



# MSCHE REPORT

## Self- Study

2016

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Cayuga  
Community  
College

# Self-Study Report Cayuga Community College

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*Submitted to:*

Middle States Commission on Higher Education

March 2016

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## EXECUTIVE SUMMARY

### INTRODUCTION

#### *Cayuga Community College*

Established in 1953, Cayuga Community College, located centrally in the Finger Lakes region, is one of 64 [accredited](#) institutions that comprise the [State University of New York \(SUNY\)](#), the nation's largest comprehensive system of public higher education. Cayuga provides an affordable gateway to higher education by offering courses, degree programs, and certificates at two primary locations: the Auburn campus located in Auburn, Cayuga County, and the River Glen site located in Fulton, Oswego County. In addition, courses are offered in area high schools via its Cayuga Advantage Program and to a growing number of distance-learning students who reside locally and around the world. For the regional community and area employers, Cayuga also offers credit-free courses for leisure learning and specialized workforce training.

The College offers twenty-three degrees and nine certificate programs. Most popular degree programs include liberal arts for transfer, health sciences, nursing, business, criminal justice, telecommunications, and studio art and design. A variety of clubs, organizations, and activities offer students a diverse college experience that includes options to participate in NJCAA Division III athletics, student government, the College chorus, the student radio station, and the student newspaper. Local residents are encouraged to make use of the College's library, arts, and cultural resources — and on the Auburn campus, a year-round outdoor recreational trail. Although Cayuga and Oswego Counties are largely rural, a variety of cultural, recreational, and shopping opportunities are concentrated in the cities of Auburn, Fulton, and Oswego, as well as in such nearby towns as Aurora, Waterloo, and Skaneateles. The cities of Syracuse and Rochester are within an easy drive of the Auburn campus and Fulton-River Glen site.

The College is sponsored by Cayuga County and governed by a 10-member [Board of Trustees](#). The College's programs, policies and operations are coordinated by the State University of New York and subject to the approval process of the New York State Education Department (<http://www.nysed.gov/>). The College is funded by State operating aid, local sponsorship, and student tuition revenue. With a 2015-2016 budget of over \$31 million, the College currently maintains a fund balance of \$2,858,768. In addition, the Cayuga Community College Foundation provides over \$350,000 to the College annually in program services benefitting students, faculty and staff.

Cayuga Community College employs over 400 employees including 68 full-time faculty members and 195 adjunct instructors. One hundred and twenty-eight area high school teachers are affiliated with Cayuga through its concurrent enrollment program. The College also contributes significantly to the local economy in many different ways as indicated by a socio-economic impact study conducted by EMSI, Inc. in 2009. It is estimated that the service area economy receives roughly \$267.8 million in regional income each year due to the College's impact. Students receive an estimated 19% return on their investment of time and money. Taxpayers also benefit and receive an estimated 12% real return on their annual investment in the College.

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### *Enrollment Trends*

Cayuga currently enrolls over 4,000 credit students each academic year. Of enrolled students who provided an educational goal, the majority seek to earn a degree and transfer to a SUNY institution, or to earn a degree or certificate and obtain employment. Cayuga Community College serves students from diverse backgrounds including many low-income students. In 2013-14, 95% of first-time, full-time students received financial aid. A majority of credit students are female and younger than age 25 based on Fall 2014 enrollment.

Gender	Age < 25	Age >= 25	Total
Female	34.6%	30.3%	64.9%
Male	<u>22.5%</u>	<u>12.6%</u>	<u>35.1%</u>
Total	57.1%	42.9%	100.0%

The race/ethnicity of enrolled students reflect county demographics.

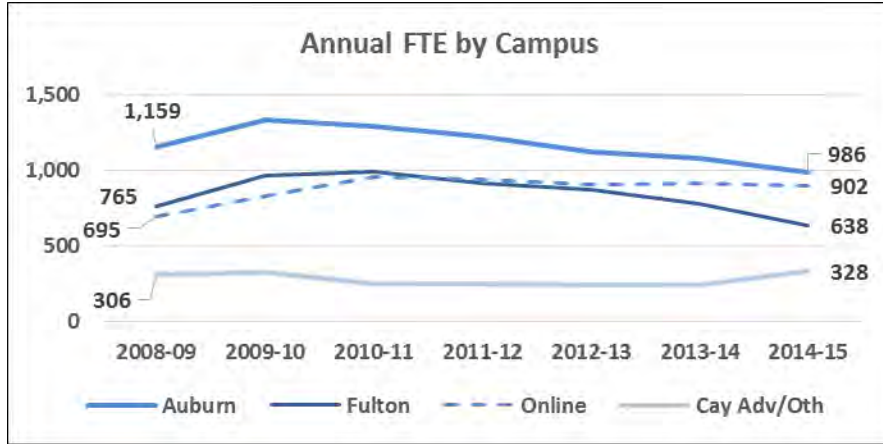
Race/Ethnicity	Auburn Campus	Cayuga County	Fulton Campus	Oswego County	Online Campus	All Students
Hispanic	3.5%	2.8%	3.5%	2.3%	4.6%	3.9%
White	82.5%	90.7%	91.4%	94.4%	79.4%	83.8%
Black/Non-Hispanic	8.1%	4.3%	2.4%	1.1%	9.1%	7.0%
Asian	0.4%	0.7%	0.5%	0.7%	3.9%	1.5%
Amer Ind/Alsk Ntv	0.1%	0.4%	0.6%	0.5%	0.4%	0.3%
Hawaiian or Pacific Islndr	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%
Two or More Races	2.5%	1.0%	1.4%	1.0%	2.0%	2.1%
Unknown	<u>2.9%</u>	<u>0.0%</u>	<u>0.2%</u>	<u>0.0%</u>	<u>0.5%</u>	<u>1.4%</u>
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: 2014 U.S. Census and Fall 2014 Enrollment-Excludes Cayuga Adv/Other students.

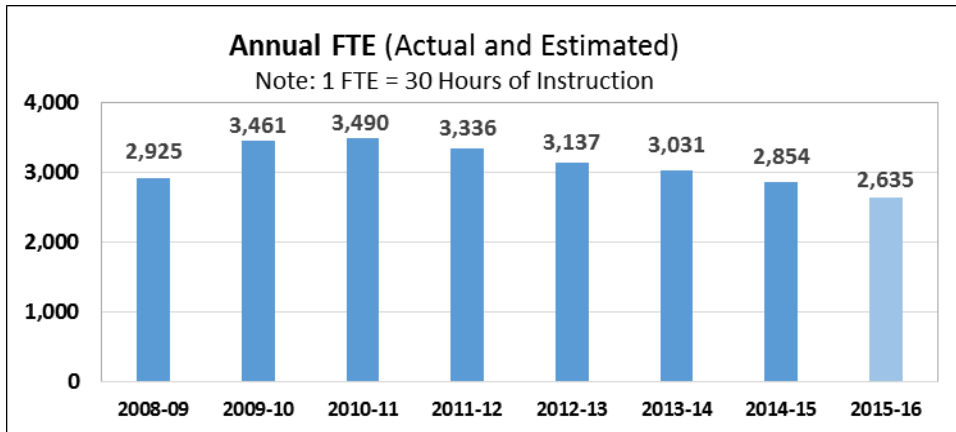
Flexibility is a hallmark of program delivery at Cayuga. Because many students are employed and have family responsibilities, offering students study options is essential to sustaining enrollment. Students can take courses in Auburn, Fulton, or both, and can choose from weekday, evening, and online classes. Many on-site students complement their on-site studies with online coursework. Cayuga Community College provides many online learning opportunities as exemplified by being ranked first among its 29 SUNY community college peers in 2013 based on the number of online sections as a percentage of all sections offered (SUNY Data Brief, December 2014).



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When the 2008 recession greatly increased unemployment rates, the College’s enrollment surged between 2008-09, and 2010-11. Within one year, between 2008-09 and 2009-10, FTE increased by 18%.



To enhance Oswego County students’ learning opportunities and educational experiences, the College successfully relocated its Fulton educational site to River Glen in Fall 2012. Subsequent to the opening of River Glen, enrollment increases at the Fulton site were not realized. As current students achieved their educational goals such as graduation and transfer, fewer potential new students graduated from high school, and employment opportunities increased for both current and potential students, it was not possible to sustain historically high levels of enrollment.

To respond to the financial duress that occurred when the College did not meet its 2012-13 budgeted FTE goals, financial exigency was declared in 2013. In 2014, financial exigency was rescinded as the College stabilized its finances. Regardless of this significant setback and continuing resource constraints, the College has ensured that students receive a superior academic education through its innovative and collaborative culture.

### ***Student Success Initiatives***

Several recent highlights characterize Cayuga’s ongoing commitment to provide students with diverse opportunities for success:

## EXECUTIVE SUMMARY

- The College is participating in the study, “Research on Alternative Placement Systems,” sponsored by the Center for Community College Research (CCRC) at Teachers College, Columbia University. The purpose of the study is to evaluate developmental education placement approaches that incorporate multiple measures. Benefits of participation include assistance with the analysis of institutional data, possible improvements to developmental studies placement, and potential improvements in student outcomes.
- A partnership with the Auburn City School District and the Manufacturers Association of Central New York on a successful P-TECH (NYS Pathways in Technology Early High School) grant. More than 2 million dollars fund this six-year, high school and college program focused on advanced manufacturing pathways and the attainment of industry credentials and essential workplace skills.
- A federal Transfer Gateways and Completion grant (U.S. Department of Education’s First in the World Program), enables Cayuga to join a group of regional community colleges partnering with SUNY Oswego to improve two-year and four-year completion rates. The program offers targeted support for community college students committed to completing their bachelor’s degree at Oswego and also supports a multi-year project that asked all SUNY institutions to undergo a review process to update program goals and major requirements to secure seamless pathways from 2-year to 4-year degrees.
- The College maintains a partnership with Cornell University to provide inmates at Auburn and Cayuga correctional facilities access to college-level courses leading to an associate’s in liberal arts degree.
- In January 2016, the first orientation for the National Society of Leadership and Success (NSLS), Sigma Alpha Pi chapter, was attended by 84 registered students on the Auburn campus. In Fulton, over 70 students have communicated interest in this program designed to develop a student’s capacity to lead.
- In February 2016, the Admissions Office hosted approximately 35 CiTi New Visions students at the River Glen site. The students met with Cayuga faculty and staff based on their interested field of study (<http://oswegocountytoday.com/citi-new-vision-graduates-look-forward-to-bright-futures/>).

### ***Student Outcomes***

The College’s first-time, full-time student completion rates exceed both state and national rates. Cayuga Community College students (Fall 2008-Fall 2010 cohorts) achieved a 25% completion rate within three years compared to 22.8% of other SUNY community colleges students (SUNY Excels trend data). In a national comparison of graduation rates reported by the National Student Clearinghouse Research Center, Cayuga graduations rates within six years of first enrollment consistently exceeded national graduation rates (Fall 2007 cohort, +4%; Fall 2008 cohort, 9.5%). Furthermore, when rates of graduation and transfer are combined, a majority of students attained high rates of positive educational outcomes:

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IPEDS February 2016 Outcomes	Award Rate		Still Enrolled Cayuga CC	Subsequently Enrolled Another Institution	8-Year Total
	6-Year	8-Year			
<b>Full-time, First-time</b>	33%	34%	2%	26%	62%
<b>Part-time, First-time</b>	27%	31%	0%	16%	47%
<b>Full-time, Not First-time</b>	33%	33%	1%	43%	77%
<b>Part-time, Not First-time</b>	14%	17%	0%	38%	55%

During the past 10 years, Cayuga has awarded over 5,300 degrees and certificates. Over 25,000 alumni are members of the Alumni Association founded in 1959. Publications like the electronically delivered *Alumni Voices* and biannual edition of *Spartan* provide regular updates of alumni accomplishments and a view of the many activities offered by the Association. Examples of alumni’s extensive involvement include: Student Scholarships, Family Fun Day sponsorship, CCC Scholarship Brunch, and alumni trips to historic Gettysburg, PA and other destinations.

To conclude, Cayuga Community College is dedicated to providing numerous avenues for students to achieve their educational goals. The self-study process has provided an opportunity for the college community to understand its recent history and to closely examine its strengths and opportunities for improvement.

## SELF-STUDY PROCESS

Cayuga Community College launched its decennial self-study in 2013 in anticipation of its Spring 2016 evaluation team visit by establishing a timeline for activities and budgeting initial activities. During the self-study process, the College conducted a thorough review of departments, programs and services, with particular attention to student learning and achievement, and determined how well the institution accomplishes its institutional goals, fulfills its mission and meets the Commission’s 14 accreditation standards.

The selection of the comprehensive model reflects Cayuga’s desire to have a highly participatory and collaborative self-study process. Further, the comprehensive model provided a format for the College to demonstrate that it meets or exceeds the Middle States Commission Accreditation Standards.

### *Self-Study Intended Outcomes*

1. Conduct an inquiry and analysis necessary to demonstrate that Cayuga is compliant with the Middle States Standards for Accreditation.
2. Provide evidence of how the range of planning and assessment activities have led to meaningful improvement.

## EXECUTIVE SUMMARY

3. Increase the College community's understanding of how assessment results may be used to improve the full range of College services for students and the entire College community.
4. Provide the College community with guidelines and methods for making information more transparent and available to its constituents.
5. Continue to foster College-wide collaboration to ensure the continuing evolution of resources (financial, human, and physical) at the additional campus location in Fulton, NY, the main Auburn Campus, and in distance learning.

### **Steering Committee**

The organizational structure of the Steering Committee and subcommittees described below resulted from discussions among the co-chairs, Professor Steve Keeler and Maureen Erickson, former Director of Assessment, and Interim President, Dr. Gregory T. DeCinque. In 2014, Christie Waters, Chair of Natural and Health Sciences, Mathematics and Technology was appointed co-chair. The result of the above deliberations was a Steering Committee made up of the following eleven members in addition to the two co-chairs of the self-study process, who also serve as co-chairs of the Steering Committee:

#### **Co-Chairs**

Professor Steve Keeler, Chair, Division of English, Humanities and Communication  
SUNY Distinguished Service Professor  
Professor Christie Waters, Chair, Division of Natural and Health Sciences, Mathematics and Technology,

#### **Steering Committee Members**

Nicole Adsitt, Interim Director of the Centers for Student Engagement and Academic Advisement; Coordinator of Transitional Studies  
Bruce Blodgett, Director of Admissions  
Dr. Sharon Coolican, Professor of Chemistry  
Margaret Devereaux, Professor and Director of Library Services  
Sue Gilmore, Professor of Biology  
Dr. Robert Humphrey, Chair, Division of College Studies, Professor of Biology  
Sheila Myers, Assistant Professor and Coordinator of Experiential Learning  
Cathleen Patella, Director of Financial Aid and Compliance  
Paul Richardson, Associate Professor of Mathematics  
Jeffrey Rosenthal, Vice President for Student Affairs  
Dr. Carol Runge, Director of Institutional Research & Planning

## EXECUTIVE SUMMARY

### ***Working Groups***

The Working Groups were charged with gathering and analyzing information about the College in response to the fundamental elements of the standards to which they have been assigned. They developed research questions based on the fundamental elements of the standards identified in the *Characteristics of Excellence in Higher Education* and outlined in *Self-Study: Creating a Useful Process and Report (2012)*. In October 2014, twenty-nine college employees attended a workshop held to provide an opportunity to learn about the self-study process, research resources, and how to develop evidence for study conclusions. The Working Groups then reviewed compliance with each of the standards, assessing the institution's foremost issues, and proposed possible recommendations for improvement.

### **Standard 1, 2 and 3: Mission and Goals; Planning and Resources; & Institutional Resources**

Co-chairs: Jeffrey Rosenthal and Sheila Myers

Team Members: Stacey Canino, Kelly Diego, Kevin Drayer, Pam Heleen, Pete Liddell, Dawn Matijas, Marie Nellenback, Greg Szczepanski, and Bruce Walter

### **Standard 4 and 10: Leadership & Governance; Faculty**

Co-chairs: Sue Gilmore and Margaret Devereaux

Team Members: Dr. Richard Bower, Dia Carabajal, Carla DeShaw, Jo Ann Harris, Teresa Hoercher, Melissa Johnson, Linda McKay, Mike Pastore, Bill Prosser, Scott Whalen, Sarah Yaw, and Eric Zizza

### **Standard 5 & 6: Administration; Integrity**

Co-chairs: Nicole Adsitt and Cathleen Patella

Team Members: Linda Alfieri, Joe Bennett, Jackie DeBagio, Carolyn Guariglia, Tom Karle, Vita Racko, Shannon Reohr, Karen Thomas-Lillie, Diana Valdina, Delecia Weatherstone and Judith Campanella

### **Standard 7: Institutional Assessment**

Chair: Dr. Robert Humphrey

Team Members: Dr. Chris D'Arcy, Jackie Darquea, Barry Fitzgerald, Dr. Ron Grube, John Kaftan, Terry Kupp, Loraine Miller, Janet Nelson, Amy Valente, and Joe Walsh

### **Standard 8 & 9: Student Admissions and Retention; Student Support Services**

Co-chairs: Bruce Blodgett & Dr. Carol Runge

Team Members: Emily Cameron, Lisa Clark, Sara Davenport, Mary Driscoll, Dr. Karen Grella, Danielle Nolan McMahan, Mary Brooke Oropallo, Meg Osborne, Dr. Mike Pacelli, Margie Swartz, and Ed Wagner

### **Standards 11 & 12: Educational Offerings; General Education**

Chair: Dr. Sharon Coolican

Team Members: Dr. Ngocanna Annarino, Dr. Abu Badruddin, Rebecca Devendorf, Dr. Maryanne Felter, Dr. Pat Gridley, Kathy Gross, Paul Nolan, Dr. Nate Thomas, Christie Waters, and Dr. Susan Wolstenholme

## EXECUTIVE SUMMARY

### **Standard 13 & 14: Related Educational Activities; Student Learning Assessment**

Chair: Paul Richardson

Team Members: Mary Bulkot, John Callan, Michael Cortese, Bob Frame, Joel Humphrey, Karen Merritt, Theresa Misiaszek, Dr. Mark Montgomery, Jennifer Nichols, Dennis Sullivan, and A.J. Tratt

#### ***Collaborative College Effort***

Throughout the research, writing, and editing process, Steering Committee members submitted work group drafts at key intervals for review. The editing process was facilitated by a small group comprised of the institution's Accreditation Liaison Officer (Provost and Vice President for Academic Affairs), the Vice President of Student Affairs, the self-study co-chairs, the Director of Assessment, and the Director of Institutional Research and Planning. Commendations, suggestions, and recommendations were proposed and validated by the Steering Committee. Of great benefit was the October 2015 review provided by the visiting evaluation team's Chair, Dr. William Austin. Finally, in February 2016, the full draft was circulated among college employees and the Board of Trustees for a final review. The final self-study document is organized into fourteen chapters, one for each standard. Relevant tables, charts, and additional documentation are presented in the Appendices.

#### ***Outcome Summary***

The analyses, findings and documentation resulting from the self-study process substantiate that Cayuga Community College complies with Middle States Commission on Higher Education's standards for accreditation. Throughout the self-study process, the College's commitment to its mission, to the success of its students and to continual improvement was evident in the contributions of College-wide operations, programs and services. The self-study process offered an opportunity to determine ways to improve services for students and to enhance the use of assessment results. The process also allowed the College community to identify factors that inhibit the College's potential to serve students effectively. Consistent elements across all campus self-study processes were evaluative reflection, utilization of data analyses and an expressed dedication to institutional renewal. Institutional strengths and weakness in degrees of compliance with Middle States Commission on Higher Education standards are acknowledged in the self-study's commendations, suggestions and recommendations.



**Middle States Commission on Higher Education**

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**Certification Statement:**  
**Compliance with MSCHE Requirements of Affiliation and Related Entities Policy**  
*(For use by SUNY Community Colleges)*  
*Reviewed and Affirmed July 16, 2015*

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and the "Related Entities" policy.

*This signed statement should be attached to the executive summary of the institution's self-study report.*

**CAYUGA COMMUNITY COLLEGE**

(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission's compliance requirements for this institution and will uphold State University's policies pertaining to MSCHE Standards and Requirements of Affiliation.

  
\_\_\_\_\_  
(Campus President) 3-1-16  
\_\_\_\_\_  
(Date)

  
\_\_\_\_\_  
(Chair, Campus Board of Trustees) 3-1-16  
\_\_\_\_\_  
(Date)

  
\_\_\_\_\_  
(Chair, SUNY Board of Trustees) 3-1-16  
\_\_\_\_\_  
(Date)

## STANDARD 1: MISSION AND GOALS

Purpose and goals, clearly understood and articulated, are the foundation of a healthy organization. The development of new mission, vision and values statements and the creation of the 2015-2020 strategic plan drew the campus community together into common work. As shared purpose and principle took shape--so did a compelling inspiration for a better future.

