Introduction
Tompkins Cortland Community College is a comprehensive, open enrollment, full opportunity community college located in Dryden, NY. Our students come from our local community, from across the state, across the country, and across the world.

Mission / Standing
Our Mission is: We serve our community by meeting educational needs, creating an environment for student success, and preparing our students and ourselves for citizenship in a global society. Our Vision is: To see strengths and unique potential in every person. To inspire people to make the courageous choice to learn, grow, and serve.

Among our peers, Tompkins Cortland Community College is regarded as a leader in International programming, development of Open Educational Resources, support for students with disabilities, assessment, Concurrent Enrollment, strengths-based education, and student life programming. Tompkins Cortland Community College distinguishes itself by challenging academics, supportive community, and achievable opportunities.

In our community, Tompkins Cortland Community College is regarded as a leader, meeting critical needs for both of its sponsoring counties. TC3 is committed to providing not only exceptional credit opportunities for New York State students, but also to providing customized, state-of-the-art responsive training to help local business and industry remain globally competitive. Recent market research with community and business leaders elicited many comments like these:

- “TC3 is a forward looking, creative institution that is working hard to meet the needs of the community that it serves.”
- TC3 does a great job within the community and they are very innovative with the programs they create. Many community colleges have a difficult time trying to do some of the things that TC3 does.”
- “TC3 serves a critical need for workforce preparation and college training for the regional kids. TC3 is essential.”

Program Mix / Centers / Distinct Programs or Activities
Our academic program mix includes programs designed to meet state needs such as Nursing, Information Technology, Biotechnology, and Hospitality; multiple programs designed to foster a strong foundation in the liberal arts and sciences prior to transfer; and programs in new and emerging fields such as Sustainable Farming and Food Systems and Applied Science and Technology. Our human services programs, including Chemical Dependency Counseling, are poised to provide critical support for the aging local population.
Tompkins Cortland Community College’s “Farm to Bistro” initiative illustrates the innovation and creativity that characterizes the college. The project showcases and supports our strong regional wine, brews, agricultural production, food service, education, and tourism industries while providing professional job-ready training to students in a range of high student interest food and hospitality-related programs.

No other SUNY community college has the ability to offer this breadth of agricultural and hospitality education and training. TC3 provides a unique combination of programs and facilities – a working farm and restaurant coupled with instruction across the food production and distribution continuum, culinary arts and other hospitality industries, and management, marketing and entrepreneurship focused on the strengths of the regional economy.

New degree programs in Culinary Arts and Sustainable Farming & Food Systems were developed, complementing existing programs, including Wine Marketing, Hotel Restaurant Management, Environmental Studies, and Entrepreneurship. State-of-the-art experiential lab facilities and job-ready training opportunities are available through integrated commercial enterprises. Both the culinary center and the on-campus organic farm also will be used to provide workforce training and community education programming.

A new high tech “Innovation Collaboratorium” has been developed on campus to provide space and technology to support collaborative projects between students and faculty in technology and art disciplines while working to support with community initiatives, e.g. the Tompkins County Bicentennial celebration.

We are currently exploring possibilities for a new degree program in health studies in response to local industry needs.

Tompkins Cortland Community College continuously seeks opportunities to continue expanding and enhancing our online offerings. The College has made efforts in developing quality standards for online course development, online instruction, support services, and evaluation of online courses. The college has an admissions application and admit process specifically tailored to online degree seeking students.

Tompkins Cortland Community College is active in applied and experiential learning, with internships required in most AAS degrees and extensive state-of-the art technology and facilities.

**Post-Graduation Success**

Tompkins Cortland Community College recognizes that the SUNY System is negotiating an MOU with the New York State Labor Department (one of our Institutional Research staff members is on the committee) so that we will be able to better track the job attainment of our graduates. This will supplement existing surveys, information yielded from our career placement office, information from internships that turn into full-time employment, and the work of our development office.

