in recognition of her leadership and support of students throughout her tenure at the College, culminating in her service as Dean of Student Life.
- Also in May, we held the annual meeting with our County sponsor legislative bodies to review and discuss our 2016-2017 operating budget proposal, as well as our Childcare Center proposal.
- Also in May, I provided welcoming remarks at the Panther Hall of Fame Induction Ceremony. About 85 people attended the ceremony to honor softball player Danielle O’Rourke (TC3 class of 2010), and wrestler Eric Parker (class of 2000). During their remarks, both Dani and Eric spoke at length about the positive influence of the coaches and staff at the College, and how their time at the College shaped their lives. The Panther Hall of Fame now includes 14 former TC3 student-athletes and coaches.
- Also in May, I participated as part of the second in a series of meetings being facilitated by Martha Hubbard, Director of Corporate and Community Partnerships, for the Physician’s Community Engagement Program for Cortland Regional Medical Center. The goal of the program is to help the new physicians get involved in our community. I, together with Erik Bitterbaum, President of SUNY Cortland, spoke to a group of 14 new physicians about our respective College, its programs, challenges, opportunities, and students, and sharing general information about health concerns of our students. The meeting was held at our Cortland Extension Center.
- Also in May, we held our annual retiree luncheon. Trustee Buck represented the Board of Trustees in participating at this event. This year we had the largest number of retirees of recent years, celebrating the retirement of seventeen faculty and staff. These 17 individuals had a combined service to the College of more than 436 years.
- Also in May, I participated in our Annual Nursing Pinning Ceremony honoring 56 graduates of the Nursing Program.

- Also in May, I participated in our 47th Annual Commencement. This year we recognized 689 members of the class of 2016. This year's commencement speaker was Justine Lewis, a Public Affairs Specialist working for the U.S. Agency for International Development's (USAID) Bureau for Legislative and Public Affairs, and a 2008 graduate of Tompkins Cortland Community College (PTK and Highest Honor). Olu Roberts, Student Trustee, was the student speaker.
- Also in May, I, together with Trustee Schlather, Taylor Reid, and Michael Stamm, attended the Southern Tier Regional Community College Council meeting held at Corning Community College and included representatives from Broome Community College and Corning Community College. Also attending were Lieutenant Governor Kathy Hochul, Sr. Vice Chancellor Johanna Duncan-Poitier.
- In June, I traveled to Blue Mountain Lake to attend and participate in the PEAKS Program (our collaborative leadership development program with OCC and MVCC) and had the pleasure of participating in the group's graduation ceremony. My observations and the feedback we have received from the participants at all three campuses have been extremely positive. This is the second group who has completed this year-long Program.
- Also in June, I attended the NYCCAP annual meeting this year held at Coltivare.
- Also in June, I attended the celebration of the "21st Century Library Campaign" supporting numerous projects for expanding services at our Tompkins County Public Library. I served as one of four other co-chairs for this campaign.
- Also in June, I attended the Cortland County Budget and Finance Committee and the Tompkins County Budget, Capital, and Personnel Committee meetings at which time they both approved the roof replacement project, the Child Care Center project, the Modification of the 2015-2016 Operating Budget, and the Proposed 2016-2017 Operating Budget and agreed to recommend these projects to the respective full Legislatures who also approved all of these resolutions at the full Legislature meetings later in June.
- Also in June, I attended the Foundation donor "Thank You" event held at Walden Oaks Golf Course in Cortland. Approximately 40 people attended and heard presentations from Kim Sharpe, Chair of the Nursing Program, and four of our recent May nursing graduates on how meaningful the scholarships were to their success and ability to complete their degree.
- In August, I participated in the Global Connections commencement ceremony.
- Also in August, Dean Bradac, Seth Thompson, Chief Diversity Officer, and I traveled to Binghamton University to meet with staff from Binghamton University, SUNY Broome, and Corning Community College to discuss how to further enhance our collaborative efforts at diversity, equity and inclusion on our respective campuses and region.

- Also in August, I attended the CollegeNow Conference held on our campus where I provided welcoming remarks and brief updates on the status of the College. More than 150 high school concurrent enrollment teachers spent the day participating in workshops presented by TC3 faculty - evidence of CollegeNow TC3's ongoing commitment to professional development.
- Also in August, I provided welcoming remarks at our New Student Orientation Program.

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

- The Chair Academy International Advisory Board
- Cayuga-Cortland Workforce Investment Board
- Community Colleges for International Development Board
- Cortland County Business Development Corporation Board of Directors (Chair of the Human Resource Committee)
- Higher Education Research Development Institute Board
- Honorary Member of the Ithaca Rotary Club
- New York Community College President's Association – past-president, serve on the Executive Committee
- REV Steering Committee
- TC3 Foundation Board of Directors
- Therm, Inc., Board of Directors
- Tompkins County Area Development Corporation Board of Directors (also chair of the Human Resource Committee)
- Tompkins County CEO Roundtable
- Tompkins County Workforce Investment Board
- Tompkins Financial Corporation Board of Directors (Chair of the Nominating and Corporate Governance Committee and serve on the Tompkins Financial Advisors Committee)
- Tompkins Trust Company Board of Directors (serve as Chair of the Trust Committee)