### *Background*

The College's pre-2015 mission described an academically, financially, and geographically accessible community college serving a diverse student population. Indeed, Cayuga has maintained an affordable gateway to higher education for thousands of students who reside in Central New York and beyond. The institution's focus on the liberal arts and preparation for specific career programs within a supportive learning environment identified our purpose but provided little strategic direction for faculty and staff to make decisions related to planning, resource allocation and curriculum development, and failed to instill widespread enthusiasm, given its generic nature. Additionally, references to serving as careful stewards of the College's human and financial resources now seem in conflict with the College's recent actions and financial challenges. The College was slow to respond to enrollment and programmatic trends, and fell behind its closest community college peers as they invested in residence halls, athletic fields, and emerging academic programs.

### *Cayuga 20/20*

In early 2014, Cayuga Community College's Interim President Dr. DeCinque (2013-2015) created the Cayuga 20/20 Committee with representatives from across the College to facilitate development of new College mission, vision and core values statements, and to create the framework for a new strategic plan. Cayuga 20/20 comprised representatives from all areas of the College, including administrative and professional staff, full-time and adjunct faculty, custodial staff, educational support professionals, and executives. Interim President DeCinque attended many of those meetings, listening to faculty and staff, sharing his perspectives, and reinforcing the importance of the effort.

As part of the process to discover the College's fundamental strengths and desires for the future, the Committee facilitated a College-wide Summit in April, 2014, with over 100 employees present on both the Auburn and Fulton campuses. Also in attendance were several members of the Board of Trustees. Participants provided input about the forces, factors, and stories that contribute to Cayuga's vitality and provided insight into what they thought the College could be in the future. As a result, Cayuga 20/20 drafted vision, mission, and value statements.

Cayuga 20/20 designed a process to engage as many members of the College community as possible. Through the summer and fall of 2014, division chairs and functional area leaders met with faculty and staff to review the draft vision, mission and values to ensure that the statements accurately reflected the work done at the College-wide Summit. In addition, each member of



Cayuga 20/20 shared the draft with at least five people who do not report to them to garner their feedback. The Committee reviewed the feedback and agreed to final language. In addition, the Committee drafted six broad strategic themes.

Cayuga 20/20 sub-groups met during August and September to discuss how best to communicate vision, mission, and values to the internal and external College communities, and to ensure the alignment of data analysis with the broad strategic themes. In October, 2014, the Committee held a second College-wide Summit to seek further community input on the development of a strategic plan based on the strategic themes.

In early February, 2015, the Committee forwarded the draft vision, mission, and values statements and 2015-2020 strategic plan to the Board's Educational Services and Development Committee for their consideration. The Board of Trustees unanimously approved the new statements as well as the new strategic plan at their February, 2015 meeting ([Cayuga Community College 2015-2020 Vision Mission Values & Strategic Plan](#)).

The College's new vision and mission statements provide a strong framework for the new strategic plan's themes, goals, and objectives. The new mission dedicates the College to provide students "with diverse learning opportunities to discover their passions and advance their personal and professional growth." The new vision expresses the pursuit of success, describing an institution that is "recognized as an essential educational resource for the region."

Thus, as a result of more than a year's worth of work, Cayuga's new mission, vision and values statements reflect the strengths, opportunities and aspirations employees have for the future of Cayuga Community College. Six core themes provide the framework to begin the next steps to develop and implement action plans for specific areas of strategic focus, which are in development and expected to be completed by March, 2016.

1. Provide robust educational programs
2. Develop engaged citizens
3. Ensure effective leadership
4. Deepen community partnerships
5. Strive for state-of-the-art facilities
6. Provide responsible management and stewardship of the College's finances

As is the College's tradition, the new mission, vision, and values are consistently and prominently included in College communications. For example, the new statements have been incorporated into the 2015-2016 iteration of the College Catalog, as well as into the College's new website. Moreover, the Cayuga 20/20 Committee brainstormed ways in which these important documents can find their way into the College's culture and daily operations. Financial support from a small institutional grant paved the way for Cayuga's new mission to be displayed prominently at the main entrances to each campus. ([Cayuga Community College 2014-2015 Catalog](#)). Small desk plaques with the College's mission statement were distributed to every employee this spring.

## ***Planning Council***

Following its work on the development of the mission, vision, and values statements and the strategic plan, the Cayuga 20/20 Committee evolved into the College's Planning Council. The Planning Council monitors the implementation of the strategic plan. Its charge is to foster institutional renewal, provide leadership and strategic direction, and communicate recommendations and progress reports with all members of the College community. The Planning Council has expedited the development of key performance indicators, and is now in the process of determining benchmarks and goals.

## ***Previous Strategic Plan***

The College's previous strategic plan (2009-2012) was extended by Board resolution to 2014. The 2009-2012 strategic plan goals were developed in an attempt to address a variety of institutional needs.

The 2009-2012 strategic plan was detailed, specific, and comprehensive, almost to a fault. Numerous action steps were associated with each objective, leading some in the College community to believe if a project or desired change was absent from the plan, it was not necessary to address. Despite this perception, noteworthy examples of institutional responses to internal and external opportunities are evident.

For example, the College worked with school superintendents in Cayuga and Oswego Counties to win a competitive New York State Pathways in Technology (NYS P-TECH) grant for the region. NYS P-Tech funds support educational initiatives that connect high school, college and the world of work through college and industry partnerships. Through this project, Cayuga contributes to a college and career readiness program that is preparing more than 10 thousand New York State students for high-skills jobs of the future.

## ***Measuring Progress***

The goals of the 2009-2012 plan were reviewed on an ongoing basis, as illustrated in the strategic plan progress grid document ([Final Strategic Plan October 2009-2012](#)). Each goal had a set of specific objectives and action steps that provided a blueprint and measurable means of achieving the goal. The strategic plan progress grid was created in 2012 to track progress toward achievement of the plan. The grid identified each action step in support of the objective and goal, detailed progress to-date, and outlined what remained to be completed. Documents noted in the grid served as evidence of progress, and primary contacts, key employees best able to respond to questions or facilitate further progress, were identified. The College's Institutional Planning Committee monitored the achievement of the strategic plan during this period ([Strategic Plan Progress Grid Revised 10-29-12](#)).

Similarly, the College's new strategic plan provides a roadmap for the institution. Its themes focus institutional efforts to guide priorities. As stated above, the Planning Council, is charged to foster institutional renewal, provide leadership and strategic direction, and

communicate recommendations and progress reports with all members of the College community. The Council will share recommendations with the campus community on how to implement, monitor, review and evaluate efforts to achieve the goals and objectives of the plan.

### ***Summary***

The process of developing Cayuga's new mission, vision, and values statements was characterized by an inclusive, collaborative process that resulted in a shared inspiration for institutional renewal. The process followed steps found in traditional planning while incorporating principles and practices of positive change. As a result of the direct participation of more than one hundred College employees and members of the Board of Trustees, Cayuga's new mission, vision, and values statements and the six core themes that form the basis of the 2015-2020 strategic plan reflect the strengths, opportunities and aspirations Cayuga's constituents have for its future.

### ***Commendation:***

1. The Cayuga 20/20 process empowered faculty and staff across the College to share their unique experiences, identify common values, and develop a new institutional mission and vision consistent with the passion and dedication of its employees and the shared desire to make a difference in the lives of students.

### ***Suggestion:***

1. Continue efforts to communicate new mission and values statements to the College Community.

## STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

Effective institutional planning not only articulates purpose and principle, but also communicates the means by which success is evaluated. The coordination of resources with mission and vision requires a system that provides strategic performance feedback. This section describes the goals and implementation of the College’s 2009-2012 strategic plan, and explains the development and implementation of the 2015-2020 plan. Highlighted are decision-making processes and improvement efforts that allowed the College to continue to fulfill its mission despite financial challenges.

To more fully understand and appreciate the factors surrounding the College’s financial challenges and the need to declare financial exigency in 2013, it is necessary to provide context and a timeline of key events (Appendix B). Faced with declining state aid, flat support from the local sponsor, demographic shifts, and declining high school graduates, the College pursued a number of new initiatives, including expansion of the Fulton campus in Oswego County, on-campus student housing, recruitment of international students, and other efforts to maintain an attractive educational institution that could compete effectively with its peers. A description of the primary initiatives are presented, followed by an analysis as they pertain to planning and resource allocation. The section concludes with a review of major findings via the Compass Consulting Report, a renewed focus on institutional renewal, and the College’s most recent efforts to return to fiscal health. Cayuga’s assessment of its performance allows for planning efforts to evolve, grow and manage new circumstances and change.

### Factors and Events Surrounding Financial Exigency

#### *Oswego County*

Cayuga’s presence in Oswego County began in 1994 with two classrooms in the basement of the Fulton Education Center in downtown Fulton, NY, about 35 miles north of the main Auburn, NY campus. Later that year, the College moved its operations to the former Holy Family School on West 3<sup>rd</sup> Street where enrollment and visibility steadily grew. In 2001, the College moved once again into a much larger 50,000 square foot facility (a former Jamesway department store) at 806 West Broadway to further enhance its capacity to serve the needs of Oswego County residents. In fewer than 10 years, enrollment (by headcount) nearly doubled, reaching a total of 1,256 students in 2010.

**Table 1: Fulton Fall and Annual Enrollment**

Year	Fall Headcount	Fall FTE	Annual FTE
2001-2002	<b>686</b>	243.7	542.0
2002-2003	852	311.5	679.8
2003-2004	1,065	406.0	858.9
2004-2005	1,146	422.6	869.0
2005-2006	1,072	398.6	820.6
2006-2007	1,055	408.3	788.4
2007-2008	967	388.3	778.5
2008-2009	954	376.3	765.4

Year	Fall Headcount	Fall FTE	Annual FTE
2009-2010	1,167	462.5	966.0
2010-2011	<b>1,256</b>	494.0	987.4
2011-2012	1,164	448.4	918.9
2012-2013	1,082	428.7	872.4
2013-2014	1,041	414.3	770.0
2014-2015	857	337.9	638.3

Source: Institutional Research and Planning Office

In addition to state aid and tuition revenue, the Fulton campus generates revenue via county chargebacks, which has become a significant component of the sponsoring county's contribution. The prospects for generating additional chargeback and tuition revenue provided further incentive to expand operations, especially with declining levels of state aid and a desire to keep tuition low. State support was reduced in fiscal years 2009-2011 from \$2,675 to \$2,122 per full-time equivalent (FTE) student. Table 2 displays the College's three primary funding sources. Table 3 details the sources of local funding.

**Table 2: Funding Sources**

Year	Net Operating Cost	State Operating Aid	Rank (out of 30)*	Student Tuition Revenue	Rank (out of 30)*	Local Share Revenue	Rank (out of 30)*
2006-2007	100%	33.5%	16	40.3%	13	26.1%	18
2007-2008	100%	34.0%	16	39.9%	13	26.1%	16
2008-2009	100%	32.7%	16	41.7%	16	25.6%	16
2009-2010	100%	30.6%	16	48.1%	7	21.3%	18
2010-2011	100%	28.3%	18	45.4%	15	26.3%	14
2011-2012	100%	25.5%	20	44.7%	19	29.9%	11
2012-2013	100%	28.1%	17	46.0%	12	25.9%	14
2013-2014	100%	30.7%	11	44.8%	14	24.6%	15
<b>Average</b>	100%	30.4%		43.9%		25.7%	

Source: Institutional Research and Planning Office

**Table 3: Local Share Revenue Detail**

Year	Local Share Total	Sponsor Contribution (Rank)*	Chargeback Revenue (Rank – out of 30)*	Out of State Tuition (Rank)*	NYS Resident without a Certificate (Rank)*	Fund Balance/ Other (Rank)*
2006-2007	26.1%	11.6% (25)	<b>14.6% (5)</b>	0.7% (16)	0.3% (11)	-1.0% (Na)
2007-2008	26.1%	11.1% (25)	<b>14.4% (4)</b>	0.5% (21)	0.3% (11)	-0.3% (Na)
2008-2009	25.6%	10.7% (25)	<b>16.7% (2)</b>	0.3% (27)	0.4% (10)	-2.5% (13)
2009-2010	21.3%	10.4% (25)	<b>17.4% (2)</b>	0.4% (26)	0.5% (10)	-7.4% (25)
2010-2011	26.3%	9.4% (26)	<b>14.3% (3)</b>	0.5% (24)	1.0% (3)	1.2% (10)
2011-2012	29.9%	8.8% (25)	<b>9.5% (8)</b>	0.5% (22)	0.8% (5)	10.1% (1)
2012-2013	25.9%	9.3% (25)	<b>11.2% (7)</b>	0.6% (21)	0.8% (6)	4.1% (2)
2013-2014	24.6%	9.9% (25)	<b>21.5% (1)</b>	0.6% (24)	0.7% (6)	-8.1% (30)
<b>Average</b>	25.7%	10.1%	<b>14.9%</b>	0.5%	0.6%	-0.5%

Note: \*Rankings refer to Cayuga's number as placed within the range of 30 SUNY community colleges.

Source: SUNY System Administration Worksheet – NOC YEARS Plus 1314 Actual

In 2006, the Fulton site achieved ‘branch campus’ status by the New York State Education Department, enabling the College to award full degrees from the Fulton campus. By 2007, during weekday peak times, classroom utilization neared 100 percent, prompting College leaders to begin exploring options to accommodate growing demand. ([\*Fulton Expansion Committee Report\*](#)) The Committee’s Final Report recommended that the College “expand at (its) current location,” and “establish (an) extension site in Pulaski to increase access to individuals in outlying areas of Oswego County.”

Negotiations between the College and the owner of the Broadway property (Michael Falcone) to expand into adjacent space occupied by a Tractor Supply store stalled in 2009 over lease costs, so College leaders sought alternate locations, determined to secure a permanent home in Oswego County. At the time, census data and capture rate projections suggested that Oswego County would continue to provide growth opportunities. However, a professional feasibility study was not conducted, no enrollment plan was developed, and few during this period acknowledged that post-recession enrollment would return to more normal levels. According to the Executive Dean of Community Education and Workforce Development (Carla DeShaw), the College abandoned its efforts to expand into northern Oswego County (Pulaski), when the facility selected by the College was sold, and the College lacked a funding source necessary to establish a presence there.

The Board authorized the purchase of the former P&C supermarket at River Glen Plaza in 2009, which the College acquired in 2011 at a cost of \$950,000. The remaining River Glen facility was purchased with assistance from the College Foundation via the River Glen Holdings Corporation, and the College began paying rent for those storefronts in 2011. The College began operations at River Glen in the fall of 2012.

The lease agreement for the Broadway facility extends until May of 2016. Despite efforts by President Larson and interim President DeCinque to renegotiate the agreement, the College continues to pay the lease on the Broadway location.

### ***On-Campus Student Housing***

Recognizing that most community colleges in the SUNY system had either constructed or were pursuing on-campus student housing as an approach to stabilizing enrollment, in 2010, President Larson engaged the services of MGT, America to conduct a feasibility study for on-campus student housing at the Auburn, NY campus. Although the findings resulted in a recommendation not to pursue student housing at that time, the Board established in 2011 a Student Housing Task Force and in 2012, the College released a Request for Proposals (RFP) for a design, build, finance, manage on-campus student housing project. The Task Force chose Hueber-Breuer Construction Company’s proposal, and in the fall of 2012, pre-construction activities commenced. To bolster the College’s position for financing, President Larson asked MGT, America to update its feasibility study. The updated feasibility study included high school students’ perceptions, had a higher response rate, and found greater demand for student housing than the initial study.

In March of 2013, the College presented its financial condition and readiness for student housing to representatives of Standard & Poor's for the purpose of receiving a bond rating in advance of financing. The Board's decision in May of 2013 to halt all capital projects with the exception of the theatre project [see below] and Fulton's River Glen project until a balanced operating budget was approved, loans repaid and the fund balance reached above 5%, put a stop to any further activities related to student housing. In August of 2013, representatives from Hueber-Breuer attended a Board of Trustees meeting to request payment of \$612,148.35 in pre-construction costs incurred by the newly-formed Cayuga Community College Student Housing Corp., a 501(c)3 not-for-profit entity of the Faculty-Student Association (FSA), less the amount already paid of \$98,294.17 by the FSA. The Board agreed to make monthly payments in the amount of \$25,000 beginning in August 2013, until the debt was repaid, avoiding potential legal action. Some of these costs may be recouped if the College decides to move forward with student housing.

President Durant began his tenure as President of Cayuga Community College in August of 2015, and in October announced his goals for 2015-2016, which included the creation of a Student Housing Task Force. The Task Force is charged to explore and clarify the challenges and opportunities related to the establishment of student housing at the Auburn campus and make recommendations by January, 2016. (Appendix C)

***The Merry-Go-Round Playhouse, the Musical Theatre Festival and the Schwartz Performing Arts Center***

In October of 2009, representatives from the Merry-Go-Round Playhouse, a professional summer stock theatre program since 1975, proposed to the Board of Trustees a partnership with the College to create the largest musical theatre summer festival in the nation. Expansion of the College's theatre curriculum and construction of a performing arts center in downtown Auburn were envisioned. A partnership with Cayuga would enable the project to access funds via the State University Construction Fund and cover 50% of the \$4.8 million initial estimate for construction of a performing arts center. In December of 2009, the Board amended the College's 2007 Facilities Master Plan Update to acquire the former Kalet's department store in downtown Auburn for the purpose of constructing a performing arts center.

In November of 2010, a memorandum of understanding was signed between Cayuga, The College Foundation, and the Musical Theatre Festival to construct a performing arts center. The memorandum outlined a financial arrangement in which the Musical Theatre Festival would be solely responsible for raising the funds needed to match the State University Construction Fund appropriation.

In December of 2010, the Cayuga County Legislature approved a resolution authorizing the purchase and demolition of the former Kalet's department store in downtown Auburn, and JMZ Architects were hired to develop architectural plans for a 384-seat theatre to open in 2012. In August of 2011, the Board approved a motion to name the theatre the Schwartz Family Performing Arts Center, and in September of 2011, approved an increase in the project cost estimate from \$4.93 million to \$7.72 million.

Construction was delayed for years by construction bids that exceeded the project's cost estimate, and by lawsuits filed by a local attorney. The attorney, a neighboring property owner, asserted the project was proceeding without proper environmental studies and in violation of zoning regulations. In March of 2014, a state Supreme Court Judge ruled that the objections raised by the attorney in his lawsuits were without merit. Nevertheless, the attorney responded with a motion of intent to sue in federal court. In June of 2014, the Musical Theatre Festival announced its decision to end its efforts to construct a performing arts center. The theater festival project incurred several hundred thousand dollars in legal fees. Although Interim President Gregory DeCinque is quoted as stating that SUNY paid the College's legal expenses, the expectation of continued resistance by the attorney and further legal costs were likely the reason for the project's demise. Finally, in February of 2015, the Board declared that it had no interest in, use and purpose for the property where the Schwartz Theatre would have been constructed, thus officially ending the College's involvement in the project.

### ***International Recruitment***

In the fall of 2010, in an effort to diversify and stabilize enrollment, the Dean of Enrollment and Retention (Cheryl Lindsay) proposed a plan to establish partnerships with institutions in India, with whom she had a number of contacts. Although the partnerships were intended primarily for recruiting and enrollment purposes, other potential collaborations were explored, including faculty and student exchanges, offering online courses, and developing travel-study exchange programs. A team composed of Cayuga colleagues traveled to India in March of 2011. A memorandum of understanding was signed in the spring of 2012, and a delegation from India's North Maharashtra University traveled to the United States in the summer of 2012 to craft articulation agreements and develop a joint degree program. There is no evidence of any formal links between this initiative and budget planning. It appears that the related travel and development costs, including a second trip to India, were charged to the College's marketing budget.

The Board reviewed a draft articulation agreement in December of 2012, and discussed in-state tuition rates for international students, but did not formally act. The initiative eventually fell apart when the Dean of Enrollment and Retention, who was instrumental in making the initial connections, was laid off in August of 2013 following a declaration of financial exigency.

### **Enrollment, Budget Management, and Fund Balance**

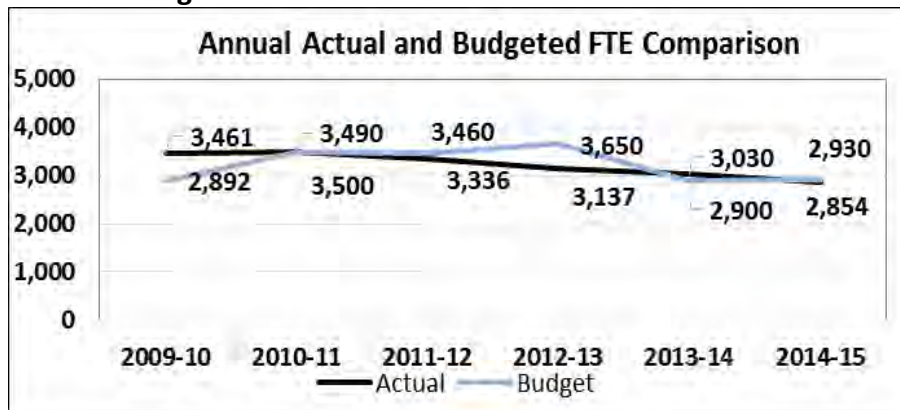
The College's fund balance at the conclusion of the 2010-2011 year was \$4.3 million. The 2011-2012 College budget was based on an FTE of 3,460. Actual FTE for that year was 3,336, 124 FTE lower than budgeted. The gap was bridged with fund balance and unspent budget allocations.