A recent reorganization created the office of Corporate and Community Partnerships, intended to strengthen relationships with local business and industry to support their needs and, importantly, to further the knowledge base of both the colleges about potential internships and job opportunities and prospective employers about the college.
Tompkins Cortland Community College partners with Economic Modeling Specialists, Intl. and utilizes their Analyst and Career Coach tools to insure alignment between academic programming and regional economic needs and to help students and staff understand the relationship between jobs available in our regional economy (especially high wage and high tech) and necessary academic preparation. A new initiative funded by Perkins CTE grant funds is developing a peer career coach program to develop student career understanding from early in their college career and to work with local employers to increase access to available internships and job opportunities.

Alumni/Philanthropy
The Tompkins Cortland Community College Foundation has recently created an alumni committee of the Foundation board. The focus of the committee is development of strategies to engage alumni with current students and to lay groundwork for additional alumni fundraising.

The Tompkins Cortland Community College Foundation’s strategic plan calls on the Foundation to provide support beyond scholarships and support key initiatives at the college that build enrollment, student success, and retention. At present, the Foundation is preparing a campaign to raise funds for a new child care center on campus. The new center will increase capacity to meet demand, allow for infant care, and provide observation space and internship opportunities for students in the college’s early childhood degree program.

Strategic Plan / Excels Goals
Tompkins Cortland Community College has recently begun implementing a new set of priorities to guide our future planning and resource development 2015-2020.

The identified strategic priorities align with the six big ideas of the Power of SUNY. Major goals/commitments include:

- Increasing all completion metrics by 50% within ten years.
- Increasing both enrollment and retention of all students, recognizing that students cannot succeed if they don’t arrive and don’t stay.
- Structuring our organization, practices, and programs to better understand and address the needs of the 21st Century student, inside and outside the classroom. We simply cannot keep on doing as we’ve always done and expect different results.
- Exploring new models for acceleration of necessary remedial education
- Partnerships with high schools to enhance college readiness and transition skills
- Increasing diversity of staff and faculty

Tompkins Cortland Community College shares SUNY’s overall commitment to SUNY’s Completion Agenda and SUNY Excels. This will be reflected in reports on our strategic priorities.

We are setting goals in each SUNY Excels focus area as shown in Section 2 of this report.

Tompkins Cortland Community College’s priority areas of focus include:

- THE FIRST SEMESTER MATTERS: ENHANCED TRANSITION AND FIRST SEMESTER SUCCESS
  This has been the theme of many recent collegewide 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?

- ON-GOING SUPPORT FOR HIGH-RISK GROUPS OF STUDENTS
  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 on-going 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?

We are currently in the process of finalizing areas for immediate institutional focus and development of action plans to support each strategic priority.

**Environmental factors**
Tompkins Cortland Community College makes these commitments not only in the spirit of continuous improvement, but in recognition of a wide range of brutal facts:

- The brutal fact about the political environment in which we find ourselves is that higher education is no longer seen primarily as a part of the public good nor that we can be trusted to do the right thing. We are increasingly being called out to prove our intentions, methods, and outcomes. This zeal for accountability has become a public rallying cry that effectively drowns our voices in the public arena.

- The brutal fact about funding requires that we recognize that we can no longer expect increasing, or even necessarily steady, levels of public funding. And what funding we do receive will increasingly be tied to performance indicators defined by external groups. We must develop private funding opportunities to support our desired growth in staff and programming.

- The brutal fact about our students is that they arrive without the skills, habits, beliefs, and relationships necessary for success and we must accept the responsibility to help develop them, inside and outside the classroom.

- The brutal fact about us is that our understanding of the needs that our students bring has also not kept pace. While we may always have the best intentions, our policies, practices, and
procedures may themselves contribute to the significant challenges that our students face.

Section 2: Specific SUNY Excels Priority Areas and Metrics

Note - Many of the SUNY Excels tables are based on information sourced only as from the SUNY Data Warehouse. More specific information is needed for those of us at the campuses to be able to verify and correct those data. In the future, please give us information on which SIRIS file(s) or other report data is pulled from so we can track them.