Revenue for the 2012-2013 budget was based on an FTE of 3,650. If achieved, enrollment would have been 314 FTE higher than the previous year's actual. President Larson's decision to create a budget based on an FTE of 3,650 was founded on an assumption that the new Fulton campus would increase enrollment. However, final FTE for 2012-2013 was 3,137 -- 512 FTE lower than budget, prompting the Board to pursue cost savings for 2012-2013 and 2013-



2014, and to use fund balance to cover the revenue shortfall. Table 4 compares budgeted to actual FTE since 2001. Table 5 compares fund balance at budget year beginning and end.

**Table 4: Budgeted vs Actual FTE**



Source: Institutional Research and Planning Office

Senior Administration was slow to respond to the drop in fall 2012 enrollment. Few class sections were cancelled despite enrollment figures that demonstrated a need to do so. Bargaining unit leaders were approached in the spring of 2013 to consider furloughs and other actions to address the 2012-2013 budget shortfall. Furloughs of various lengths were enacted for the Administrative/ Professional, Educational Support Professional (ESP), Custodial, Management/Confidential (M/C), and Executive groups. That, coupled with efforts by management in spring 2013 to reduce part-time hours and limit general expenditures narrowed the gap. That summer, the Board sought additional savings by instructing the President to require senior administration to provide a list of employees for reductions in hours and retrenchment. Intent on adhering to collective bargaining agreements and to preserving the core academic mission of the College, senior administration complied with the request. In June of 2013, President Larson formally sought an additional, one-time special allocation from the Cayuga County Legislature in the amount of \$400,000. The County declined the request, and also declined a verbal request by President Larson for an additional one million dollars. The budget gap was ultimately closed with fund balance.

Balancing the 2013-2104 budget, however, would require a significant reduction in workforce. Key collective bargaining unit agreements *required a declaration of financial exigency* for terminations to occur. In the absence of those specific contractual obligations, the College would have implemented workforce reduction measures and adjusted operating budget lines to address the enrollment decline and loss of revenue. Although no SUNY or standard definition of financial exigency exists, on July 17, 2013, the Board of Trustees determined that the College’s financial state merited a declaration of financial exigency. Formal grievances were submitted by the Faculty Association and the Administrative/Professional Group, challenging the financial exigency declaration. An arbitrator later determined that the College had met its burden of proof regarding financial exigency.

**Table 5: Fund Balance**

Fiscal Year	Beginning Fund Balance	Addition (Draw)	End Fund Balance
2001-2002	1,754,580	(128,308)	1,626,272
2002-2003	1,626,272	(220,322)	1,405,950
2003-2004	1,405,950	(316,451)	1,089,499
2004-2005	1,089,499	252,336	1,341,835
2005-2006	1,341,835	341,404	1,683,239
2006-2007	1,683,239	241,155	1,924,394
2007-2008	1,924,394	65,169	1,989,563
2008-2009	1,989,563	688,489	2,678,052
2009-2010	2,678,052	2,015,928	4,693,980
2010-2011	4,693,980	(350,557)	4,343,423
2011-2012	4,343,423	(3,106,701)	1,236,722
2012-2013	1,236,722	(1,290,976)	(54,254)
2013-2014	(54,254)	2,366,404	2,312,150
2014-2015	2,312,150	500,000	2,812,150
2015-2016	2,812,150 (Estimated)	(1,262,300) (Estimated)	1,549,850 (Estimated)

Source: VP, Administration/Treasurer

### Strategic and Facilities Planning

The 2009-2012 Strategic Plan outlined six broad goals: communicate the distinctive identity that is Cayuga Community College, foster and sustain a supportive and satisfying student experience that engenders success, inspires lifelong learning, and promotes a global perspective; develop and modify programs and their delivery modes based on needs assessment and resource viability; establish and sustain partnerships that are responsive to the diverse aspirations, values and demographics of our communities; develop, manage, and invest resources in support of the College’s strategic goals and institutional renewal; and implement organizational structures that are transparent, flexible and responsive to the needs of the College and its partners. Specific and detailed action steps were associated with each goal, and the College set out in 2009 to achieve those ambitious objectives. The Strategic Plan Progress Grid, completed in 2012, describes, in detail, the College’s efforts to achieve the plan’s goals.

Many of the action steps identified in the plan were accomplished. However, despite strategic priorities to improve transparency with budget development and oversight, only token efforts were made to include the College community in final budget development. Last minute budget changes were often made by the President and Vice President for Administration/Treasurer, without the knowledge or input of other Senior Staff.

The 2007 Facilities Master Plan Update identified general facilities upgrades (windows, plumbing, electrical, building façade, science classroom), as well as larger capital projects. The larger projects included renovation of the College Nature Center to serve as a child care facility education lab to accommodate the growing child care center, construction of an 81,000 sq. ft., two-story Media Communications and Arts Center, renovations to Auburn’s main building to include a One-Stop Student Services Center, and construction of an outdoor multi-purpose athletic field, among others. To date, none of these larger projects have been realized. The Fulton

campus was also a significant focus of the facilities master plan update, and outlined three options: secure additional space in the same location (Broadway), find expansion space elsewhere, or move the entire Fulton operation.

The recommendations of the Fulton Ad-Hoc Committee to “expand at its current location,” and “establish an additional extension site in Pulaski, NY” were abandoned in favor of Option 3 in the Facilities Master Plan Update – move the entire operation to the River Glen property, which was purchased without a dedicated facility master plan or financial plan. (*Compass Report*).

In December of 2009, the Board voted to amend the 2007 Facilities Master Plan Update to enable the College to purchase the former Kalet’s department store in downtown Auburn, for the purpose of constructing a performing arts center.

### Board Oversight

In May of 2014, Compass Consulting completed its ‘Review of the Financial and Business Operations of Cayuga Community College.’ The executive summary identified three primary factors that led to Cayuga’s financial difficulties - revenue, expenses, and systems. “System related problems included a lack of adequate trustee oversight, lack of an early warning system and contingency budgeting, lack of a comprehensive master facility plan for the Fulton Campus, lack of a financial plan to fund facilities on the Fulton Campus and inadequate assessment of College programs and services.” The Report also outlined best practices for Board operations and made the following Board-specific recommendations:

**Table 6: 2014 Compass Consulting Recommendations**

<b>Compass Consulting Recommendation</b>	<b>Status</b>
A Code of Conduct that everyone reads and signs once a year is considered a best practice	In-Development
The board should also define and communicate the authority retained by the board and the authority delegated to management. This is usually reflected in board policies that contain the decisions that need board approval and outline the board’s expectations.	Recommendation
Much of the oversight required by the board can be effectively handled through a strong committee structure.	Completed
The board should establish an audit committee or add the audit function to another board committee and add “audit” to its title.	Recommendation
The board should develop an assessment process to insure that there is internal control over financial reporting. Accurate and timely financial statements are important for trustees to track the financial health of the college and to identify trends to be concerned about.	Recommendation
The board should also receive statements that reflect any liquidity needs that the college may encounter.	Recommendation
The board and administration should have a contingency plan tied to its strategic plan that provides for staged action according to the severity of any financial stress.	Recommendation

*Source: Compass Consulting Report*

## ***Planning and Improvement Processes, and Institutional Renewal***

There is ample evidence that during Dr. Daniel Larson's tenure as President of Cayuga Community College (2007-2013), the College dedicated itself to institutional renewal. The Institutional Planning Committee was created in the spring of 2008, whose charge was, in part, to develop a new, evidence-driven strategic plan, develop a related operational plan that includes relevant assessment measures, and recommend a process for linking planning, assessment, and budgeting. Their work resulted in the 2009-2012 strategic plan, "Transforming Cayuga."

The strategic plan progress grid, completed in late 2012, provides a record of institutional and unit-level improvement efforts. It documents progress toward the achievement of the strategic plan at the institutional and unit levels, and provides evidence of significant implementation. Oversight of the strategic plan's implementation was assigned to the Institutional Planning Committee. Faculty and staff were asked by Committee members to assist in updating the grid and tracking progress toward the achievement of the plan's goals. The grid includes action steps, status, evidence that goals are being met, next steps along with a target date for completion, and identifies a primary contact. Appendix A provides evidence from the Strategic Plan Progress Grid. For further details, see the [\*\(Strategic Plan Progress Grid- Revised 10-29-12\)\*](#) document.

To develop a new strategic plan, in 2014, the Cayuga 20/20 Committee reviewed various institutional documents, including the 2009-2012 strategic plan, the strategic plan progress grid, the most recent environmental scan, the Retention and Completion Committee's Final Report, and other key documents, to assess the College's needs and opportunities.

The new strategic plan was developed through a process which engaged over 100 Cayuga employees and members of the Board of Trustees. Cayuga 20/20 has since transitioned into a College Planning Council, whose charge is to foster institutional renewal, provide leadership and strategic direction using the College's stated mission, vision, and institutional goals, and communicate recommendations and progress reports with all members of the College community. The Planning Council, composed of representatives from bargaining units, senior staff, and a student representative. The Council has numerous charges: facilitate discussions to identify aspirations and opportunities facing the College; annually prioritize strategic goals and initiatives linked to the strategic plan; implement, monitor, review, and evaluate efforts to achieve institutional goals; allocate available funds to support key strategic initiatives; and share progress with all members of the College community.

The College has renewed its efforts to utilize assessment findings for planning, budgeting, and institutional improvement. During the College's financial crisis, Interim President DeCinque (2013-2015) secured the services of an outside consulting firm, Compass Consulting, Inc., to review the College's financial and business operations and make recommendations for improvements. They delivered their report: *A Review of the Financial and Business Operations*, in May 2014. An analysis of the recommendations listed in Appendix I of the Compass report shows that the College has implemented a majority of them. The few that have not

been implemented or are still under development include: consolidating purchasing with one purchasing agent; a comprehensive needs assessment of the Fulton Campus; improved relationships between the Foundation Board and local foundations; and a Code of Conduct ([Compass Consulting Report May 2014](#))

As outlined in Standard 7, performance indicators are produced by the Office of Institutional Research and Planning and Cayuga continues to make progress in developing and using indicators to communicate priorities and measure improvement. Performance indicators not only allow for measuring intended outcomes, but provide an opportunity to benchmark efforts against SUNY and national peers. Although efforts of the College's functional areas have not been structured or well-documented in the past, Functional Area Reviews were introduced in 2013 and the review process now provides functional area supervisors with a framework to undergo assessment and to utilize assessment results for budgeting and planning purposes ([Functional Area Review Guide](#)).

On a macro level, an enrollment forecast report for the 2014-2015 year outlined the challenges facing the College. Fewer students graduating from area high schools, greater competition, and an improving economy, which has an inverse relationship to College enrollments, are impacting enrollment and budgets. The enrollment forecast included three possible enrollment scenarios for the 2014-2015 fiscal year: best-case, probable-case, and worst-case enrollment forecasts, which provide College leaders with the ability to make changes to current operating budgets when necessary and to plan for future budgets. A preliminary enrollment forecast for the 2015-2016 year was provided by the Director of Institutional Research and Planning to the Executive Team in February of 2015 and is being used to develop various budget scenarios for 2015-2016 (Enrollment Forecast Report 2015 2016).

The previous Dean of Information Technology produced an Information Technology Master Plan for 2011-2014, and established a number of entities to gather and analyze information, make data-driven recommendations, and submit relevant budget proposals. These entities include the Technology Advisory Group (TAG), Instructional Technology Planning Group (ITPG), Cayuga Data Intelligence Group (CDIG), and Cayuga Executive Data Operations Committee (CEDOC). The master plan outlined and prioritized technology issues. Many of the recommendations from the report have already been implemented, including enhanced internet bandwidth, better access to wireless internet, the completion of Banner implementation, single sign-on advancements, centralization of technology assistance via the Help Desk, and others. An Information Security Assessment was also performed by an external consulting firm in 2012. Many of the recommendations from that report have been addressed as well ([Cayuga Community College Information Technology Master Plan 2011-2014](#)), ([Information Security Assessment: Observations and Recommendations; April 2012](#)).

A Retention and Completion Committee final report included data and descriptions of current status in retention, graduation, and transfer, best practices in the field, and recommendations for change. In response, a Student Success Team was charged by the Provost with implementing those recommendations ([Retention and Completion Committee Final Report](#)).

The Center for Academic Success routinely uses assessment data in budgeting, and modifies their budget requests to address issues of concern. For example, a 2014 report on distance education and the findings of a faculty survey led to the establishment of online tutoring via NetTutor. Enrollment and usage data assist staff with projections of student need.

An *Environmental Scan* was completed in 2013 which contributed to the 2015-2020 strategic planning process.

### ***Aligning Limited Resources with Mission, Vision and Strategy***

The College's annual operating budget is the document that describes the allocation of College resources. In 2009/10, departments were asked to link budget requests to a list of pre-determined priorities in the document *2009-10 Linking Planning, Assessment and Budget*. The document established priorities for the fiscal year from the strategic plan. Budget managers were required to tie requests for both operating funds and new positions to institutional priorities in their budget documents. Managers were asked to provide quantitative and/or qualitative data to support their request. As a result, the budget process used the previous strategic plan as its starting point in the 2009/10, 2010/11, 2011/12, and 2012/13 fiscal years.

The budget process utilized in the most recent two years was atypical due to the College's extreme financial hardship and declaration of financial exigency. In 2013/14, budget managers used zero based budgeting and started from zero in their departments. In 2014/15, budget managers were requested to reduce budget lines or only present non-optional increases to their operating budgets.

Former President Larson (2007-2013) relied on a President's Cabinet, comprised of interested College employees, to rank increases in requests based on the available data and institutional priorities. Requests were given high, medium, or low priority. The Cabinet used these funding rankings to make recommendations to the Executive Team. Cabinet Minutes reveal that rankings were linked to institutional priorities outlined in the strategic plan and that recommendations were forwarded to the Executive Team. The President's budget planning memo for that year stated that operating funds would be allocated in relation to strategic goals. According to the previous Vice President of Administration/Treasurer, budget decisions were made based upon top level goals in the strategic plan ([Cayuga Community College Strategic Plan](#)), ([President's Budget Planning Memos](#)).

Even in challenging financial times, the College continued to align resource allocation with strategic planning. In the 2014/15 fiscal year due to financial exigency, budget managers were asked to submit only reductions to the previous year's budget and mandatory increases to operations. Senior Staff identified student retention, cited in goal 2 of the strategic plan, as a high priority that year. In support of that priority, four part-time student success advocate positions were created and filled.

## ***Recent Efforts and Initiatives to Address the College's Financial and Systems Operations, and Stabilize Enrollment***

As indicated earlier, Compass Consulting completed its 'Review of the Financial and Business Operations of Cayuga Community College' in May of 2014, and recommended, among other things, that the College pursue a regional model to address projected budget shortfalls due to decreasing enrollment and the newly structured New York State capital chargeback formula, which is not to the College's financial advantage. Negotiations are being spearheaded by President Durant with collaboration from the College Board of Trustees and Cayuga and Oswego County Legislators.

The Compass Consulting Report also identified three primary factors that led to Cayuga's financial difficulties - revenue, expenses, and systems. An itemized list of the College's efforts to address these issues are provided, including strategies related specifically to enrollment management.

### ***Expenses***

- Budget-neutral collective bargaining agreements negotiated in 2014
- Lease payments related to the Broadway facility end May, 2016
- Zero-based budgeting approach in 2013-2014 itemized, prioritized College expenses
- All collective bargaining units have transitioned to a 3-tiered prescription drug program
- Caps lowered on employee health buyout option
- Elimination of 7% premium for teaching an online course
- Increase in the student cap for online courses, from 20 to 25
- Teaching added to the responsibilities of non-instructional or "professional" faculty
- Closer monitoring of class sections with timely reductions in relation to actual enrollment
- Involvement in cooperative purchasing agreements (partnership to purchase paper in bulk saves \$15,000 annually)
- Review of public safety staffing resulted in elimination of Sunday coverage, reduction in evening coverage
- Stipends (additional compensation) eliminated for executives
- All position vacancies and staffing requests reviewed by senior staff
- Partnership with CiTi (Oswego County BOCES) reduces personnel costs (shared Executive Dean for Community Education and Workforce Development salary)
- Phase-out of Sunday offerings; courses shifted to evenings; implementation to begin Fall, 2016
- Phase-out of low-enrolled parts-of-term; courses shifted to other terms; implementation Fall, 2016
- Recent Banner training results in better development and monitoring of personnel budget

### ***Revenue***

- Cayuga, Oswego County officials and College administrators continue discussions with regard to regional sponsorship, capital chargebacks
- Negotiations with Oswego County to lease a portion of the Kmart space for a 911 Call Center continue

- Conversations with Oswego County YMCA to renovate a portion of the Kmart at River Glen continue
- Annual budgets based on conservative revenue estimates
- The creation of a Bursar position by spring 2016 will address and lower outstanding student accounts receivable (\$2.8m)
- Partnership with Inceptia addresses high student loan default rates
- Enrollment and Student Success Council sub-committee reviewing College fees; may propose increasing fees and introducing new student fees based on course expenses
- Student Technology fee revenue is being applied to broader College technology expenses
- College pursuing multiple grant opportunities; direct application of indirect cost recovery
- Local matches being pursued to access State University Construction Fund appropriations
- Rebuilding relationships between College and Foundation

### ***Systems***

- Improved reporting mechanisms, accuracy and reliability
- Monthly monitoring of cash flow; shared with SUNY
- A new planning process, via the Planning Council, will ensure linkages to planning, budget, and assessment
- A new budget development process will systematize budget planning and involvement
- A new strategic plan through 2020 provides a roadmap for resource allocation, priority-setting
- A new Enrollment and Student Success Council now reviews annual enrollment projections, proposals to enhance student success
- Enrollment updates that compare budgeted to actual are sent to College budget managers and key stakeholders every morning via email
- A new facilities master plan approved by the Board provides broad options for facilities upgrades
- Functional area review process now in place for each functional area to assess and enhance operations, outcomes
- Various Board By-Laws revisions address structure, process, code of conduct
- Minutes now taken during Board Committee meetings

### ***Enrollment Management***

- Annual enrollment projections provided to inform budget development
- New Facilities Master Plan includes on-campus housing, athletic fields, and general facilities enhancements
- Student Housing Task Force exploring impact of on-campus student housing on operations
- Student Success Advocates providing outreach to student cohorts to enhance persistence
- Stronger efforts to reduce the number of students deregistered for non-payment
- Enrollment and Student Success Council reviewing proposals that impact enrollment, student success
- Cayuga Advantage Program expanding offerings; exploring early college high school models
- Cornell Prison Education Program (CPEP) adding sites, students
- Nursing program cohort added in Fulton



- Online certificate in event management now available
- AOS degree/certificate in culinary arts under development
- Occupational Therapy Assistant program approved by SUNY and awaiting NYSED approval
- Industrial Maintenance Program Option and Certificate (Fulton) awaiting SUNY and NYSED approval
- College website completely revised; all College publications updated
- London Program Travel-Study review of expenses resulted in over \$55,000 in savings

*Retention and Completion Committee Report and Recommendations.* To impact persistence rates and address declining enrollment projections, the College has committed to explore and address issues preventing student retention and completion. In 2013, a Retention and Completion Committee was charged with developing an integrated approach to improve retention outcomes based on a collective understanding of Cayuga, its students and culture, as well as best practices in the field. The Committee issued its report in 2013 with numerous recommendations. A new Student Success Team was tasked with prioritizing and implementing those recommendations. To date, many recommendations have been or are in the process of being implemented, including the development of a co-curricular transcript, mandatory new student orientation, accelerated pathways for students in developmental English and math courses, online tutoring, improved academic advisement processes that include educating students about the benefits of advisement, an early alert system to identify students at risk of failing, greater student advocacy, and the development of functional area reviews to improve institutional effectiveness.

*Academic Schools.* The College now has five distinct academic schools that focus on different areas of study and career development with designated program coordinators who support the work of the Division Chair. The school concept was first proposed by the *Facilities Master Plan of 2005*, with a proposal to house a school of arts in a separate facility on campus. It then matured into a formal proposal when the Academic Management Ad Hoc Committee recommended the structure to encourage students to form distinct academic identities and cohorts for areas of study. Those recommendations can be found in the *Report from Academic Management Committee 4/28/2010*.

The creation and packaging of academic schools was envisioned by faculty leaders as a low-cost marketing and retention strategy to promote the College's academic programs and connect enrolled students with similar interests and aspirations. The most recently updated [Facilities Master Plan \(2015\)](#) outlines Auburn campus renovation options that advances this idea by modernizing aging facilities and constructing multiple clusters of academic department blocks that create a physical presence for each 'school' to further deepen the sense of community for students.

The Board of Trustees approved the concept and the College implemented the plan in 2011. The current catalog lists the schools, included: School of Business; School of Health Sciences; School of Media and the Arts (SOMA); School of Sciences, Technology, Engineering and Math (STEM), School of Social Science and Education. Each school will have its own promotional material and target audience for open houses and orientation sessions. The School of

Media and the Arts (SOMA) already has its own convocation ceremony as well ([Interview with Steve Keeler, 3/27/15](#), [Course Catalog 2014-15](#), [Facilities Master Plan, 2007](#), [Report from Academic Management Committee 4/28/10](#)).