2.1 Access

1. Full Enrollment Picture

Tompkins Cortland Community College maintains a diverse portfolio of programs, making decreases in core enrollment less devastating than they might have been.

- 69% of our FTEs is made up of “regular campus enrollment,” we anticipate an increase of 20% from 2512 FTE’s in 2014-15 to 3,018 FTE’s in 2020-21. We anticipate a headcount increase of 335 students from Fall 2014 to Fall 2020.
- 27% of our FTEs is made up of Concurrent Enrollment, we anticipate an increase of 21% from 979 FTE’s in 2014-15 to 1,186 FTE’s in 2020-21. We anticipate a headcount increase of 1,275 students from Fall 2014 to Fall 2020.
- 4% of our FTEs is made up from our various Global Connections initiatives, we anticipate an increase of 40% from 137 FTE’s in 2014-15 to 192 FTE’s in 2020-21.

![2020-21 projection]

Because such a large percentage of our enrollment (27% by FTEs, 42% by headcount) is Concurrent Enrollment high school students from 52 regional high schools, we have added data to the tables to identify and allow us to establish aspirational goals for our campus population. We are also committed to continuing and growing our Concurrent Enrollment program, CollegeNow, but have no ability to influence the demographics of that population.

Tompkins Cortland Community College has established ambitious goals for enrollment growth, particularly from 2018 forward. As will be seen below, the most significant growth is expected from increases in retention, rather than from attracting new enrollment. We do expect modest increases in
new students, reversing the negative trend we have endured for the last three years, and expect that reversal and increase to be the result of new marketing strategies.

We have just completed an extensive marketing study and are currently engaged in development of action plans around three critical questions that will support both recruitment and retention:

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

2. NYS Residents Served by SUNY
96% of Tompkins Cortland Community College total students are New York residents; 93% of regular campus enrollment is New York State residents.

The college is committed to serving its local community and state while recognizing the necessity of diversity to the academic and cultural climate of the institution and to our preparation of students for citizenship in a global society. Tompkins Cortland Community College has plans for an increase of 90-120 international students, as well as continued partnership development with new institutions.

During 2014-15, 4,676 area high school students were concurrently enrolled in Tompkins Cortland Community College and we anticipate at least a 10% increase this year alone.

Several thousand New York residents will also be served each year in customized business and industry training.

3. Diversity
We recognize the charge to SUNY in its statutory mission to serve a population reflective of the residents of New York State. To do so, in recognition of the state’s changing demographics, we understand that Tompkins Cortland Community College must continue to work to maintain diversity in its students, and increase diversity of faculty and staff.

Consistent with the recommendations of the SUNY Diversity Task Force, we will be developing student and faculty recruitment and retention initiatives to assure progress. We have been very successful in our recruitment of a diverse student population (URM enrollment has almost tripled since Fall 2008). However, despite efforts to increase diversity in non-Civil Service hiring pools, we continue to struggle to increase diversity in our faculty and staff. While we will continue those efforts, we have also developed a new program, the Emerging Scholars Program, in which minority graduates of our institution will be developed for future faculty positions through financial and mentoring support during appropriate graduate study. Our first participants will be identified this Spring.

Our student population is significantly more diverse than the surrounding communities and our housing population is more diverse than the total student population. When Concurrent Enrollment students are included our demographic data, the college looks to be much less diverse than the sector average. However, when looking at the regular campus enrollment, the percentage of under-represented minorities increases almost 40%, by more than 5 percentage points, and falls within the sector average.
The college will continue to recruit and support minority students because we believe that diversity is an imperative for preparation of all of our students for citizenship in a global society.

We recognize that support for success of a diverse student population does not stop at recruitment. We offer a wide variety of multicultural programming throughout the college and residence life programs, including the Network Peer Mentoring Program, Diversity Leadership Retreat, Identity Summit, and HOLLAS. A new pilot program for low-income students (Vector Scholars), funded with private philanthropy, provides and intensive pre-semester transition bridge program coupled with faculty and peer mentoring through out the first semester.

Tompkins Cortland Community College is an affiliate of the National Coalition Building Institute and has integrated their programming into orientation and other activities.

4. Capacity
TC3 views online learning as essential to both access to higher education and degree completion. Specifically, the College offers nine fully online programs, and 24 programs that can be completed at least 50 percent online. The College’s instructional designers are participants of and fully engaged with the Center for Online Teaching Excellence. Efforts continue to be made to review and develop online and hybrid offerings of high-demand courses. TC3 utilizes Open SUNY hosting and support services to deliver online courses and programs.

We currently offer nearly 24% of all course offerings (fall, winter, spring, summer) in a completely online format, with an additional 4% as hybrid (meeting one day/week in a traditional classroom setting) offerings. We anticipate a 5 – 10% growth in these areas within the next three academic years.

2.2 Completion
5. Completions
Our focus is on increasing retention and graduation rates – moving students through the pipeline faster by an investment in improved entry-level advising, student supports, and more effective and efficient remediation.

Our president has challenged the college community to increase all of our completion rates 50% by 2025. Our three-year FTFT rate will increase from a three-year average of 22.6% to 34%, four-year FTFT rate will increase from a three-year average of 25.5% to 38%, our SAM six-year rate will increase from 41% to 60%.

We estimate an overall increase in the number of degrees granted as follows:

<table>
<thead>
<tr>
<th>Total Degrees Granted</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degrees</td>
<td>833</td>
<td>850</td>
<td>901</td>
</tr>
<tr>
<td>Certificates</td>
<td>14</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Tompkins Cortland Community College is focusing a significant amount of its resources on improving student outcomes during the transition to college and first semester. Our research tells us that
• Students who succeed academically in their first semester are significantly more likely to persist, to succeed in future semesters, and to complete a degree. 70% of last Fall’s FTFT students who were in good standing at the end of their first semester returned this semester; only 16% of those who were on probation returned.
• Focusing intervention on students who have already fallen below academic standards has shown little to no success. In recent years, 70% or more of probationary students are suspended their next semester. We cannot wait for failure before intervening.

Tompkins Cortland Community College is committed to helping each student value and respect his or her own talents, identities, experiences, and abilities and those of others, when developing a personal plan for academic success. To that end, all students are introduced to Gallup’s StrengthsQuest and National Coalition Building Institute’s programming upon arrival at the campus. All full-time students receive an assigned faculty program advisor. Extensive program options occur throughout the year to engage students and develop essential skills, knowledge, habits of mind, and relationships for success.

Action plans are in development to identify:
• How we can best design our entry-level processes (from recruitment to first semester enrollment) to provide guidance through the many necessary complex processes, leading students onto a path most likely to lead to success and completion, while not restricting choice.
• The processes that will most efficiently and effectively identify our students’ basic academic skills and need for pre-college intervention.
• The curricular models that can best meet the needs of our current students and increase success rates in basic skills first semester courses, while decreasing the time spent in non-program applicable courses. An accelerated model for developmental English is in the process of scaling up to all eligible students. New models for developmental reading and English for the least academically prepared students are in development.

We are committed to increasing retention rates for all students, but particularly for first-time, full-time students. Our Fall-to-Fall retention rate for Fall 2014 FTFT students is 51.4%; we plan to increase that to 61% by 2020.

Degree Works has been fully implemented and is integrated into each student’s information portal, myTC3.

Our underrepresented minority (URM) and low income students have grown in numbers in our population but show persistent success gaps in first semester success, Fall to Fall retention, and completion rates. Recent completion rates show more than a 10% gap from rates for other students.

Recent academic success and retention comparison rates are shown below:

<table>
<thead>
<tr>
<th></th>
<th>Race/Ethnicity</th>
<th>Family Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTFT Fall 2014</td>
<td>All FTFT</td>
<td>URM</td>
</tr>
<tr>
<td>First semester academic success</td>
<td>64.9%</td>
<td>57.5%</td>
</tr>
<tr>
<td>Fall to Fall retention rate</td>
<td>51.4%</td>
<td>43.3%</td>
</tr>
</tbody>
</table>
Tompkins Cortland Community College is committed to reducing these gaps by 50% within the next 5 years.