*Community Partnerships.* The new strategic plan includes objectives related to the development of partnerships with area school districts, private businesses, and non-profits. In response, Cayuga partnerships have resulted in new programs of study, internship and service opportunities for our students, and transitional study programs for high school students earning college credit. These new initiatives include a partnership with Oswego County BOCES (CiTi) to offer credit and non-credit workforce development programs and services to Oswego County residents. The College's Executive Dean of Workforce Development and Continuing Education will lead operations at the Fulton campus in an arrangement that shares expenses with Oswego BOCES.

Auburn High School received a \$2.8 million dollar *Pathways in Technology Early College in High School* (PTECH) grant and is partnering with Cayuga to prepare students for jobs in electrical and mechanical technology. Students enrolled in the program will receive a no-cost degree in Electrical Technology or Mechanical Technology from Cayuga; workplace training and mentoring; intensive academic support; and coordinated, project-based study while in the program. The first cohort of twenty students enrolled in the program in the fall of 2015.

Cayuga's concurrent high school enrollment program (Cayuga Advantage) has expanded its offerings to meet the needs of over 20 area high schools. In 2014-2015, telecommunication courses were offered at Ithaca high school in Tompkins County, and Jefferson County's Carthage high school now offers Cayuga's Math 104 course.

Cayuga's emerging partnership with SUNY Oswego via the \$2.88 million federal, "First in the World" grant, which Oswego will use to implement its *Transfer Gateway and Completion* project, targets low-income, first-generation, two-year college students to help them transfer seamlessly and earn a four-year degree. Cayuga is one of three community colleges and a regional non-profit collaborating with Oswego to increase opportunities for first generation college students to successfully complete a four-year degree.

Cayuga received a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant in 2013. The TAACCCT grant program is designed to meet the needs of manufacturers state-wide who face a shortage of skilled technical employees. This grant provides the framework to develop partnerships with plastic and manufacturing companies in the region, including Tessa Plastics, Welch Allyn, Currier Plastics, and ITT Goulds Pumps. These partners provide equipment for hands-on learning, and are working closely with faculty to develop curriculum that addresses the soft skills necessary for seamless transition from degree to job. The TAACCCT grant and industry partnerships, notably with Currier Plastics, enabled the College to repurpose an existing facilities storage building to create the Advanced Manufacturing Institute and provide students with access to industry standard manufacturing equipment. The College's efforts to promote the partnership and offer flexible schedules to accommodate working adults have resulted in significant program growth, from 13 to 37 students in one academic year.

The business and computer science programs now have internship options for students. Since the inception of these internship courses in 2011, over 20 students have been involved in experiential learning opportunities at local businesses and non-profits.

*Transitional Studies Program.* A key Middle States recommendation involved the development of a comprehensive developmental studies program. The College hired a developmental studies coordinator in 2010 (recently renamed “transitional studies”), and a plan was completed in spring 2013. The coordinator worked with other faculty to develop a new college success course using principles of Skip Downing’s *On Course* curriculum. Students who test into one or more developmental courses are required to take the one or three credit courses respectively. These courses help students understand and prepare for college-level learning and critical thinking expectations. ([Transitional Studies Program 2013 GAP Plan](#))

*Program Development Committee.* The Provost and Vice President for Academic Affairs convened an ad hoc Program Development Committee (the Committee) in Fall of 2011. The Committee was comprised of Division Chairs, the Dean of Community Education and Workforce Development and representatives from Cayuga and Oswego Counties. The Committee undertook two major initiatives that year—the organization of a variety of resources for program development that are available to faculty and our local workforce on the College share and website, and an analysis of available data to determine workforce development program opportunities. A program development committee report summarizes the Committee’s analysis of workforce development program opportunities ([Program Development Committee on Workforce Development Program Opportunities, 2012](#)).

The Program Development Committee supports and advances the mission of the College as it affects planning for future program development. It is an advisory body charged with identifying emerging academic programs compatible with the mission and vision of the College through research and analysis of local, regional, and national economic and workforce data and trends. Faculty members continue to research and recommend future program development through their divisions with support from the Committee. This Committee continues to engage members of the College community and its external local/regional partners and stakeholders in investigating future program considerations compatible with the College’s mission, vision, and the needs of the communities it serves. As of Fall 2015, new program recommendations are in development for certificates in culinary arts, certified occupational therapy assistant, advanced manufacturing and plastics, and health sciences ([interview with Christie Waters, Committee Chair, 2/28/2015](#)).

*Entrepreneurship.* Cayuga was involved with the Kauffman Foundation Campus Initiative from 2009-2011 and received grants in the amount of \$3 million from the Foundation to create an environment of entrepreneurship which embraces innovation and creativity on campus. This led to collaborations with other SUNY campuses and Syracuse University. New courses and programs were developed under the entrepreneurship umbrella including wine studies, event management, and C3Video Productions. The project “Cayuga Community College Entrepreneurial Infusion” was recognized by a 2013 Leavey Award for Excellence in Private Enterprise Education from Freedoms Foundation, Valley Forge. The project was one of only eight selected nationally to receive this award.

*Experiential Learning (EL) Designation.* One of the recommendations within the 2009-2012 Strategic Plan was to designate courses as Experiential Learning (EL) on transcripts. Cayuga hired a Coordinator of Experiential Learning in 2011, and quickly formed a committee tasked with defining EL at Cayuga and providing a process for faculty to designate courses as EL. Both tasks were accomplished in 2013. Currently, over 40 courses are offered each year with an experiential learning designation.

*Co-curricular Transcript.* Another recommendation involved the development of co-curricular transcripts for students. This transcript will verify student involvement in extra-curricular activities. This initiative is in development and will launch in the spring of 2016.

Despite our financial challenges, Cayuga is making progress toward its strategic goals. The College's renewed emphasis on the coordination of planning with resource allocation via the Planning Council will prepare us to function as a smaller, leaner institution with fewer students, focused on increasing retention and completion rates despite an environment of diminishing resources. Ultimately, it will be our ability to thoughtfully and prudently align planning and resource allocation, along with sustained efforts toward institutional renewal, which will enable us to evolve, grow and manage new circumstances.

***Suggestions:***

1. Create a new Bursar position to streamline the bill paying process and address outstanding student accounts receivable.
2. Continue to enhance the evaluation of course schedules by maximizing the use of live enrollment data to efficiently manage the allocation of limited resources.

***Recommendations:***

1. Develop a new institutional planning process that is comprehensive, integrates College-wide and functional area plans, and ensures linkages to strategic planning, budget development, and assessment.
2. Develop a contingency plan tied to the College's strategic plan that provides for staged action relative to the severity of any financial stress.
3. Enhance the College's budget development process by clarifying and communicating the responsibilities of faculty, staff, and administration, and the budget planning timeline.
4. Review and enhance the data and processes that inform the Board of Trustees of the financial condition of the College, develop an annual assessment of internal controls over financial reporting, and on a monthly basis, provide the Board of Trustees with statements reflecting liquidity.

5. Establish an audit committee of the Board of Trustees or add the audit function to another board committee and add “audit” to its title.

## STANDARD 3 – INSTITUTIONAL RESOURCES

In the five years since the last Periodic Review Report, Cayuga Community College has weathered several challenges, most notably, a declaration of financial exigency in 2013. The College is now focused on recovery, stabilization and future growth. A College-wide presentation by Interim President Gregory DeCinque (2013-2015) in March of 2015, and a recent Enrollment Forecast Report, outlined the challenges that face the College. These include inadequate financial support from Cayuga County, the College's local sponsor, and from New York State, which by state statute is obligated to contribute 33% of the College's total operating budget but currently contributes less than 30%. Additionally, the College faces declining enrollment resulting from fewer students graduating from area high schools; greater competition from surrounding institutions; and an improving economy, which historically precipitates declining enrollment at community colleges. As Cayuga continues to meet these challenges, it is simultaneously shaping itself into a contemporary, performance-based institution. ([President's Powerpoint Presentation for Board of Trustees 031815](#)) ([Enrollment Forecast Report](#)) ([CCC MSCHE Monitoring Report 11-25-2014](#))

### *Funding Model*

Briefly, funding for all New York State community college budgets comes from three primary sources:

*State Funding.* By New York State statute, SUNY community colleges are to receive operating revenue in equal proportions from the state, the local sponsor, and student tuition. Despite this statutory requirement, Cayuga has failed to receive funding levels in accordance with the statute for well over a decade. Base state aid amounts are set each year by the State Legislature and Governor in the annual state budget. The amount allocated to Cayuga is determined as an amount per full time equivalent student (1 FTE = 30 eligible instructional credit hours). In 2014-2015, \$2,497 was awarded per FTE. To reduce annual variability in college revenues from state aid, allocation is based on a three-year weighted average. Disbursements are based on a 50% allocation for the prior academic year just ended, 30% for two-years prior and 20% based on three years prior.

*Local Sponsor Contribution and County Chargebacks.* As the local sponsor, Cayuga County is responsible for 33% of the College's operating funds. That commitment can be accomplished by combining a direct allocation, reserve balance draw, and operating chargeback revenue. Chargebacks are billed to counties for students whose principal residence (as defined by statute) is not in Cayuga County. These counties provide community colleges the equivalent of local sponsor support for their students. Chargebacks come in two forms - operating and capital. Operating chargeback is calculated by a statutory formula. Capital chargeback is restricted by statute and can only be used for capital indebtedness, construction, or capital project repairs. Because capital chargeback revenue cannot be used to support the operation of the College, only operating chargebacks are budgeted in unrestricted revenues.

*Tuition and Other Revenue Sources.* Although student tuition is statutorily limited to 33% of the College’s operating budget, student tuition accounted for 39.3% (\$12,906,128/\$32,832,209) of the revenue received in 2013-2014. Inadequate support from the local sponsor and from New York State necessitated increases in student tuition. Increases in Pell and TAP have helped cover increased tuition rates for students with greatest financial need. Appendix D of this Standard provides a summary table of revenue and tuition trends, 2010-2014. Table 7 displays the College’s three primary funding sources and amounts. Table 8 details the sources of local funding and annual amounts.

**Table 7: Funding Sources (in Thousands)**

Year	Total Operating Budget	State Operating Aid	State Aid	Student Tuition Revenue	Tuition Revenue	Local Share Revenue	Local Revenue
2006-07	\$23,080.2	33.5%	\$7,743.0	40.3%	\$9,303.0	26.1%	\$6,034.2
2007-08	\$24,149.4	34.0%	\$8,221.4	39.9%	\$9,632.7	26.1%	\$6,295.3
2008-09	\$25,725.1	32.7%	\$8,409.6	41.7%	\$10,726.4	25.6%	\$6,589.2
2009-10	\$27,374.5	30.6%	\$8,366.9	48.1%	\$13,166.0	21.3%	\$5,841.7
2010-11	\$30,295.3	28.3%	\$8,565.0	45.4%	\$13,761.0	26.3%	\$7,969.3
2011-12	\$32,157.3	25.5%	\$8,188.2	44.7%	\$14,367.3	29.9%	\$9,601.8
2012-13	\$31,253.1	28.1%	\$8,781.3	46.0%	\$14,361.6	25.9%	\$8,110.1
2013-14	\$29,161.6	30.7%	\$8,947.5	44.8%	\$13,053.0	24.6%	\$7,161.2
<b>Average</b>		30.4%		43.9%		25.7%	

Source: Institutional Research and Planning Office

**Table 8: Local Share Revenue Detail (in Thousands)**

Year	Local Share Total	Sponsor Contribution	Chargeback Revenue	Out of State Tuition	NYS Resident without a Certificate	Fund Balance/ Other
2006-2007	26.1%	\$2,678.4	\$3,360.5	\$155.4	\$68.6	\$-228.7
2007-2008	26.1%	\$2,678.4	\$3,486.8	\$130.4	\$64.9	\$-65.2
2008-2009	25.6%	\$2,758.8	\$4,301.3	\$83.0	\$93.7	\$-647.5
2009-2010	21.3%	\$2,841.5	\$4,765.5	\$111.6	\$139.0	\$-2,015.9
2010-2011	26.3%	\$2,841.5	\$4,329.9	\$141.7	\$305.4	\$350.9
2011-2012	29.9%	\$2,841.5	\$3,066.4	\$170.6	\$267.1	\$3,256.1
2012-2013	25.9%	\$2,898.3	\$3,499.5	\$172.1	\$249.2	\$1,291.0
2013-2014	24.6%	\$2,898.3	\$6,265.7	\$164.7	\$198.8	\$-2,366.3
<b>Average</b>	25.7%					

Source: SUNY System Administration Worksheet – NOC YEARS Plus 1314 Actual

## Grants

Cayuga has also been the recipient of several grants that are a significant contribution to the College’s resources. As detailed in Appendix E, this includes on-going funding in the Statewide Training and Education in Advanced Manufacturing Educational Pathways Project (TAACCCT) and the Regional Adult Education Network (RAEN) programs.

## Enrollment

Cayuga’s enrollment patterns over the past fifteen years reflect an institution that grew with the introduction of an extension site in Oswego County in 1994, its expansion to a larger facility in 2001, and its designation as a branch campus in 2006 (conferred by New York State Education Department). The expectation of continued growth in Oswego County prompted College leaders in 2008 to explore a number of options, including moving the entire Fulton campus operation to a larger facility. As described in detail in Standard 2, the College eventually moved its Fulton campus in 2012 to the River Glen facility.

The proliferation of online courses and programs have also created an additional source of revenue for the College, attracting out-of-area students and benefitting local students looking for opportunities to create schedules that fit their busy lives. The Table below details the growth in online FTE since 2008.

**Table 9: Online Enrollment (FTE)**

Term	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Fall	206.9	268.4	312.2	312.1	326.3	340	336.10
Inter	36	25.5	32.2	32	30.8	30.5	33.67
Spring	244.9	313	333.8	341.2	331.6	330.77	325.83
Summer	207	230.9	277.5	255.9	247	210.60	205.40
<b>Total</b>	<b>694.8</b>	<b>837.8</b>	<b>955.7</b>	<b>941.2</b>	<b>935.7</b>	<b>911.87</b>	<b>901.00</b>

Source: Argos Reports

Cayuga’s enrollment patterns also speak of an institution, not unlike many of its peers, which experienced record-high enrollments following the great economic recession of 2008, and began a return in 2011 to pre-recession levels. Overly-optimistic enrollment projections in 2012 resulted in actual enrollments that deviated significantly from budgeted levels. Poor planning, additional expenses related to the move to River Glen, and the absence of budget contingencies resulted in a financial crisis that year and the need to declare financial exigency.

Cayuga’s enrollment future is inextricably linked with the area’s demographic shifts and downward trends in high school populations, to changing economic conditions, and to increasing competition from peer institutions. The implementation of best practice strategic enrollment management strategies, the development of targeted academic programs that meet the needs of students and our community partners, and the thoughtful pursuit of capital funding will have a significant impact on future enrollments. The College’s fiscal health will ultimately be tied to the health of its enrollment and will require a disciplined, conservative approach to budget development and innovative programming.

**Table 10: Budgeted vs Actual FTE**

Budget Year	Budgeted FTE	Actual FTE	FTE Difference Increase (Decrease)	% Increase (Decrease)	Base Aid-Fundable FTE (50%/30%/20%)	% Increase (Decrease)
2001-2002	1,890	2,056.1	166.1	8.8%	1,954.9	--
2002-2003	2,150	2,350.9	200.9	9.3%	2,153.9	10.2%
2003-2004	2,415	2,715.0	300.0	12.4%	2,474.0	14.9%



2004-2005	2,740	2,878.0	138.0	5.0%	2,723.7	10.1%
2005-2006	2,930	2,801.5	(128.5)	(4.4%)	2,807.2	3.1%
2006-2007	2,750	2,782.4	32.4	1.2%	2,807.3	0.0%
2007-2008	2,650	2,868.5	218.5	8.2%	2,829.3	0.8%
2008-2009	2,820	2,925.0	105.0	3.7%	2,879.5	1.8%
2009-2010	2,892	3,461.0	569.0	19.7%	3,181.7	10.5%
2010-2011	3,500	3,490.0	(10.0)	(0.3%)	3,368.3	5.9%
2011-2012	3,460	3,336.0	(124.0)	(3.6%)	3,407.2	1.2%
2012-2013	3,650	3,137.3	(512.7)	(14.0%)	3,267.5	(4.1%)
2013-2014	2,900	3,030.7	130.7	4.5%	3,123.7	(4.4%)
2014-2015	2,930	2,854.4	(75.6)	(2.6%)	2,963.9	(5.1%)

Source: Institutional Research and Planning Office

### ***Financial Exigency***

In July 2013 the College’s Board of Trustees adopted a resolution declaring financial exigency. Later that July, Middle States requested documentation concerning its financial situation. Former President Larson (2007-2013) submitted all required financial documentation that outlined the College’s financial plan on September 12, 2013 ([Board Resolution Declaring Financial Exigency 7-17-2013 Minutes](#)). Standard 2 describes the events surrounding the College’s financial crisis in detail.

In the days and months leading to the Board’s declaration of financial exigency, there was a growing sense among administrators, faculty, and staff, that the College was experiencing a serious financial crisis that would likely lead to budget cuts and staff reductions. It was a period that generated much anxiety and fear throughout the organization. Many employees offered suggestions to reduce budgets, brainstormed strategies to support enrollment, and voluntarily curtailed expenditures.

In the fall of 2013, former President Larson (2007-2013) retired and was replaced by Interim President Gregory DeCinque (2013-2015). After initiating steps to strengthen the College’s finances and prioritizing steps to secure its future, DeCinque reported in fall of 2014 that the College ended the 2013-2014 year with expenditures under budget and an addition of \$2.6 million to the reserve fund, raising the reserve fund balance to eight percent (8%) of net operating costs. On September 17, 2014, the Board of Trustees voted unanimously to lift the declaration of financial exigency.

### ***Conservative Budgeting***

The 2013-2014 budget was based on 2,900 FTE. The year ended with 3,029 FTE, \$2,038,821 or 6.3% less than the 2012-2013 budget, which accounted for much of the reserve fund increase. Savings realized in operations and payroll in 2012-13 remained in place for the 2013-14 year. Reductions in part-time staff hours were retained and only strategic increases were granted for departmental budgets, and vacant positions were not filled. In addition, sixteen employees were laid off bringing the savings in personnel costs to over \$1.5 million. The decision of whom to lay off was based on a commitment to preserve and protect the core educational mission of the College.

The 2014-2015 budget was based on 2,930 FTE, maintaining operating budget lines at 2013-2014 levels with minor adjustments. All four bargaining unit contracts were settled in the 2013-2014 academic year and the first month of the 2014-2015 academic year. In each contract, salary increases were budget neutral due to concessions such as eliminating a seven percent incentive for teaching online courses, moving to a 3-tier drug program in the health insurance plan, and reducing the payment for health insurance buyouts. The 2015-2016 budget process utilized a revised form requiring budget managers to link budget requests to strategic plan goals and assessment measures.

### ***Analysis of the College's Financial Position***

Interim President DeCinque (2013-2015) and the Board of Trustees engaged the firm of Compass Consulting to conduct a review of the financial and business operations of the College. The review included comparative statistical data for 2012-2013. In March 2015, DeCinque detailed the financial challenges ahead and provided budget scenarios related to expected changes in the State chargeback formula, as well as a proposed change from local to regional sponsorship ([Compass Consulting Report](#)) ([President's Powerpoint Presentation for Board of Trustees 031815](#)).

### ***Regional Sponsorship***

By New York State statute, SUNY community colleges are to receive operating revenue in equal proportions from the state, the local sponsor, and student tuition. Twenty-eight of the thirty community colleges in the SUNY system operate on this traditional funding model, including Cayuga. Unfortunately, as indicated earlier in this Standard, Cayuga has failed to receive funding levels in accordance with that statute for well over a decade.

The Compass Consulting Report describes an alternative regional sponsorship model and its potential benefit to Cayuga Community College. The Report notes that Cayuga County has increased its appropriation to the College by only 8% during the past seven years. Their appropriation to the College represents only 9% of the budget, and the County has provided few capital dollars over the years. Cayuga County residents account for less than 40% of the College's enrollment while Oswego County residents make up about one-third of the College's enrollment. While there has been significant growth in enrollment from Oswego County, it has no representation on the College's Board because trustees must currently be residents of Cayuga County.

New York Education Law 6310 permits the establishment of Community College Regions. Under a regional sponsorship model, the College Region would assume sponsorship of the College as a separate, corporate body operating as a public benefit corporation. All real property and assets would be deeded, transferred and assigned to the Region, and a consideration would be paid to the former sponsor for its investment in the College. All debt would be assumed by the Region. All employees would become employees of the Region retaining all rights and collective bargaining. The registration and accreditation of existing courses and curricula would continue. An operating chargeback would be established annually by trustees and each participating sponsor, as well as all other counties, and would pay an amount equal to

the chargeback rate times the FTE attending who are residents of each respective county. Sponsoring counties and all other counties would pay a capital chargeback for each student determined by state formula. College audits would be shared with sponsoring counties and each county would have the right to conduct its own audit.