Degree Works has been fully implemented and is integrated into each student’s information portal, myTC3.

6. Student Achievement / Success (SAM)
Tompkins Cortland Community College submitted data to SAM for the first time last year. Our current rates and plans for 2020 are shown below:

<table>
<thead>
<tr>
<th>OUTCOMES FOR STUDENT STARTING AT TOMPKINS CORTLAND COMMUNITY COLLEGE</th>
<th>2008 cohort by 2014</th>
<th>2015 cohort by 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate degree from Tompkins Cortland Community College</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Associate degree from Tompkins Cortland Community College - with later transfer to another institution</td>
<td>27%</td>
<td>32%</td>
</tr>
<tr>
<td>Certificate award from Tompkins Cortland Community College</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Certificate award from Tompkins Cortland Community College - with later transfer to another institution</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Total Graduated from Tompkins Cortland Community College</td>
<td>41%</td>
<td>45%</td>
</tr>
<tr>
<td>Enrolled at Tompkins Cortland Community College</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Transferred with no degree or certificate from Tompkins Cortland Community College</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td>Current Status Unknown</td>
<td>25%</td>
<td>22%</td>
</tr>
</tbody>
</table>

We anticipate even higher completion rates by 2025 since the future cohort above is already enrolled this semester, they will not have the benefit of all of our new initiatives.

While transfer without completion can be a success, we cannot assume that all transfers are positive indicators of movement toward degree completion. Additionally, the benefits of completion before transfer are becoming increasingly important for our students. A recent study conducted by the Community College Research Center at Columbia University found that students who transferred with an associate degree were 77% more likely to complete a bachelor’s degree within four years, and 52% more likely to earn one within six years. The reality of Seamless Transfer within SUNY also makes it very advantageous to complete the Associate’s degree before moving on. We will encourage our students to complete our degree before transferring to a SUNY Baccalaureate institution. To best serve our students, increases in transfer rates are coupled with increases in completion rates.

7. Graduation Rates
Tompkins Cortland Community College’s commitment to increased graduation rates centers on our commitment to improved retention and improved student supports. Tompkins Cortland Community College is committed to improved retention for all students and in particular to reducing the achievement gap between under-represented minority students and their peers.

Key activities and initiatives include:
• Redesign of transition process, including advisement, from acceptance to enrollment
• Improvements in success rates of developmental and first college level basic skills courses. We are committed to moving all rates to the 75th percentile of the National Community College Benchmarking Project.
• Continued development of our Early Alert program
• Scaling peer mentor and other support programming to reach larger numbers of students.
• Action plans developed to address identified critical question related to our 2015-2020 Strategic Priorities Plan.

Tompkins Cortland Community College has fully implemented degree works and is in compliance with the SUNY Trustees’ seamless transfer policy.

8. Time to Degree
Tompkins Cortland Community College is committed to improving on-time degree completion, while recognizing that approximately 60% of our new students require remediation or additional course prerequisites.

Programs identified above, including the Vector Scholars Program, Network Peer Mentor Program, and new developmental curricular models will decrease time to degree.

2.3 Success
9. SUNY Advantage
Tompkins Cortland Community College has been a pioneer and leader within SUNY in developing and adopting courses using open educational resources (OER), and in implementing OER as an institutional initiative. The College Board estimates that the average student spends over $1,200 per year on textbooks. At a community college, that can represent up to 25% of total costs. To date, TC3 has saved students over $350,000 by using OER. Additionally, for courses that use OER, content is available on or before the first day of classes, which prepares students for success. If students wish to print OER materials, they can do so very affordably. Because all students have immediate access to content, retention and success rates have improved significantly. Instructional designers and Library staff play an important role in the process by promoting OER, connecting faculty with quality resources, and providing training and technology.