The Report concludes that a viable financial arrangement under a regional sponsorship model initially would not increase the cost to either Cayuga County or Oswego County, and it recommends that College and County leaders consider a regional sponsorship model.

### ***Budget Development Process***

The Compass Consulting report also noted the lack of a formalized process linking enrollment forecasting to budget development. Improvements to the collection and analysis of internal data for enrollment forecasting now enables the College to more accurately project annual enrollment. Daily enrollment reports that include actual versus projected numbers are utilized in recruitment and retention initiatives. These enrollment reports are also shared monthly with the Board of Trustees. The Compass Report summarizes the impact of population projections, trends in the number of students graduating from area high schools, the local and national economy, the current level of competition for students, and other factors. Additionally, the College formed an Enrollment Council to analyze, project, and manage student enrollment, and recommend changes to enhance recruitment, persistence, and completion ([2014 2015 Enrollment Forecast Report Executive Summary 100814](#)) ([Enrollment Council Charge](#)).

Budget managers and functional area supervisors, in consultation with their direct supervisors, are responsible for assessing their respective areas and determining the need for human, financial, technical, and facilities resources. During the budget-making process, which typically takes place in January-February, budget managers are asked to submit operating budget proposals that address needs for the upcoming fiscal year. Budget proposals are forwarded to the appropriate vice president or supervisor for review and approval. Approval of the vice president provides an important and necessary step, ensuring that requests for institutional funds are reasonable and appropriate. Operating funds relevant to most budget managers include the following budget line descriptors: General (indirect costs of instruction), Instructional (goods, materials and services used in the classroom); Travel, Printing and Advertising, Mailing, and Communications. Requests for personnel and equipment require additional data to justify the expenditure.

The budget development process for the 2012-2013 fiscal year required budget managers to provide a rationale for each request and a direct link to the 2009-2012 strategic plan. In early 2013, anticipating lower enrollment in 2013-2014, the College implemented a zero-based budgeting strategy. This strategy required budget managers to identify and justify each anticipated expenditure, enabling senior staff in their final review of the institution's budget, to preserve essential activities and remove less vital budget requests. The College's implementation of zero-based budgeting ensured that diminishing institutional resources were being directed to mission-critical activities. The 2014-2015 budget kept budget lines at 2013-2014 levels, with minor changes. The 2015-2016 budget process asked budget managers to list changes to the 2014-2015 budget, and to link any requests to the new strategic plan.

The College's new strategic plan, approved by the Board in February of 2015, outlines six broad themes, including a focus on responsible management and stewardship of the College's finances. The Plan emphasizes goal setting that supports a collaborative budget-development process, budget alignment with strategic planning and assessment, capitalizing on opportunities to secure stable, sustainable sources of revenue, and involving all members of the College community in ongoing cost management. ([Cayuga Community College 2015-2020 Strategic Plan](#)).

### ***Annual Budget Process***

The institution's annual budget must be approved first by the College's Board of Trustees, then by the Cayuga County Legislature, and finally by the Board of Trustees of the State University of New York (SUNY).

The College utilizes the Banner system to prepare, monitor, and manage College budget operations. All purchase requests are processed via Banner and require approval by direct supervisors and Business Office administrators. Budget managers have access to budget line details via Banner. The Vice President of Administrative Services/Treasurer initials and approves every invoice. When appropriate, the Business Office employs a segregation of duty procedure to provide a system of checks and balances. For example, as it relates to payroll, the Human Resources Office creates individual jobs for new employees while the Business Office reviews payroll for appropriateness.

Annually, budget managers submit to the Vice President for Administration their department's proposed annual budget. New budget lines or increases in budget lines must be supported by justification and linkages to the strategic plan. The Board of Trustees monitors expenditures via a monthly report. Variations to budget, stipend lists, invoice details, and responses to specific inquiries by Board members are explained.

The College conducts an annual audit by an outside auditing firm, as required for receipt of federal financial aid. All budgets are reviewed during this process including the operational budget, restricted funds, financial aid awards, payroll, accounts payable and grants. The auditors devote approximately three weeks each year to the on-campus review process. The final audit report is submitted to the Board of Trustees for their review and approval, and is then forwarded in December each year to SUNY for approval. The 2013-14 fiscal year audit included several recommendations that have since been implemented ([CCC Financial Statements of August 31<sup>st</sup>, 2014 Independent Audit Report](#)).

The New York State Comptroller's Office occasionally chooses a particular area in the audit for review. In 2012, the Comptroller's Office audited the College's IT department. The results of that audit as well as the College's response are available for review ([Responding to an OSC Audit Report.pdf](#)).

## ***Human Resources***

The declaration of financial exigency was followed by targeted reductions in operating budgets and layoffs of full and part-time employees. Although every effort was made to reduce budgets and address staffing issues while preserving and protecting the core educational mission of the College, these changes had varying degrees of impact on College operations. Cuts in full-time faculty, athletics, student engagement, information technology and custodial have been particularly challenging. The resilience of faculty and staff in their response to the crisis is commendable as they continue to find creative ways to maintain vital services with fewer resources.

According to the former Director of Human Resources, major challenges facing the College over the next three years include maintaining adequate faculty and staff positions, filling vacancies that result from resignation, retirement or unexpected death, maintaining vital services with flat or declining revenue, managing the loss of experienced, knowledgeable faculty, staff and administrators, recruitment challenges related to institutional climate, and improving labor relations.

The need for additional full-time faculty and support staff is well documented. Yet, given the College's financial challenges, filling vacant personnel lines and creating new positions is difficult. Recent efforts to balance the budget have focused on reducing costs. Since personnel costs represent over 80% of the College's operating budget, not filling vacant positions has been a favored strategy. As detailed in Standard 6, succession planning would mitigate the loss of experienced, knowledgeable faculty, staff and administrators. Addressing low employee morale and trust issues involves maintaining open lines of communication between senior leadership, faculty, and staff, keeping employees informed and involved in decision-making processes, and maintaining high levels of transparency.

## ***Capital Projects and Facilities Master Planning***

Funding for capital projects is impacted by sponsorship. Cayuga County is required to provide 50% of cost (as a local match) for approved projects. In the recent past, County finances have prevented full contributions to projects. For example, a recent abatement project at the College was supported by Cayuga County for 25% of the costs with the College Foundation supplying the remaining 25%. Wayne and Seneca Counties contribute to capital projects through the chargeback function. President Durant is now working closely with the College Foundation to pursue local matches to access State University Construction Fund appropriations.

The College contracted with the architectural firm of Patterson, Clark, and Lee in 2015 to update the institution's facilities master plan. The architects were on campus in March to meet with members of the College community and collect information about facilities usage, current and future needs ([Clark Patterson Lee Contract- AIA B102 Agreement CCC-CPL signed TML](#)). The approved [Updated Facilities Master Plan \(2015\)](#) emphasizes a number of key strategies to ensure adequate support for learning resources fundamental to all educational programs to meet

the College's student learning objectives. On-campus student housing, outdoor athletic fields and associated facilities, and renovations to existing Auburn campus facilities reflect Cayuga's current priorities. ([Updated Facilities Master Plan \(2015\)](#), [Facilities Master Plan](#))

### ***On-Campus Student Housing***

Although Cayuga is primarily a commuter college, it recognizes the value a residential life experience can have in providing additional learning opportunities for students. Lattimore Hall is a privately owned and managed apartment building in downtown Auburn. It was designed and built specifically to house Cayuga students, and has an on-site professional staff to serve and support its 97 student residents.

Recognizing that most community colleges in the SUNY system had either constructed or were pursuing on-campus student housing as an approach to stabilizing enrollment, in 2010, former President Larson engaged the services of MGT, America to conduct a feasibility study for on-campus student housing at the Auburn, NY campus. The study was updated in 2013, finding significant demand for student housing in Auburn. In that same year, the Faculty-Student Association (FSA) established the Cayuga Community College Student Housing Corporation to manage ownership and oversight.

The Board's decision in May of 2013 to halt all capital projects with the exception of the theatre project and Fulton's River Glen project, put a temporary stop to any further activities related to student housing.

Under the leadership of interim President DeCinque (2013-2015), the College secured the services of Anderson-Strickler in late 2014 to assess and update the extent of need for on-campus housing. A student housing market study was completed in January of 2015. The study demonstrated a demand for housing on both campuses in the range of 93 to 222 beds in Auburn and 106 to 206 beds in Fulton ([Student Housing Market Study RFP Cayuga CC Final](#)).

President Durant began his tenure in August of 2015, and announced his goals for 2015-2016, which included the creation of a Student Housing Task Force. The Task Force is charged to explore and clarify the challenges and opportunities related to the establishment of student housing at the Auburn campus and make recommendations by January, 2016.

The College would benefit from on-campus student housing in multiple ways. The four community colleges that surround Cayuga all have on-campus student housing. The availability of attractive student housing would serve as an essential recruiting tool to students in the area as well as to individuals who reside at a distance. On-campus housing would provide coaches with the opportunity to recruit additional student-athletes. Housing is also a strategy for sustaining and growing academic programs. A student housing facility with 150-200 beds would likely provide the College with as many additional full-time students, further stabilizing enrollment.



### ***Athletic Fields***

For a number of years, the College has acknowledged the need for an outdoor athletic field on or near the Auburn campus. The College has never had its own outdoor athletic fields, and of necessity, utilizes a Cayuga County-owned field for practices and games, which is a 10-15 minute drive from the Auburn campus. In response to this challenge, the Director of Athletics has advocated tirelessly for a College-owned and operated outdoor athletics complex. In 2014, the State University Construction Fund allocated \$3 million to Cayuga as its 50% share of the athletic field project. A \$500,000 lead gift has been secured, and the College Foundation has committed to securing the \$2.5 million local match for the project to move forward.

A new, state-of-the-art outdoor athletic field would serve as an appealing tool for recruitment, enhance the College's ability to compete with peer institutions, provide additional programming options, and offer the greater Auburn community a facility that could be used year-round. The introduction of new athletic programs, including baseball, softball, and lacrosse have the potential to attract as many as 100 additional full-time-equivalent students to the College.

### ***Energy Efficiencies***

This spring, the College applied for an energy performance contract to replace the antiquated boiler system and upgrade air conditioning, roofing, lights, windows, and other energy-related items in the Technology Building and in other College facilities. The energy performance contract would enable the College to make much needed upgrades to inefficient systems without additional institutional cost. The College's Board of Trustees approved an energy performance contract in February, 2015 and the County approved the contract in Summer 2015 ([Energy Performance Contract](#)).

### ***Supporting State-of-the-Art Technology***

A major technology challenge involves investment in infrastructure, including updates to the phone system and to redundant energy sources. Other technology-related challenges include operational procedures, workflow and cross training, and having fewer staff than needed. Efficient communication between the information technology department and the rest of the College continues to improve, including the implementation of automated ways of requesting data, information and reports ([Cayuga Community College Information Technology Master Plan 2011-2014](#)).

Since 1998, the College has charged a student technology fee to support equipment acquisition and replacement. Over the years, the student tech fee has enabled the College to maintain state-of-the-art computer software and hardware. It has been utilized to purchase equipment for the student-run radio station, television studio, and science labs, and has supported the College's theater operations.

## ***Auxiliary Operations***

Most community colleges within the SUNY system establish not-for-profit associations to fund and support, via student activity fees and other revenue streams, student services, club activities, and other extra-curricular activities. The Faculty-Student Association (FSA) at Cayuga is a 501(c) 3 not-for-profit auxiliary component of the College led by a Board comprised of an elected President and representatives from College administration, faculty, staff and students. FSA charges students an ‘activity fee’ each semester, contracts with Barnes and Noble for bookstore services and in return receives a 12.5% commission on all sales, partners with American Food and Vending for vending services, and recently purchased a Subway franchise to provide food services on the Auburn campus. All profits generated by the Subway operation, which is itself a 501(c)3 not-for-profit entity, go to support student activities. Discussions are underway for food services on the Fulton campus.

Each FSA-affiliated entity employs its own external audit review. The FSA Board approves an annual budget, and secures the services of an independent bookkeeper for budget review. FSA is also audited annually by the same firm that audits the College’s finances. The bookkeeper prepares checks for expenses approved by appropriate FSA leadership. The Board’s Finance Committee reviews all monthly expenditures. The FSA Board annually reviews SUNY guidelines for appropriate expenditures and updates its bylaws on a regular basis (*FSA President Interview - Ed Wagner*).

## ***College Foundation***

The Cayuga Community College Foundation, Inc. is an autonomous body established in 1982. The Foundation’s Office is located in the President’s suite on the Auburn campus. The Foundation’s mission is to enhance educational and other related programming of the College by providing financial assistance and funding improvement projects. It derives its reserves primarily from fundraising activities. Up until 2013, Foundation personnel were employees of the College and reported to the College President. The Director was a member of the College’s Executive Team and provided monthly reports to the Board of Trustees. This changed with the declaration of financial exigency and the College’s withdrawal of its salary line support for the Foundation personnel. Over the past four years, the Foundation has transitioned itself into becoming a partner, not merely a funding source, and now owns a significant portion of the buildings and real estate used by the College. The Foundation also supports student recruitment efforts through the disbursement of Cayuga Presidential Scholarships, which offer full-tuition grants to outstanding students. Beyond traditional fundraising, the Foundation seeks to deepen relationships with alumni and community friends through charitable trusts and planned gifts. Since its inception, the Foundation has been responsible for the financial sponsorship of thousands of students, and faculty have benefited from professional development opportunities funded through the Foundation. Classroom and laboratory facilities have been expanded and updated as a result of the work of the Foundation (Foundation Annual Reports).



## ***Internal Controls***

During the former President Larson's tenure (2007-2013), a College Cabinet comprised of administrators, faculty, and staff was established to review budget requests and suggest priorities. Their recommendations were forwarded to senior staff for their review and consideration prior to the submission of the budget to the Board of Trustees for approval.

The College's recent financial challenges provided opportunities by necessity to carefully and intensively review institutional assets to ensure efficient use of limited fiscal and personnel resources. Thus, examples abound of meaningful improvement as a result of assessment of institutional resources. Appendix F of this Standard outlines improvements resulting from the assessment of institutional resources.

## ***Summary***

Having faced unprecedented financial challenges in the last five years, Cayuga continues to assess its use of institutional resources for full recovery. The College's funding model, coupled with enrollment forecasts, emphasize that responsible management of institutional resources and efforts toward greater communication and transparency remain institutional priorities. The challenges Cayuga faces will be met with the resiliency of faculty and staff who remain committed to finding creative ways to effectively carry out the College's mission while managing the increasingly changing landscape of resourcing community colleges.

## ***Suggestions:***

1. Continue to pursue a regional sponsor model and a viable financial arrangement that stabilizes the institution's revenue streams and is beneficial to both Cayuga and Oswego Counties.
2. Develop multiple budget scenarios based on enrollment forecasts, changes in funding model, and available trend data.
3. Define and develop succession plans and leadership development opportunities.
4. Partner with the College Foundation to develop a capital campaign that addresses institutional needs.

## ***Recommendations:***

1. Prioritize faculty, staff, and administrative position requests in relation to strategic initiatives, academic program needs, and resource availability.
2. Strengthen institutional oversight and coordination of the College purchasing function.
3. Develop a sustainable institutional strategy that enables the College to pursue, secure and manage external funding (i.e., grants).

4. Align all planning for the new Fulton campus (River Glen) with the strategic priorities and the identified needs of Oswego County.

## STANDARD 4 – LEADERSHIP AND GOVERNANCE

Consistent with the last decennial Middle States study, Cayuga’s system of governance is defined in three directives: New York State code and education law for the Board of Trustees, the State University of New York faculty and staff contracts, and the student government structure. These policy guidelines delineate clear roles for sharing leadership among institutional constituents.

Cayuga parallels other college governance models that divide the rights and responsibilities between faculty, administration, and students, with the Board of Trustees retaining ultimate managerial rights and responsibilities for the College (*New York State Education Law, Title 7, Art. 126 Section 6306*). As part of the State University of New York (SUNY) (<http://www.suny.edu>), the largest comprehensive university system in the United States, Cayuga adheres to SUNY’s “standards and regulations concerning the organization and operation of community college programs” including standards and regulations that affect leadership and governance structure. For example, all college presidents, tuition and fees, new programs, and funding for capital charges require SUNY administration approval.

### *Cayuga’s Board of Trustees*

Cayuga Community College’s Board of Trustees (*Trustees*) follows New York State education law section 604.2 and is composed of ten members: five members appointed by the Cayuga County legislature; four members appointed by the Governor and one student trustee elected annually. Excluding the student trustee, Board members serve seven year appointments and must be residents of Cayuga County.

When a vacancy for a legislative appointment occurs, the county legislature solicits county residents to apply. Applications are reviewed by a legislative committee. The legislature then conducts a vote. The successful candidate is then appointed to the board. By statute, one of the board members may be a current member of the county legislature. When a vacancy occurs for a Governor’s appointment, the Governor’s office typically solicits a candidate from the chairman of the county political party of which the governor is a member. The candidate is reviewed by the Governor’s office. If the candidate is deemed qualified, the appointment to the board is made by the Governor. The student trustee is elected, in a College-wide vote, by students enrolled at the College.

The current Board composition includes a physician, a Cornell University faculty member, a retired public school teacher and several regional business owners. The Board is chaired by a member who is elected to a two-year term. The President of the College is designated as an *ex-officio* member. New Trustees complete an orientation in which Board Policies and Procedures, including By-Laws are reviewed. Board minutes are posted to the College website and adhere to New York State open governance laws. (*New York State Education Law, Section 604.2 located at: [\(SUNY Regulations for Board of Trustees-Administration of the College\)](#)*).

*Board By-Laws:* The Board’s By-Laws include procedures and policies that define their role in financial responsibility such as budget approval, fund balance reserves, procedures and policies for approving College personnel, strategic planning, facilities master plans, and academic needs including changes and updates. The Board recently amended its Policies and Procedures to include procedures for the hiring of Vice Presidents and Associate Vice Presidents (*Article IV,4*).

*Conflict of Interest.* Annual Financial Disclosure Forms are used to assess any possible Board conflicts of interest; which adheres to NYS General Municipal Law, Section 812 and Cayuga County Legislature Resolution 133 in which Board members are notified to file the self-disclosure form. The County Attorney is consulted if ambiguities arise, and if possible conflict of interest presents itself, the President is verbally informed and affected members abstain from voting. In accordance with Education Law, Section 6306(1), “Trustees shall receive no compensation for their services but shall be reimbursed for their expenses actually and necessarily incurred by them in the performance of their duties under this article.” This is supported by the Board of Trustees By-Laws Article VIII.

*Recent Activities.* In 2014, recognizing the need for institutional renewal, the Board directed their activities toward modeling standards of leadership practice. For example, the 2014 Trustee Retreat focused on the “Roles and Responsibilities of Trustees” and included sessions on: Trustee organization, oversight, internal controls, and monitoring financial and business operations (Trustee Retreat Agenda, 2014). In September 2014, a Trustee attended the New York Community College Trustees (NYCCT) conference and in April 2011, three Trustees attended the Association of Community College Trustees (ACCT) conference.

Additionally, renewed emphasis was placed on the work of standing committees which report to the Board: Finance Committee, Personnel Committee, Buildings and Grounds Committee, Education Services and College Development Committee. Standing committees of the Board of Trustees conduct workshops to review proposed budgets, tuition changes and fees schedules. They also review academic program self-studies and proposed improvement projects. In addition, Board members participate in SUNY-sponsored lobby days, meet with external auditors and participate on the Foundation’s Campaign Steering Committee.

*Assessing Effectiveness.* As a result of the 2006 self-study, an evaluation process was put into place to measure Board effectiveness; whereupon each Trustee completes an evaluation and rates the performance of the full Board on the following categories:

- Policy Creation
- Oversight and Revision
- Board Management and Meetings
- Strategic Planning
- Fiscal Oversight
- Facilities and Capital Projects
- Board Relationships
- Board Orientation and Development
- Promotion of College to Community

Trustees can provide comments on Board strengths, accomplishments, and areas of improvement. Evaluation results are used to improve the Board’s overall effectiveness ([Evaluation of Board of Trustees Performance Form](#)).

On a regular basis, and as a result of the self-assessment process, the Board reviews and makes changes to its By-Laws and Policies and Procedures via the Educational Services & College Development Committee. As a result of the declaration of financial exigency, the Board made several changes to both the By-Laws and the policies and procedures manual. At the Board meeting on November 13, 2013 the board approved an addition to the Board Mission Statement to include oversight of the College's fiscal stability. On November 19, 2014 the board added a Board Values Statement (Article III) to the By-Laws. Article III of the By-Laws contains core values that include Respectfulness, Integrity, and Efficient/Free Flow of Information and Accessibility statements. On December 17, 2014 the Board approved an addition of a Code of Ethics (Article X) to the By-Laws. Article X includes a policy intended to supplement state laws governing conflicts of interest and includes a statement (Article X, I, ii) "to provide guidance to the Trustees exercising fiduciary duties in the management of the College and its affairs." On July 15, 2015 several changes were made to the policies and procedure manual which included changes related to fiscal oversight and responsibilities. Article III B 4 regarding the Finance Committee now contains a statement to "maintain a reserve fund balance equivalent to a minimum of 5% of the yearly operating budget. If this is not met, the Board of Trustees must be made aware and act accordingly." These changes reflect the Board's ability to self-assess and make changes that provide more efficient and responsible leadership and governance of the College and which help to better reflect the College mission. (*Board of Trustees By-Laws and Policies and Procedures*).

*Accreditation.* The Board certifies to the Commission that the College is in compliance with the Requirements of Affiliation as well as the Commission's accreditation standards and policies. The Board responds to all requests by the Commission for monitoring reports, periodic reviews, and other requests for data and performance ([MSCHE Statement of Accreditation Status October 28, 2015](#)).

The College keeps the Board updated on accreditation. The Middle States self-study co-chairs provided a PowerPoint presentation to the Board of Trustees in March 2015, and the Provost continues to update the group on the progress of the decennial review ([President's Powerpoint Presentation for Board of Trustees 031815](#)).

### ***Chief Executive Officer***

The president (CEO) is selected in compliance with SUNY guidelines for hiring. The SUNY Board of Trustees also provides guidance and approves presidential appointments for "heads of statutory and community colleges" (*Powers and Duties*). The President's job description indicates that he reports to the Board and states that the "President serves at the pleasure of the Board of Trustees." Presidential consistency is maintained, when necessary, through the use of interim leadership. A presidential search committee is utilized with permanent candidates to provide credential evaluation and conduct initial interviews. Proposed candidates are then introduced to the College community through open meetings which allow a broad opportunity to provide feedback to the search committee. Primary CEO responsibilities include supervision and control of all facilities, finances, staff and programs, presenting reports to the Board, maintaining the link between the College and the community as well as the local, state and federal agencies, recommending approval, change, and deletion of College programs,

recommendations for personnel changes and promotions, preparation and submission of the annual College budget, maintaining fiscal stability, expanding community partnerships, ensuring academic and support services meet the needs of students, participating in fund development, and other duties as assigned by the Board ([College President's job description](#)).

Senior administrative staff, including the three Vice Presidents and the Associate Vice President, play an important role in governance processes and when appropriate, make recommendations to the Board with issues regarding governance, such as in new program development, where senior staff provide the link between faculty, the Chief Executive Officer, and the Board.

*CEO Performance Review.* The College President's contract specifies that the president should undergo an annual performance review. The Trustees oversee this process. Evaluators involved in the review process should include a variety of representatives from the College community, such as a senior faculty member and senior administrative staff. It is not clear if, or how often former President Dr. Larson or interim President Dr. DeCinque were evaluated by the Board. Dr. Durant began employment at Cayuga in the fall of 2015 and will be due for an evaluation in Fall 2016.

### ***Senior Staff***

Senior Staff is composed of the President, Vice President of Administration and Treasurer, Vice President for Student Affairs, Provost and Vice President for Academic Affairs, Associate Vice President of the Fulton Campus, and the Executive Director of the College Foundation. Senior Staff meet bi-monthly and more often if needed to discuss pressing institutional issues, budget allocations, personnel matters, and linkages among strategic planning, institutional effectiveness, and budget priorities.

### ***Executive Team***

Cayuga's Executive Team meets bi-monthly to discuss operational matters and major strategies and policies that will affect the College community as a whole. The Executive Team is composed of the Vice President of Administration and Treasurer; the Vice President for Student Affairs; the Provost and Vice President for Academic Affairs; the Associate Vice President and Dean of the Fulton Campus; the Executive Dean of Community Education and Workforce Development; the Dean of Information Technology; the Director of Human Resources; the Director of Institutional Research and Planning; the Director of Assessment; the Comptroller; and a rotating Division Chair Representative. The President chairs Executive Team meetings, determines the agenda, and gains support for decisions from members. Agendas are circulated in advance and include a modest amount of time for unscheduled subjects and updates. The primary activities of the Executive Team are to prioritize projects; provide information and expert advice, make recommendations on the management or resolution of issues and to provide advice on strategic partnerships. Reports of the meeting are then conveyed to the Board of Trustees through Vice Presidents and the President of the College during Board meetings.

## *Shared Governance*

The College employs a shared governance committee structure, which includes standing committees such as the Curriculum Committee, Academic Standing Committee, Library Advisory Committee, Issues and Resolutions and the College-Wide Mentoring Committee. The shared governance model allows for a broad range representation from the College community including faculty, administration and students. Election to committees involve nominations and ballot voting by the full-time faculty. Some also include presidential appointments of both faculty and administrative staff. Composition and responsibilities for committee membership are defined in the Faculty Association contract for faculty, within the Policy Handbook for Executive Staff, in the Board of Trustees bylaws and the Policy and Procedures Manual for the Chief Executive Officer (The College President) and Board members. The Faculty Association contract and the Executive Staff Policy Handbook are available in the Human Resources Office and are given to all new employees or employees who have transferred to administration or to faculty. The Board of Trustees bylaws and Policy and Procedure Manual are available in the President's office. In addition to standing committees, several ad hoc and advisory committees have been created in recent years to support initiatives and address the changing needs at the College.

Cayuga has four academic schools which organize the individual programs of each College Division: the School of Sciences, Technology, Engineering and Math (STEM), The School of Health Sciences, The School of Media and the Arts (SOMA) and the School of Social Sciences and Education. The administration of the College's Schools and programs are the responsibility of Division Chairs, who are faculty members with administrative responsibilities. The School concept provides a structured format for explaining programs to students and for marketing the College's offerings. The responsibilities of the Division Chairs are defined in the Faculty Association contract and include working in conjunction with administrative staff. Division Chairs meet bi-monthly with the Provost and Vice President for Academic Affairs for the purpose of preparing program budgets, prioritizing needed faculty positions, and reviewing new program development ([FA Contract 37- Article IV Section 4.1 and 4.3](#)). All decisions regarding budgets, faculty positions and new or revised programs are then presented to the Board of Trustees for final approval. In addition to numerous administrative tasks, Division Chairs provide a channel for communicating any actions or modifications of policies affecting faculty, students or the College as a whole through their School or Division. The Faculty Association Contract contains Articles that address much of the leadership and governance role of faculty. Additionally, the By-Laws of the Board assure that "any memorandum of agreement (MOA) with any union which modifies or will be incorporated into a collective bargaining agreement" must be presented to the Board of Trustees in advance for approval via a resolution. This allows the Board to maintain final approval of decisions made at the faculty and administrative levels.

To ensure all governance documents and policies are shared with the College community the College has a system of regular meetings. These meetings include the College Faculty meeting, held on the first Friday of each month of the academic year. Those members of the College community represented at the College Faculty meeting include full-time faculty, the College President, the Vice-Presidents, Division Chairs, and other administrative staff. Issues that faculty are contractually obligated to vote on occur at this meeting. Historically, issues



considered, discussed and presented at this meeting include academic governance and the policies that impact academic governance, recommendations by Standing and Ad Hoc Committees, student attendance and withdrawal policies, financial aid policies that affect academic governance, confirmation of graduates, elections to standing committees and recommendations by the administration that affect academic governance. Typically, the College President provides a President's report during the meeting. The President's report contains vital information on the state of the College including financial issues, political issues, issues concerning all SUNY schools and Board updates. By providing this report, the President acts as a conduit of information between the Board and the College community. Minutes for the meetings are disseminated through College email and are available on the College intranet site.

As evidence of changes in response to assessment, the Issues and Resolutions Committee, (a committee of faculty leaders and administrators to address contractual questions) reviewed feedback on the Faculty Meeting structure, studied who best to oversee the meeting, and restructured the meeting to better reflect its purpose in the College community ([\*CCC Faculty Meeting Procedures Agreement\*](#)).

### ***Student Voice***

Cayuga Community College values student input in policy and decision-making and places a high priority on making sure students have the opportunity to provide feedback and ask questions about College decisions or initiatives. Following Education Law 6303(1), a student trustee is an active board member on the College's Board of Trustees. The student trustee acts as a liaison between the Board of Trustees and the Student Government Organization (SGO). He/she has full privileges and voting rights as do other members of the Board. In addition, the Student Government Organization (SGO), the Faculty-Student Association (FSA) and the Student Activity Board (SAB) provide students the opportunity to influence College decisions and the policies that affect them.

### ***The Student Government Organization***

The Student Government Organization (SGO) represents the general student population and serves as the voice of students' concerns and suggestions. The SGO Constitution provides structure and procedure for operating the organization. The SGO has two representative bodies: the SGO Assembly and the Student Senate. The purpose of the Assembly is to propose and oversee SGO, approve club budgets and to appoint students to College committees. The Student Senate informs exchanges between campuses and includes members from the SGO Executive Committee, members from each recognized club, and any non-club representative who has completed the membership process as stated in the SGO Constitution. The Student Senate is primarily responsible for creating policies governing campus clubs and organizations.

Another important forum for student voice are academic program reviews. All academic programs are assessed on a 5-year cycle and students provide input into the process in several ways. Information from student course evaluations and results from the Student Opinion Survey are typically included in academic program reviews. External review teams, who provide an independent evaluation of the programs, characteristically ask to speak with students, and often



external reviewers are provided an opportunity to review student work. Both the Student Engagement Coordinator and the Director of Student Activities solicit feedback from students on an ongoing basis as part of their job responsibilities. Surveys are conducted throughout the year on both campuses. Each year, a student involvement survey is conducted asking students about future plans, level of involvement in clubs on campus, participation in events, and the amount of time spent on campus.

### ***The Faculty Student Association***

As indicated in Standard 3, most community colleges within the SUNY system establish not-for-profit associations to fund and support, via student activity fees and other revenue streams, student services, club activities, and other extra-curricular activities. The Faculty-Student Association (FSA) at Cayuga is a 501(c) 3 not-for-profit auxiliary component of the College led by a volunteer Board comprised of an elected President and representatives from College administration, faculty, staff and students. According to its By-Laws, the Faculty-Student Association ‘promotes and cultivates educational and cultural relations among the students and faculty of the College.’ FSA oversees the expenditure of student activity fees and has input into the following functions at the College: child care, food service, athletics, clubs and activities, housing, and the College Bookstore. Since the last self-study, the FSA Board has assessed, and subsequently provided input into several decisions that have benefited the campus. For example, the replacement of the bookstore vendor with Barnes and Noble resulted in a significant increase in commission for FSA, and the purchase of a Subway franchise provides healthy, affordable food options for employees and students on the Auburn campus, as well as an additional revenue stream for FSA.

### ***The Student Activities Board***

The Student Activities Board (SAB) was formed by the Faculty Student Association to plan campus activities at both the Auburn and Fulton Campuses. The SAB provides the opportunity for student leaders to participate in yearly leadership retreats with the purpose of promoting more active and responsible student involvement in the College community. Other opportunities for student input occur during focus group sessions, which are utilized to research initiatives the College undertakes. A recent student housing focus group was conducted to gain perspectives from current and future students regarding the feasibility of building residential facilities on its Auburn and Fulton campuses. In another initiative, students were invited to share lunch and speak with the College President about topics important to them. As a result, new student space was established for students on the Fulton campus and for student veterans. (*Personal Interview, Jeffrey Rosenthal, Vice President for Student Affairs, November 2014*)

While SGO, FSA and SAB are established forums for student input into policy and decision-making at Cayuga, next steps in strengthening the student voice are to assess the current model of student representation to determine if it meets the needs of the changing student population, which now includes a significant online presence. Information about the SGO, FSA and SAB, and their activities can be found in the Student Handbook ([Cayuga Community College Student Handbook](#)) and on the College website ([Cayuga Community College Student Handbook](#)).

## ***Responding to Challenging Circumstances***

Although Cayuga faces enrollment challenges and dwindling government support for higher education, the College has been proactive in responding to new circumstances. Because Cayuga County represents 40% of the College's student population yet only contributes 9% of its operating budget, with no recent contributions to capital costs beyond incidentals, the College is exploring the concept of regionalizing sponsorship.

Currently, Oswego County legislative constituents are not appointed and represented on the Board of Trustees. Cayuga County is responsible for considerable fiscal risk of the College's debt. In addition to local movement toward regionalization, New York State has proposed a number of bills to facilitate new Board representation and sponsorship; fiscal implications are under review:

- The first of these bills authorizes community colleges, college sponsors, and local governments to establish community college regions to sponsor an existing community college (*S764-2013*)
- The second bill authorizes counties, municipalities and school districts to withdraw sponsorship of a community college (*A9323-2013*)
- These proposals and recent efforts indicate the governing system is in need of change; any changes must be reviewed, supported, and legislated through all governance levels.
- As two points for comparison, New York State community colleges present varied models of regionalized governance.

- Jamestown CC (15 Board members). Jamestown CC model
- Corning CC (14 Board members). Corning CC model

Furthermore, any changes require a delicate balance of representation. As noted in the last decennial Middle States study, students are represented by one member on the Board of Trustees, although they currently contribute approximately 50% of operating costs between tuition dollars and fees. Too few members from any of the constituencies could mean a loss of long-term political and economic support.

### ***Suggestions:***

1. Encourage broad student participation through improved utilization of the College website to share student trustee reports, SGO reports, and other College information.
2. Expand the SGO and SAB information on the College website to give students a better overview of SGO and SAB and their important contribution to the College.

***Recommendation:***

1. Assess, clarify and communicate, via Board policy, the authority retained by the Board and the authority delegated to management.
2. Evaluate the College President on an annual basis.
3. Establish periodic Board self-evaluation and document the use of results for improvement.

## STANDARD 5: ADMINISTRATION

The College makes significant efforts to recruit and retain qualified administrators who possess the necessary background and credentials to meet the responsibilities of their positions. Significant changes in leadership and organization have occurred since the last self-study. However, it is clear that the administrative structure of Cayuga facilitates institutional governance through clearly delineated lines of organization and authority. In addition, senior leadership's ability to adapt to changing circumstances has allowed the institution to manage the many challenges that have occurred during this time period.

### *Recruitment and Retention*

At Cayuga Community College, administrative positions comprise twenty-two percent (95/441) of the employees. Administrative positions are included in the following areas:

**Table 11: Administrative Positions**

Administrative Group	Number of Employees
President/Senior-level Administrators	5
Management Confidential (includes two deans)	6
Administrative Professional Group	64
Professional Faculty*	20

\*Note: within the faculty contract, some positions more administrative in nature, in contrast to full-time teaching positions, are considered professional faculty or non-teaching faculty positions. While professional faculty have administrative duties, they also work closely and directly with students as part of their professional responsibilities (See Standard 10).

Quality recruitment and retention practices are essential to ensuring effective organizational leadership and administrative processes. Recruitment activities are overseen by the Human Resources Office. When a search for an open position is initiated, each job description is reviewed and evaluated by Human Resources in collaboration with the supervisor of the open position. The evaluation includes the appropriateness of responsibilities for the position, the academic qualifications, professional experience and skill requirements, and for the scope of recruitment required (regional, national, etc.). Job descriptions are on file in the Human Resources Office and align with best practices or similar job responsibilities at other institutions. One way that Administrative Professional Group position descriptions remain current is that employees have an opportunity to review their position descriptions at the time of their annual review.

The Human Resources Office, in consultation with the search committee chair or department head, then establishes the recruitment plan. Search committees for administrative positions are established and are comprised of experienced administration, faculty and staff members unless otherwise specified by a contract (*Human Resources Hiring and Recruitment Procedures*).

Despite sound recruitment and retention practices, Cayuga Community College, like many other institutions of higher education, has experienced turnover of senior-level administrators including the President due to retirement and Senior Staff accepting new

employment opportunities. The Table below shows the frequency of change within key executive and administrative positions between 2006 and 2016. Those positions that appear in shaded boxes are current employees of the College. Detail about employee start and end dates for each position are available in Appendix G of this Standard.

**Table 12: Senior Leadership, 2006-2016**

Senior Leadership Team	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>President</b>	Dennis Golladay	Daniel Larson						Gregory DeCinque		Brian Durant	
<b>Vice President of Administration/Treasurer</b>	Tom Nagle	Brenda Holland			Diane Hutchinson					Daniel DoBell	
<b>Provost/Vice President of Academic Affairs</b>	Philip Gover		Deborah Moeckel			Anne Herron					
<b>Vice President of Student Affairs</b>							Jeffrey Rosenthal				
<b>Associate Vice President Fulton/Dean</b>	Cathleen McColgin		Vacant	Maggie Killoran				John Lamphere			
<b>Dean of Enrollment and Retention</b>	Kristine Duffy	Vacant	Cheryl Anderson Lindsay					Vacant			
<b>Exec. Dean of Community Ed/Workforce Development</b>	Continuing Education, Keith Batman		Carla DeShaw								
	Workforce Development, Vacant										
<b>Dean of Technology</b>	Martin Wisniewski				John Taylor			John Kaftan			

*Chief Executive*

Four presidents have led Cayuga Community College since its last full Middle States Commission on Higher Education reaccreditation in 2006.

**Table 13: College Presidents, 1996-Present**

President	Years Served
Dr. Dennis Golladay	1996-2006
Dr. Daniel Larson	2007-2013
Dr. Gregory DeCinque (Interim)	2013-2015
Dr. Brian Durant	2015-Present

When Dr. Larson retired in 2013, the Board of Trustees initially utilized a consultant for the search process. Given its concern about the College’s financial exigency and understanding the need for institutional stability, The State University of New York (SUNY) interceded and provided specific guidelines for the presidential search and proposed additional candidates for the position. In 2013, SUNY System Administration approved the Board’s decision to hire Dr. Gregory DeCinque as an interim president. In 2015, when the College began its search for a permanent president, a SUNY System Administration representative served on the presidential search committee.

Dr. Brian Durant began his appointment as College President in August 2015. Dr. Durant’s areas of expertise and past accomplishments include strategic enrollment management, leadership in student housing and residence life development and a strong interest in long-range

academic planning. Dr. Durant’s familiarity with SUNY System Administration and State Education Department regulation are an asset to the College ([CV](#)).

The position of College President has overall responsibility for the administration of the College and supervision and control of all facilities, finances, staff and programs. Reporting directly to the Board of Trustees, the President is accountable for the quality of interaction among faculty, administration and staff, and for the professional recognition of the College within the greater educational community. The duties of the President include serving as the central link between the College and local, state and federal agencies, expanding partnerships with business, industry, and service organizations and submitting the College budget for approval by the Board of Trustees ([President Position Description, 2014](#)).

### ***Senior Staff Reorganization***

Transitions in the College presidency at Cayuga Community College have also had a significant impact on the College’s administrative reporting structures. An analysis of the number of direct reports to the President highlights changes made to accommodate organizational needs. Dr. Larson’s announcement of organizational changes (06/29/2010), indicated that the increase in the number of presidential direct reports would be temporary. Once the search for a permanent Vice President of Academic Affairs was concluded, “reporting lines and any other changes would be solidified,” according to Dr. Larson. However, transition to a new organizational structure began after Dr. Larson’s retirement as indicated in the Table below.

**Table 14: Number of Presidential Direct Reports, 1996-Present**

<b>President</b>	<b>Years</b>	<b>Number of Direct Reports</b>	<b>Direct Report Positions</b>
Dr. Dennis Golladay	1996-2006	3	VP of Administration/Treasurer, VP Academic and Student Affairs/Dean of Faculty, Dean of Fulton Campus
Dr. Daniel Larson	2007-2008	3	VP of Administration/Treasurer, VP Academic and Student Affairs/Dean of Faculty, Associate VP/Dean of Fulton Campus
	2008-2009	4	Dean of Continuing Education / Workforce Development hired.
	2010	8	VP of Administration/Treasurer, VP Academic and Student Affairs/Dean of Faculty, Associate VP/Dean of Fulton Campus, Dean of Enrollment, Dean of Continuing Ed/Workforce Development, Director of Public Relations & Inst. Communications, Director of Inst. Research & Planning, Director of Assessment
	2011-2013	9	VP of Student Affairs added
Dr. Gregory DeCinque (Interim)	2013-2015	5	VP of Administration/Treasurer, VP Academic Affairs/Provost, VP of Student Affairs, Associate VP/Dean of Fulton Campus, Dean of Continuing Education / Workforce Development.

	February 2015	4	Dean of Continuing Education / Workforce Development moved to VP of Academic Affairs/Provost.
Dr. Brian Durant	2015-Present	4	Same as 2013-2015*

\*President Durant made the decision to maintain the current reporting structure for administrative stability during College leadership transition.

### ***Separation of Academic Affairs and Student Affairs Responsibilities***

When the Vice President for Academic and Student Affairs/Dean of Faculty (Dr. Deborah Moeckel) accepted the position of Assistant Provost for Community College Education at SUNY System Administration, Jeffrey Rosenthal, who had served as the Director of the Academic Support Center since 2001, was appointed interim Vice President for Academic and Student Affairs/Dean of Faculty. The position was filled by a permanent hire, Dr. Anne Herron, current Provost and Vice President for Academic Affairs, in April 2011. Based on Senior Staff’s desire to devote significant time and energy to academic program development, student success, retention, and completion, an analysis of organizational positions and structures was conducted subsequent to Dr. Herron’s arrival.