Tompkins Cortland Community College has robust International programming, including six currently available study abroad experiences, many with an embedded service learning component. One example is our Nicaragua trip (20+ years old) providing students a full spectrum of activities as both student and educator as they participate in service learning and exchange with our Nicaraguan partners, including work in health clinics in remote indigenous community and teaching projects at local health care facilities.

Tompkins Cortland Community College already has an existing strong applied learning program. Highlights include:
• Nearly half of our AS and AAS degree programs now contain a required (minimum 3 credit) clinical, fieldwork, or internship component.
• Our International Studies (AS) program contains a (3 – 6 credit) study abroad requirement. Currently TC3 offers six different 12 – 16 day study abroad opportunities during the academic year.
• Through the office of the Dean of Instruction, 45 – 50 portfolio assessments are reviewed annually, resulting in 3 – 6 credits (per review) of life experience/service learning awarded toward program requirements.

10. Financial Literacy
Tomkins Cortland Community College has implemented a number of measures to increase financial awareness and reduce student default including:

• We have contracted with Inceptia to work with our student who are at risk of default and help them get back on track with loan repayment;
• We have assigned a financial aid counselor with the responsibility for loan default management, which includes reaching out monthly to students who are delinquent in repayment and serving as the primary contact for our Inceptia contract;
• We established a loan default management committee including faculty and staff from around the campus to look at initiatives to prevent loan default by improving student success, improving financial literacy, and identifying characteristics of students who may be at high risk of default;
• Our contract with Inceptia includes financial literacy modules that can be made available to students who may be at risk of default;
• As we process student loans each year, we ask returning borrowers to go on line to NSLDS to review their borrowing history which we discuss with them;
• We offer group sessions in computer labs for new borrowers to process student loan entrance interviews and promissory notes - both to assist students as well as make sure they understand the commitment they are making.

We lowered our 3-year cohort default rate from a high of 25.7% for the 2009 cohort to the most recent published rate of 16% for the 2012 cohort. We intend to continue our efforts in identifying high risk students and emphasizing financial literacy. We would like to achieve a default rate that ranks us in the lowest third of SUNY community college three-year cohort default rates.

2.4 Inquiry
11. Total Sponsored Activity–
Historically, SUNY’s reporting of sponsored research activity has focused on grants administered via the Research Foundation for SUNY. As a comprehensive college, we support faculty obtaining support for research activities, however, our primary focus for faculty is teaching and have primarily obtained grants to improve teaching outcomes, including NSF, Fulbright, and FIPSE.

12. Student hands-on research, entrepreneurship, etc.
We will continue to attempt to collect information about class-based hands-on research and entrepreneurship activities.
13. Scholarship, Discovery and Innovation
Tompkins Cortland Community College faculty scholarship is widely reflected by publications, citations, performances, exhibits, etc. We appreciate that SUNY is going to take a more active role in tracking and supporting this type of scholarship.

Performances, exhibits, major paper presentations, etc. are tracked via the annual reports of faculty. We have not compiled this information into an electronic database.

Tompkins Cortland Community College would be happy to participate in a System-wide task force focused on developing appropriate data-collection procedures.

2.5 Engagement
Tompkins Cortland Community College has received two START-UP New York proposals, neither has come to fruition. We are partnered with Cornell on the successful application of Incodema (3-D printing), outcomes are not currently available.

Tompkins Cortland Community College was successful in obtaining two Empire State Development grants, totaling $2.3M, through the Southern Tier Regional Economic Development Council 2013 competition. That investment leveraged an additional $4.7M in private capital. The monies allowed us to build the facilities supporting the farm to Bistro initiative described above. The facilities include two commercial entities – restaurant/event center and farm – that have generated more than 40 FTE jobs.

Tompkins Cortland Community College’s president sits on the Tompkins and Cortland/Cayuga Workforce Investment Boards, Tompkins County Area Development, Inc., and the Cortland Business Development Center and, along with the Director of Corporate and Community Partnerships, works collaboratively with area business and industry on program development, applied learning, and partnerships. Other staff are members of additional economic development boards, including Tompkins and Cortland Chambers of Commerce, Tompkins Strategic Tourism Board, and the Downtown Ithaca Alliance.

Tompkins Cortland Community College is a partner with Cornell University and Ithaca College in REV: Ithaca Startup Works, a business incubator and Southern Tier REDC Hot Spot.

15. Alumni / Philanthropic Support
The Tompkins Cortland Community College Foundation has recently created an alumni committee of the Foundation board. The focus of the committee is development of strategies to engage alumni with current students and to lay groundwork for additional alumni fundraising.

The Tompkins Cortland Community College Foundation’s strategic plan calls on the Foundation to provide support beyond scholarships and support key initiatives at the college that build enrollment, student success, and retention. At present, the Foundation is preparing a campaign to raise funds for a new child care center on campus. The new center will increase capacity to meet demand, allow for infant care, and provide observation space and internship opportunities for students in the college’s early childhood degree program.
Funds raised in the last five years have averaged $2.2M per year. Recent large gifts have endowed student success programs, including the Network Peer Mentor Program and Pathways, a financial and case management support program for adult students.

Tompkins Cortland Community College recently created a new position, Director of Advancement, to focus on cultivation of large gifts.

16. Civic Engagement
Tompkins Cortland Community College’s student engagement programming outside the classroom is structured around the “Panther Passport” and its five tracks: Getting Connected, Being a Good Student, How to be a Leader, How to Change the World, and Taking Next Steps.

Tompkins Cortland Community College uses the GiveGab website and other less-technical methods to track student volunteer hours and match students to community needs. Transportation and other supports are provided for some projects, including Habitat for Humanity and local municipal and non-profit festivals.

The college is a partner with the Tompkins and Cortland Chamber of Commerce in the Leadership Tompkins and Leadership Cortland programs, each of which is focused on developing civic engagement in young professionals.

Tompkins Cortland Community College is committed to student leadership development and is a member of the National Society of Leadership and Success. Multi-day general and diversity leadership retreats are provided for students.

17. Economic Impact
In 2008, Tompkins Cortland Community College contracted with Economic Modeling Specialists, Intl. to conduct an economic impact study, “Economic Contribution of Tompkins Cortland Community College: Analysis of Investment Effectiveness and Economic Growth. At that time, they identified the total annual economic impact of the college as $155M, with a 6% return on taxpayer investment dollars.

See discussion above in Engagement for additional discussion of contributions to the regional economy.

Section 3: Conclusion and Expected Impact on your Campus
We recognize that the overarching goal of SUNY Excels is continuous improvement. We believe the goals that we have provided on all Excels measures will significantly advance Tompkins Cortland Community College in its service to its community, state and beyond. Tompkins Cortland Community College is making its most aggressive goals in the following areas: increased graduation rates, improvement in first-year retention, reducing the achievement gap between Under-Represented Minority and low income students and other students, increased success rates in basic skill and first semester courses; and increased diversity among faculty and staff. Taken together, progress in each of these priority areas positions Tompkins Cortland Community College as a more diverse institution in 2020, better prepared to serve an increasingly diverse student population.
Summary of Goals

- The campus will reduce the gap between its performance in retention and graduation rates and those of its sector and national peers. Doing so means that more students are positioned sooner to enter the workforce or continue their education.

- Tompkins Cortland Community College will make progress in closing the achievement gap between under-represented minority (URM) students and low income students and other students, committing to reduce by half the achievement gap in five years.

- Tompkins Cortland Community College will significantly increase success rates in developmental and first semester basic skills courses, achieving rates in the 75th percentile of the National Community College Benchmarking Study.

- Tompkins Cortland Community College will increase the diversity of its faculty and staff.

- Tompkins Cortland Community College will strengthen its business and community partnerships and maximize the opportunities available through START-UP New York.