In the summer of 2011, discussions at the Executive Committee Retreat led to revised position titles and focus at the senior level. As a result of analysis, the College made the decision to separate academic affairs and student affairs responsibilities. The Vice President of Academic and Student Affairs/Dean of Faculty position evolved into two key leadership roles: chief academic officer (Provost and Vice President for Academic Affairs) and chief student affairs officer (Vice President for Student Affairs). This change corresponds to the SUNY requirement that each institution have an organizational structure which includes oversight of academic affairs. While the College has always designated appropriate resources for academic affairs oversight, the decision to create a distinct student affairs officer allowed the chief academic officer to focus on academics affairs issues and concerns. Also, the change strengthened the leadership of student success initiatives. [In August of 2012 the title changes “Associate Vice President of Academic and Student Affairs” to “Vice President for Student Affairs” and “Vice President of Academic and Student Affairs” to “Provost and Vice President for Academic Affairs”] were approved by the Board ([Board minutes, August 15, 2012](#)). (*Campus wide email, June 29, 2010; Interviews with Vice Presidents*) ([Board minutes, January 26, 2011](#), *College wide email January 27, 2011*) (*Executive Staff Retreat Minutes, 2011*).

### ***Other Senior Leadership Transitions***

In the summer of 2014, the retirement of the Vice President for Administration, the resignation of the Dean of Information Technology, and the resignation of the Associate Vice President, Dean of the Fulton Campus were accepted by the Board ([Board Minutes, June 18, 2014](#)). A new Dean of Information Technology joined the College in 2014. In 2015, an Interim Vice President of the Fulton campus was hired and following a successful national search, a new Vice President of Administration/Treasurer joined the College in June 2015 (*Campus wide email, April 27, 2015*). Among administrative staff, significant changes since the last self-study include the 2013 layoff of the Dean of Enrollment Management and the resignation of the Director of

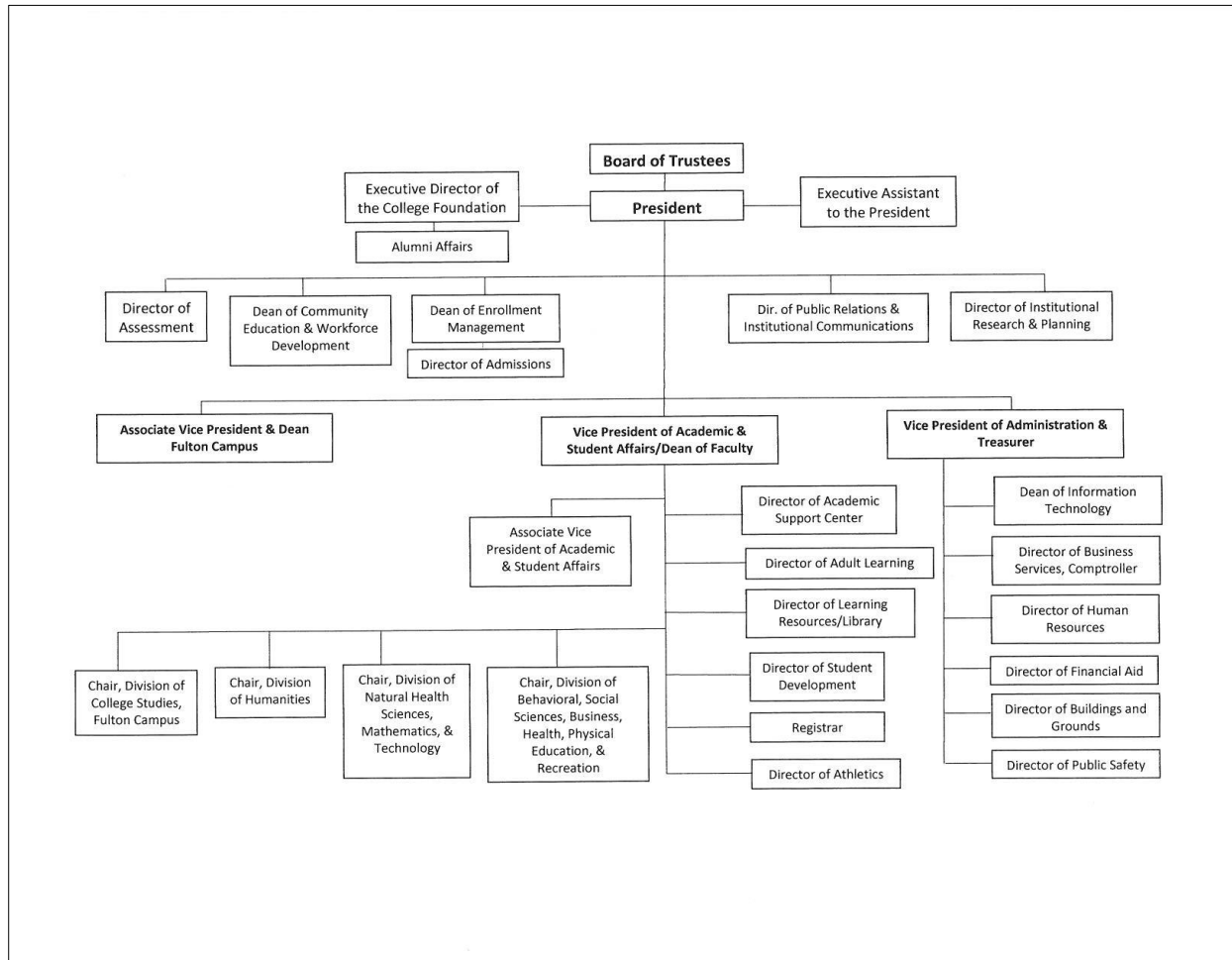
Public Relations and Institutional Communications, who have not been replaced. The responsibilities of these positions have shifted to the Vice President for Student Affairs.

### ***Organizational Structure***

In visualizing the chain of command, it is useful to compare the 2010 and current organizational chart generated by the Human Resources Office. In both charts, the organizational structure of the College is hierarchical in nature. The Board of Trustees is the presiding decision-making body to which the President of the College is responsible. The College president is considered the Chief Executive Officer. Cayuga's organization chart shows the relationship of direct reports of each Dean and Vice President role.

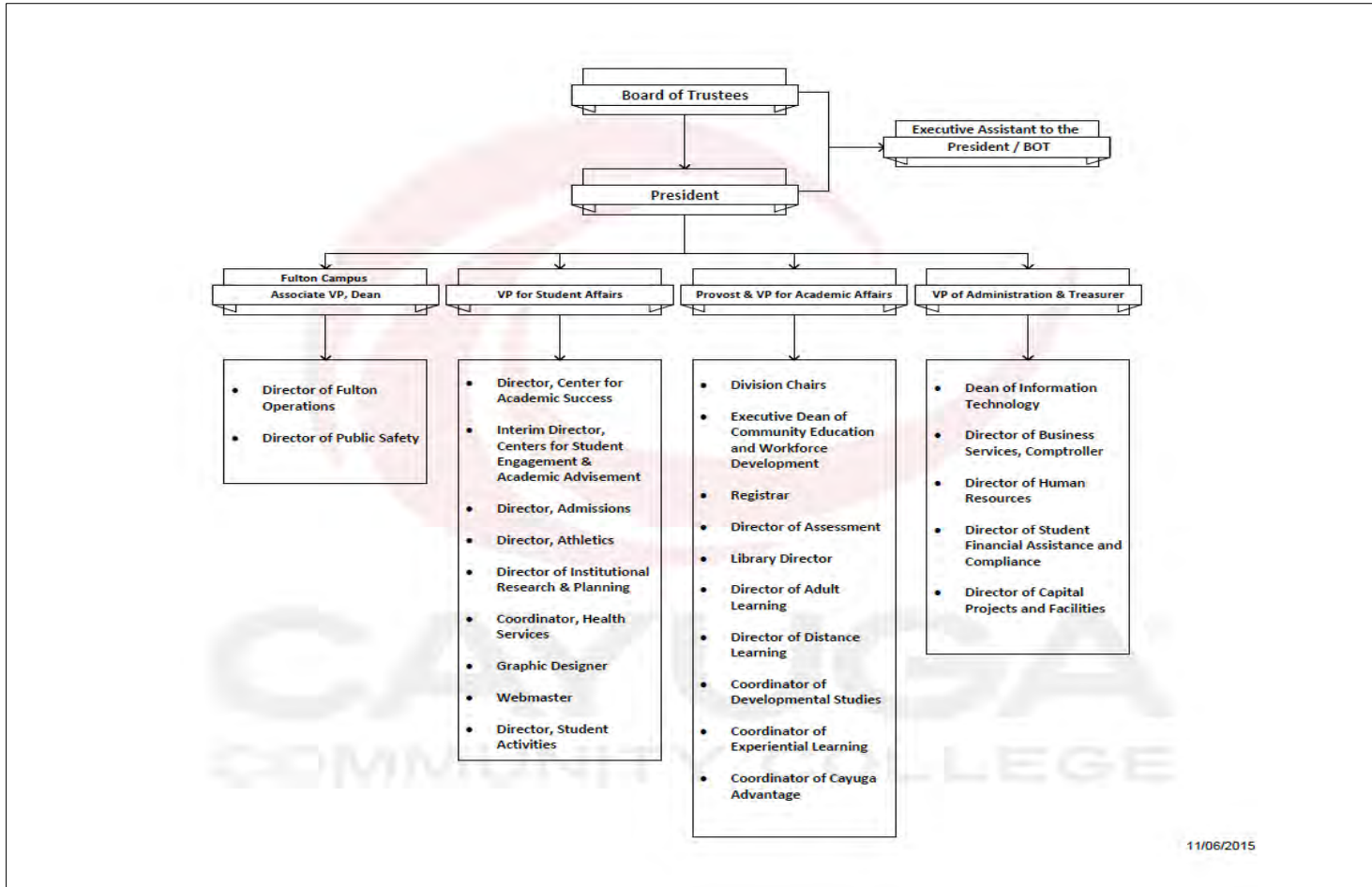


## *Cayuga Community College 2010 Organizational Chart*



Presently, four senior leaders report to the President: Associate Vice President, Dean of the Fulton Campus, Vice President for Student Affairs, Provost and Vice President for Academic Affairs, and Vice President of Administration and Treasurer.

**Current Organizational Chart**



## ***Schools***

Another significant change since the previous self-study is the reorganization of programs into several new “school” structures ([Academic Schools and Program Listing on Cayuga CC website](#)). The Schools were developed to advance students’ academic identities and to positively impact student engagement. Organizationally, schools support the development of program leadership succession plans, through the addition of several program coordinator positions that support the work of Division Chairs. Schools are directly administered by Division Chairs with the assistance of program coordinators, who receive one-credit overloads for their work. The current schools of the College are: the School of Business, School of Health Sciences, School of Media and the Arts (SOMA), School of Sciences, Technology, Engineering and Math (STEM) and the School of Social Sciences and Education ([2015-16 College Catalog](#)).

## ***Lines of Authority***

Organizational structures indicate how administrative personnel direct employees to realize the College’s goals and objectives.

New course and program development proposal processes illustrate the continuous dialogue between faculty and the Provost and Vice President for Academic Affairs. Both of the multi-layered processes utilize multiple checks and balances, including Faculty Divisions, Curriculum Committee and the full faculty and require the approval of the Provost and Vice President for Academic Affairs, to ensure that faculty efforts in these areas will benefit students and be sustainable. New programs recommended by the Provost must be approved by the Board of Trustees.

Contracts for each of the four collective bargaining units provide another resource for how administrative leaders take action ([Administrative and Professionals Group Contract](#)), ([Faculty Contract 2011-2016](#)), ([CSEA Maintenance contract 2011-2016](#)), and ([Educational Support Contract 2013-2017](#)).

Evidence of the lines of authority between faculty and administration is found on page 1 in the ([Faculty contract 2011-2016](#)) under Definitions 6 and 8; on pages 36-37 under Appointment and Supervision of Division Chairs 6.1, 6.3, and 6.4; on pages 9-10 under Article VII Retrenchment; pages 14-15 under Teaching and Overload Assignments 3.1, 5.2 and 5.3; on page 32 under Article IX, Appointment of Faculty Committees 3.1; and on page 47 under Article XII, Evaluation of Faculty.

Finally, a source of administrative oversight resides in the budget control function (See Standard 2 and Standard 3). Senior administrators collaborate and are the final adjudicators of fiscal resource allocation among College constituents.

## ***Information and Decision-making Systems***

Relative to this standard are several information and decision-making committees which further support the work of administrative leaders.

- Senior Staff Meeting – The College President meets bi-weekly with Vice Presidents on strategic goals, for advisement and to make recommendations.
- Executive Team – Meets biweekly with the President and is composed of Vice Presidents, the Dean of Information Technology, the Director of Building and Grounds, the Director of Institutional Research and Planning, the Executive Dean of Community Education and Workforce Development, and the Directors of Human Resources, Business Services (Comptroller), Public Safety and Institutional Assessment.

*Academic and Student Affairs Council.* Historically, the Dean’s Council, a body comprised of direct reports to the Vice President for Academic and Student Affairs/Dean of Faculty, met monthly to discuss issues of concern to faculty and staff in academic and student affairs. The Dean’s Council served as a venue to vet and debate issues of concern. In 2011, the Dean’s Council became the Academic and Student Affairs Council when the current Provost and Vice President for Academic Affairs, Dr. Anne Herron, was hired. The Academic and Student Affairs Council (ASAC) is a decision-making body charged with supporting and advancing the vision, mission, and strategic plan of the College as it relates to the non-curricular functions of academic and student affairs. The Council initiates and/or responds to issues integral to the non-curricular operations of academic and student affairs.

*Enrollment and Student Success Council.* The Enrollment and Student Success Council analyzes, projects, and manages student enrollment. The Council recommends changes to enhance recruitment, persistence, and completion. Activities include identifying factors affecting enrollment and developing a strategic enrollment management plan, in addition to responding to issues that adversely impact enrollment and keeping the College community informed of enrollment trends. Primary objectives include:

- Collecting and analyzing enrollment data to identify factors affecting enrollment
- Providing a forum for dialogue related to enrollment management
- Developing a strategic enrollment management plan
- Responding to issues that adversely impact enrollment
- Keeping the College community informed of enrollment issues, trends, and best practices
- Addressing student retention and success issues (See Standard 8 and Standard 9)

*College Planning Council.* From 2011 to 2013 the College’s Institutional Planning Committee was charged with the implementation of the 2009-2012 Strategic Plan. Progress was documented with a planning progress grid and constituents across campus were involved in the process ([2009-2012 Cayuga Community College Strategic Plan Progress Grid](#)). The current College Planning Council evolved out of the work of the Cayuga 20/20 strategic planning committee. The Planning Council fosters institutional renewal, and supports leadership and strategic direction in the development of College-wide priorities and goals that support the mission of the College. The group develops and reviews performance indicators aligned with strategic goals, and will evaluate efforts to achieve the objectives outlined in the strategic plan. The committee also facilitates discussions to identify aspirations and examine challenges facing the College. The group shares recommendations with the campus community on how to

implement, monitor, review, and evaluate efforts to achieve the goals and objectives outlined in the strategic plan. The following goals provide the Council with a framework to conduct institutional planning and improvement:

- Encourage and recognize College-wide engagement in planning and continuous improvement
- Coordinate on-going development of College-wide strategic priorities and goals that support the mission of the College
- Advance projects in support of the College mission and the strategic priorities and goals that support the mission

### ***Assessment of Organizational Structure***

Assessment of organizational structure takes place annually, during a summer Senior Staff Retreat led by the President and attended by the College's Vice Presidents. Typical agendas include budgeting, facilities management, accreditation, strategic plans and an assessment of the organizational structure of the College. For example, an assessment of the needs of the College during the summer of 2011 followed by deliberations at the Senior Staff Retreat in the same year led to a proposal to delineate the functions of academic and student affairs with vice presidents for each Division. In addition, organizational changes are reviewed on an as-needed basis.

However, the assessment of organizational structure and the periodic review of the responsibilities of senior administration has not been accompanied by regular performance reviews for senior administration. Many Vice-Presidents report having never gone through a performance review during their employment at the College. The development of employee performance review procedures for Senior Staff, including documented input from supervisors, is expected to provide greater opportunities for Senior Staff to cultivate personal growth, professional enrichment and advanced attributes of leadership (*Interview, Vice President, 01-14-15*). Additional support for personnel evaluation at the senior level is inherent in the 2014 Compass Consulting report recommendation to foster "building a strong administrative team":

- We believe that the College should focus on increasing enrollment, strengthening internal controls, expanding planning, building a strong administrative team, and addressing its sponsorship. (p. 9)

[\(A Review of the Financial and Business Operations of Cayuga Community College, Compass Consulting, May 2014\).](#)

### ***Summary***

Cayuga strives to recruit and retain administrative personnel including senior-level leaders who have the academic background and professional experience to be successful in their positions. Clear lines of authority exist, and the College makes efforts to review and assess organizational structure annually. Additionally, the College has in place adequate information and decision-making systems to support the work of administrative leaders. While there have

been numerous changes to the College's organizational structure and in administrative personnel, the College has continued to foster student learning and success.

***Suggestion for Improvement***

1. Continue to utilize consultants or search firms in any future presidential search processes.

***Recommendations***

1. Create and implement a formal evaluation process for vice presidents.

## STANDARD 6 – INTEGRITY

Cayuga Community College demonstrates that all constituencies are treated with respect in a fair and equitable working environment. The College's faculty, professional and support staff employee contracts guide fair employment practices in the hiring and evaluation of employees. Students have access to College policies and procedures relating to academic, financial, and social life through publications, the College website, and MyCayuga. Improvements in transparency are evident in the development of the College's new mission and vision statements, in disclosure of the current financial condition of the College, and in future enrollment demographics facing the Northeast in the near future. The integrity and dedication of Cayuga's employees will enable the College to embrace these challenges, in an honest and open manner, as the College seeks solutions that ensure Cayuga's growth and success in the years ahead.

### *Institutional Efforts towards Greater Transparency*

Institutional efforts toward greater transparency have been noted in the 2009-2012 Strategic Planning Process Grid, in the actions of the Interim President DeCinque (2013-2015), in the activities of College planning and in the deliberations of faculty and the Board of Trustees. One of the goals of the College's previous strategic plan (2009-2012) was to increase transparency ([\*Transforming Cayuga Strategic Plan, 2009-2012\*](#)). Specifically, Goal 6 and its objectives stated:

**Goal 6:** Implement organizational structures that are transparent, flexible and responsive to the needs of the College and its partners.

Objective 1: Enhance and support open, accessible decision-making systems.

Objective 2: Increase and enhance internal communication and transparency of College operations.

The 2009-2012 Strategic Plan Progress Grid documented measurable steps taken to address the goals and objectives of the strategic plan. It noted the College had taken steps to meet the objectives. Some of the evidence cited includes: an increase in the use of social media, the College's first "State of the College" address in fall 2011, increased distance learning and videoconferencing options to strengthen communications across Auburn and Fulton campuses, meeting minutes have been made more widely available, communications to adjunct faculty members has been enhanced, including the creation of an annual adjunct orientation, and finally, the College organizational chart is now available through the MyCayuga function ([\*2009-2012 Cayuga Community College Strategic Plan Progress Grid\*](#)).

Interim-President DeCinque (2013-2015) and the Board of Trustees have also made improvements to communication with the College community. Interim-President DeCinque provided formal, written reports at faculty meetings, as previous presidents had, but he also held numerous campus-wide forums and sent out regular email updates. In these communications he outlined his main priorities and the campus community is aware of the decision to investigate the regional governance model as one solution to the College's fiscal challenges. [Under a regional governance model, the College Region assumes sponsorship of the College as a separate,

corporate body, operating as a public benefit corporation. Dr. DeCinque saw the benefit of regionalization in its impact on the chargeback rate paid by counties students are drawn from. Currently, counties pay a flat rate which fluctuates, causing year-to-year budgetary swings for the College and the legislature. Regionalizing would establish a per student rate that could serve to stabilize future budgets]. Interim-President DeCinque's efforts toward greater communication kept the College informed of the financial health of the institution and the goals being pursued.

In fact, one of Interim-President DeCinque's first actions upon his arrival was to contract Compass Consulting to provide full disclosure of the financial health of the institution. The final report, [\*A Review of the Financial and Business Operation of Cayuga Community College\*](#), was made available on the College intranet site. The report outlines the culminating factors which led to financial exigency.

The report reinforced the Trustee role in establishing policy on governing the College and the multiple responsibilities in approval of budgets, tuition and fees, positions, labor contracts, academic policies and capital projects. The Board of Trustees By-Laws are available on the College website. Minutes of their meetings can be obtained in the President's Office, Library, Payroll Office and the College website. New Board members are provided an orientation and opportunities to participate in annual Trustee Conferences are made available to all members.

Beginning in 2014, employees and students had many opportunities to provide input into the direction of the College. For example, Cayuga contracted Clark, Patterson, and Lee to update the College's Facilities Plan. An on-line survey and in-person meetings with the campus community resulted in extensive opportunities to offer suggestions and observations. The Cayuga 20/20 Committee, charged with leading the groundwork for the College's new strategic plan, held numerous campus meetings, seeking broad input before the final vision, mission, and value statements were adopted by the Board of Trustees.

Faculty meetings are open to the entire campus community and often staff members will present to faculty on matters of concern to them, or to students. Faculty meetings have always provided an opportunity for the community to educate each other. Minutes of the meetings are available on the College's intranet site.

The Vice President for Administration serves as the Freedom of Information Law (FOIL) representative and responds to questions or complaints. In its efforts toward transparency, the College posts the following documents on its website:

- [\*College Board Minutes\*](#)
- [\*College Manual of Policies and Procedures\*](#)
- [\*Student Handbook\*](#)
- [\*College Board of Trustees By-Laws\*](#)
- [\*College Vision, Mission, and Value Statement\*](#)
- [\*Student profile information \(including retention rates, graduates, and demographics\)\*](#)



***Procedures Ensuring Standards of Integrity***

Cayuga continues to follow the standards for Integrity outlined in the 2006 self-study, and demonstrates moral soundness and integrity toward its faculty, administration, and staff. Policies concerning hiring, evaluation, and dismissal of employees are clearly defined in respective contracts. Procedures for any grievances concerning issues of hiring, evaluation and dismissal are well defined and are acted upon in a timely, accurate, and professional manner, as required in the respective contracts. The faculty contract defines procedures and responsibilities of full-time faculty and the [Adjunct Faculty Handbook](#) is available on the College website and outlines College procedures and responsibilities of adjunct faculty members.

**Table 15: Employee Grievances, 2009-2014**

	Number of Employees	Grievances	% Employee Grievances	NCCBP Percentile	Number of SUNY CCs
<b>2009-10</b>	413	0	0.00%	0.0%	12
<b>2010-11</b>	526	2	0.38%	50.0%	14
<b>2011-12</b>	463	2	0.43%	45.0%	11
<b>2012-13</b>	448	8	1.79%	91.0%	11
<b>2013-14</b>	452	5	1.11%	<b>Comparative Data in Sept.</b>	
<b>Note: One harassment complaint was recorded during the 2011-12 year.</b>					
<b>Source: National Community College Benchmark Reports</b>					

The College Policy Manual is located in the Human Resources Office and on the College intranet site. The faculty Contract includes information about nondiscrimination as well as the Equal Employment Opportunity Policy ([Faculty Contract, Article IX, Section One](#)). If an official grievance is desired by the employee, each union contract clearly identifies a specific procedure.

***Institutional Review Board Committee***

In 2008, the Institutional Review Board Committee (IRB) was formed to create an institutional research review board policy and forms. The committee is chaired by the Director of Institutional Research and Planning. Membership is comprised of faculty who are familiar with social sciences, natural sciences, and other relevant research areas and the Director of Assessment. Membership in the group also includes an Accessibility Specialist. Four of six members hold a doctorate. A fifth member is pursuing doctoral studies. The group does not always meet the federal requirement to include a board member from outside the College, but is ready to do so based on the nature of a research request.

The specific purpose of the Cayuga Community College Institutional Review Board policy is to protect the rights of students, faculty and staff who may be research participants.

**Table 16: IRB Research Requests, 2009-2015**

	2009	2010	2011	2012	2013	2014	2015
IRB Research Requests	2	1	2	6	7	6	4

The IRB committee makes a recommendation to the Provost and Vice President for Academic Affairs on whether the College should support or deny a research study. The IRB Committee also reviews studies for important aspects such as meeting FERPA regulations.

### ***Intellectual Freedom and Intellectual Property Rights***

The College's commitment to academic inquiry and engagement is demonstrated by the policies related to academic freedom and intellectual property rights listed within the faculty contract ([Faculty contract, Article IX, Section Two and Section Six, number 6.5](#)). Article IX, Section Two addresses academic freedom, and provides guidelines and information related to inquiry, teaching and research.

### ***Student Grievances: Policy and Process***

The process for student grievances and complaints is clearly articulated and disseminated. The Student Code of Conduct is found in the Student Handbook, in the [Right to Know Pamphlet](#), and on the College website. A formal grievance procedure is also found in the Student Handbook and outlines the steps and actions to be taken if students wish to file a grievance or make a complaint. Information about academic, consumer complaints, discrimination, sexual harassment and the pertinent submission forms also appear in the College catalog, on the College website ([Grievance Policies and Procedures](#)), and Blackboard home page. The policy is consistent with the 2006 review, with the addition of an extension in the time period that a grievance may be filed.

The Academic Grievance Policy and submission form are available in the Academic Program office on the Auburn campus, in the Administration office on the Fulton campus, and online on the Blackboard homepage under Student Services and Policies. Academic Grievance Procedures for Online, Out-of-NY-State students, is available on the Blackboard homepage. Discrimination Grievance Procedures and Sexual Harassment Grievance Procedures and submission forms are available in the Human Resources Office on the Auburn campus, and at the Centers for Student Engagement and Academic Advisement office on both the Auburn and Fulton campuses. As part of the SUNY system, there is also a [Transfer Credit Appeal Process](#) outlined on the College website.

A Consumer Complaint policy is an internal grievance procedure designed to address complaints that do not fall into the definition of academic, discriminatory, or sexual harassment or any other complaint for which an established complaint or grievance procedure exists. The forms for a consumer complaint are available in the Human Resources Office on the Auburn campus, and at the Centers for Student Engagement and Academic Advisement office on the Auburn and Fulton campuses.

The current policy and procedures for addressing student grievances are made available to all counselors, faculty, division chairs, and administrative personnel and are described [online](#) with links to the appropriate forms. Student grievances are reviewed using a clear timeline as outlined in the College Catalog and Student Handbook. At the end of the grievance process, the Provost and Vice President for Academic Affairs (or the President or his/her designee if the VP has been involved at any earlier stage of the process) reviews the materials submitted, files a final decision, and provides written notification to all parties involved in the grievance. All materials connected with the case are held in strict confidence in the Office of Academic Programs.

As highlighted in the 2006 Middle States Review, the Provost and Vice President for Academic Affairs will accept the findings and recommendations of the Academic Grievance Committee and will take the action appropriate to redress any demonstrated harm to the student. The Provost and Vice President for Academic Affairs will retain the right to undertake a further review of the grievance, and/or request any additional material he/she feels is necessary for a complete consideration of the issue. The decision of the Provost and Vice President for Academic Affairs is final. If the decision of the Provost and Vice President for Academic Affairs differs from the findings and recommendations of the Academic Grievance Committee, he/she will meet with the Committee in order to provide an explanation of the decision.

As detailed in Standard 9, from 2011 through Fall 2015, there have been a total of eleven student complaints (1 consumer, 2 ADA, 8 academic) of which 73% of the time the student grievance was denied. The majority of grievances pertain to individual grades.

Evidence that the procedures for student grievances are followed is available in the documentation within the Academic Programs office, Human Resources Office, and Student Engagement and Academic Advisement office. Evidence of adherence to employee grievance procedures can be found in documentation maintained by the President's office and the President of each union.

### ***Integrity in College Communications***

Cayuga maintains integrity in information that is disseminated to the public through practices and procedures in marketing, communications, and reporting.

The Marketing Communications Office serves in the editorial capacity to support truth in advertising regarding internal and external communications; however, the office or department that provides information for a press release, announcement, advertisement or brochure is ultimately responsible for its accuracy. The Marketing Communications Office supports truthfulness by checking with the contributing office or other sources on any incomplete information and to question or avoid inappropriate or excessive claims. The Marketing Communications Office seeks accurate and current College facts and statistics from various sources including the Office of Institutional Research and Planning, Information Technology, Admissions and Vice Presidents' Offices. ([Karen Thomas-Lillie, Personal Interview 4/14/15](#))

The Admissions Office mails Viewbooks to potential students who have filled out an inquiry card. Catalogs and program brochures are mailed upon request and are also available on

the College’s website. The catalog is also available in Admissions and in the Student Engagement Office to distribute to current students upon request. Information in these publications goes through a review process which includes approvals by various departments such as Admissions and the College Foundation.

The College maintains a list of area news media, and distributes news releases and public announcements which include contact information for additional details. Press releases and event listings are also posted to the College website, to monitors throughout campus and to social media (i.e. Facebook and Twitter). The College informs area broadcast medias, social media and via RAVE alert (i.e. text message, email and College website) of weather-related or other cancellations.

***Integrity in Crime Reporting***

The College also publishes the [Student-Right-to-Know](#) document, which discloses accurate campus crime statistics, in addition to completion, persistence and transfer rates annually. This report is available online and in the Student Handbook.

**Table 17: Cayuga Community College Right to Know Crime Statistics, 2012-2014**

<b>Offenses</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>Total</b>
Destruction/Damage/Vandalism of Property <i>On Campus</i>	0	0	1	<b>1</b>
Weapons Violations (Arrests) <i>On Campus</i>	1	0	0	<b>1</b>
Drug Violations (Arrests) <i>On Campus</i>	2	0	1	<b>3</b>
Drug Violations (Arrests) <i>Public Property</i>	1	0	0	<b>1</b>

Source: 2015-2016 Right-to-Know Annual Security Report, pages 72-76

***Violence Against Women Act***

Cayuga has adopted a dating violence, domestic violence, sexual assault and stalking policy aligned with SUNY’s guidelines, ([Policy and Programming Changes Pursuant to the Campus SaVE Provisions of the Violence Against Women Act](#)), which outlines the specified procedures and guidelines for the adjudication of reported violations of those offences. The College has determined that cases involving dating violence, domestic violence, sexual assault, and stalking will be heard and adjudicated by administrative hearing. The administrative hearing board will consist of identified campus officials who have been appropriately trained on an annual basis on topics related to dating violence, domestic violence, sexual assault and stalking. Members of the administrative hearing board shall not consist of anyone who may have a conflict of interest or a bias against the accused or the accuser. Cayuga’s full policy and procedure regarding dating violence, domestic violence, sexual assault and stalking can be found on pages 35-58 of the [2015-2016 Right-to-Know Annual Security Report](#).

## ***Consumer Information***

Information regarding affordability and funding options for students is available in the College Catalog (print or website). Online tools such as the [Net Price Calculator located on the College's website](#) and the SUNY Smart Track website, provide fast and accurate cost information based on students' own information. Additionally, financial information is detailed in the SUNY Standard Aid Award Letter which is available online through the student's personal MyCayuga account. (*Cathleen Patella, Personal Interview*) Additionally, personalized financial counseling is available through Cayuga's partnership with Inceptia, a private, non-profit organization dedicated to teaching students about personal finances in an engaging manner.

A [College Consumer Information](#) page has been developed as part of the College website redesign. This effort consolidated links to much of the information, policy and practice relevant to attending Cayuga on one website page. The consumer information page adds to the College's resources for students and their families.

## ***Changes to Policy and Procedures Ensuring Integrity***

The College Policy Manual is maintained by the Human Resource Office and available on the College intranet site. The [Process for Adding to or Revising the Manual](#) is clear, accessible, and available on the intranet site, and includes an agreed upon flowchart for input. Another way changes to policy are introduced are through academic program and functional area review processes, which provide recurring opportunities for policy examination, as part of the assessment cycle.

Academic divisions, standing committees, and functional areas have the responsibility of maintaining institutional policies and procedures in their respective areas. An example of an academic policy that was changed after review was related to placement testing. Both the Math and English faculty reviewed the placement policies and cut scores to determine effectiveness and researched historical data to evaluate the accuracy of placement cut scores policies. Findings led to recommendations to revise the cut scores policies ([Academic and Student Affairs Council Minutes](#)).

Changes to the Grade Forgiveness Policy allows students to petition to have grades removed from their GPA calculation under specific conditions. An ad hoc committee assessed the procedures related to the reinstatement process and determined the College would no longer review appeals for academic reinstatement after the start of classes. Similarly, the Veteran's Working Group proposed a change to the Deployment Policy based on an assessment of the needs of the veteran student population. ([Faculty Meeting Minutes](#)).

Another example is the Information Technology department's recent policy development aimed at addressing how technology is being used and increasing security. The acceptable use policy ([Acceptable Use Policy- number 200.101, August 2013](#)) was drafted by the Technology Advisory Group in 2013. The group also created the [Procedures and Implementation Information for Bring Your Own Device \(BYOD\) and Mobile Devices policy](#).

The Provost and Vice President for Academic Affairs has the authority to create ad hoc committees to review policies and procedures. An example of this type of committee is the Withdrawal Committee. Formed to study the current attendance policy, course withdrawal policy, and incomplete policy in relation to peer institutions, their recommendations were presented to Division Chairs and then brought to the Faculty Association for further comments and suggestions. The final draft recommendations were presented to the faculty to vote on.

### ***Summary***

Relevant to this Standard, Cayuga demonstrates that hiring, evaluation and dismissal of employees, as well as issues related to academic freedom, intellectual property and processes whereby students can petition, grieve or file a formal complaint are carried out through timely and impartial processes and through policies that are published widely in accessible formats. Integrity in marketing and College communications to the public is ensured through editorial practices that request additional information and fact checking by the originating department or the College's Marketing and Communications Office. Changes and issues affecting institutional mission and goals, and changes to existing policies and procedures are disclosed to the College community in a timely manner and institutional commitment to principles of transparency, openness and respect for diverse ideas are apparent in institutional planning, governance and administration. Additional staff support for Marketing and Communications ([Interview with Scott Whalen 2-13-2015](#)), ([Withdrawal Committee Minutes](#)), ([Grade Review Policy for Returning Students -100.116](#)) ([Grading Policies-Students Activated for Military Duty -100.140](#)), ([Academic and Student Affairs Council Minutes](#)), ([Functional Area Review Guide](#)).

## STANDARD 7: INSTITUTIONAL ASSESSMENT

Cayuga Community College maintains a culture of assessment through faculty, staff and executive involvement, designated resources, and ready access to assessment data. This section outlines the College’s institutional assessment practice, which is designed to provide clear evidence of effectiveness, as well as to identify future opportunities, implement improvement projects and strengthen student support systems.

### *Goal Setting*

Cayuga’s goal-setting model is based on an alignment of the institutional strategic plan, the SUNY Excels Performance System, and the priorities of academic programs and functional areas. As outlined in Standard 2, an emphasis on renewal and goal setting has been a major theme of College planning and assessment. The emphasis has impacted the College’s capacity to increase accountability, explore creative ways of renewal and build upon successful, long-standing assessment practices.

*Institutional Goals.* Cayuga’s strategic planning process can be characterized as “evolution.” As the table below illustrates, during the 2009-2014 planning process, an important step was to establish accountability for completing objectives and carrying out action steps. This was accomplished by documenting leadership for specific objectives and marking progress through the use of a strategic plan progress grid. The grid served as an indicator of priorities and a mechanism to mark achievement. Completed in 2012, the grid provides evidence that despite the College’s financial challenges, significant progress was made in the achievement of planned goals. In addition, the College community advanced the developmental goal of encouraging an ethos of accountability.

**Table 18: Strategic planning at Cayuga can be characterized by evolution, with each planning cycle gaining a more comprehensively structured framework.**

Strategic Plan Components	2000-2008	2009-2014	2015-2020
Goals	X	X	X
Objectives		X	X
Initiatives ('00-'08)/Action Steps ('09-'14)	X	X	In Progress
Operations Plan ('00-'08)/Unit Plans ('15-'20)	X		X
Key Performance Measures ('00-'08)/Indicators ('15-'20)	X		X
Accountability (Assigned Goals)		X	To be Determined
Institutional Effectiveness Summary Report			X
Involvement of College Community	X	X	X

In 2014, having weathered financial challenges, the College turned its focus toward renewal. The Cayuga 20/20 Committee, formed with representatives from across the College, facilitated development of the College’s new vision, mission, and values statements and strategic goals for the future. The effort resulted in the [2015-2020 Strategic Plan](#) which guides Cayuga’s priorities and outlines the operational goals and intended outcomes of the College. The Cayuga 20/20 Committee has transitioned into a College Planning Council, charged with fostering



sustained institutional renewal and providing guidance on how to implement and monitor the College's strategic goals. This group will communicate regular progress reports to the College community.

*SUNY Excels Performance System.* "The Power of SUNY 2020," is the overarching strategic performance plan for the State University of New York system. The plan identifies five key goals aligned with the state university mission. An important advancement in the SUNY strategic planning process is related to assessment and the introduction of a performance system that will focus on accountability, transparency, and incentives to achieve system goals at the campus level. Because each campus, including Cayuga Community College, developed and submitted a performance plan to SUNY, the relationship between the College's strategic plan and SUNY's strategic plan have become more closely aligned ([The Power of SUNY](#)).

*Academic Strategic Plan.* An Academic Strategic Plan developed by the Provost and Vice President for Academic Affairs sets out goals for the support, oversight and advocacy of quality academic programming and teaching at Cayuga. Plan objectives outline quality measures for the areas of new faculty training, leadership development and the implementation of improvement projects resulting from assessment results ([Academic Affairs Strategic Plan 2015-2020](#)).

*Program-Level Goals.* Faculty have the primary responsibility for the design of academic program goals. Working in consultation with Division Chairs, the College Provost, Advisory Board members and informed by best practices in their field, academic program goals are expressed in program curriculum maps and in master course syllabi templates. Program goals are published in the College catalog and website program descriptions. ([Academic Schools and Programs](#))

*Unit-Level Goals.* In 2012, Cayuga's functional units took the project of developing a unit mission statement as their Assessment Day activity ([Functional Area Mission Statements](#)). The development of a mission statement and contributions to institutional and system-wide performance indicators reinforce unit-level goal setting aligned with the College mission. The introduction of the Functional Area Review process, outlined in the [Functional Area Review Guide](#), and detailed below, make explicit the process and development of setting unit-level goals.

### ***Institutional Effectiveness: Planning, Collaboration, and Resources***

Cayuga's framework for the coordination of institutional effectiveness efforts are evident in the College's [Institutional Assessment Plan](#), [General Education Assessment Plan](#), [Program Review Template](#), [Completing Course Based Assessment Plans](#) and [Functional Area Review Guide](#). The College's longstanding tradition of an annual, campus-wide Assessment Day, where all units of the College carry out assessment activities, provides coordination to various assessment processes in support of institutional effectiveness.

*Institutional Assessment Plan.* Conducting assessment activities on a regular and continuous schedule is key to continuous improvement. The [Institutional Assessment Plan-Revised 2015](#) outlines the College's interrelated assessment cycles. The plan specifies assessment measures, persons responsible, a timeline, a framework for analysis and actions, and



the location of a plan and assessment results for each of the five primary assessment components: institutional-level, general education, degree program assessment of the major, course assessment, and functional area assessment. The College Assessment Office maintains a Master Schedule of the Assessment cycle.

*Institutional-level Effectiveness.* As requested, the Senior Staff reviews institutional-level data compiled by the Director of Institutional Research and Planning to evaluate the College's strengths and weaknesses. Input is requested, as necessary, from the College Planning Council, Division Chairs, the Academic and Student Affairs Council, and the Enrollment and Student Success Council. (Appendix H)

*Course Assessment.* Course assessment of student learning outcomes is carried out by College faculty following an annual cycle. Course assessment plans have been developed to measure student learning outcomes, and the alignment of course level outcomes with program goals is illustrated in program curriculum maps. As detailed in Standards 12 and 14, annual course level assessment measures provide direct measures of academic quality.

*General Education.* General Education courses promote institutional-level student learning outcomes that are the basis by which all academic programs flourish. General Education assessment is carried out by faculty with data collected at the course-level and aggregated for reporting and interpretation following a 3-year cycle. As outlined in Standard 12, General Education outcomes are guided by SUNY and assessment measures, and criteria are contained in the College's, [General Education Assessment Plan](#).

*Academic Program Review.* All SUNY degree programs conduct a comprehensive Program Review on a 5-7 year cycle. The Review begins with a faculty-led program self-study which includes measures of student learning. Program faculty are also encouraged to review full-time faculty to adjunct ratios, student demographics (age, diversity, academic background, etc.), enrollment trends and graduation rates, student transfer statistics, and a full analysis of the specific core courses and their learning outcomes. Additionally, faculty are encouraged to include in their plans, a strategy for measuring change in students' knowledge and skills over time and to specifically designate improvement projects. An external review team is then invited to participate, including a campus visit and written report to the Provost. These reviewers are typically faculty from other colleges or universities within the same discipline. They are invited to campus to share their insights and cultivate a set of recommendations the department can then consider. During a "closing the loop" meeting faculty liaisons, the Division Chair, Provost and Director of Assessment meet to review recommendations and develop action steps.

*Functional Area Assessment.* Student support services, administrative units and academic service departments, also known as "functional areas," support student learning, access and academic success. A major accomplishment for Cayuga's assessment practices has been the implementation of a standard Functional Area Review (FAR) process that was initiated in Fall of 2013. Guidance and criteria for the Functional Area Review process can be found within the College's [Functional Area Review Guide](#). The introduction of FARs built on the College's longstanding practice of reviewing institutional data at the functional area level. During the 2012 Assessment Day, departmental units developed local mission statements that made this next step

possible. All operational and student services units will undertake a Functional Area Review on a 5-year cycle. Designed to model academic program review, the process includes a 3-step project of self-study, external review and a follow up action plan to address recommendations and implement improvement projects. Appendix I of this Standard lists the areas of the College covered in the FAR assessment cycle.

*Assessment Day.* Cayuga has held an annual Assessment Day since 1999, in which all employees of the College are charged with reviewing and assessing their work. For academic areas the day is split into two components – items generated by the Director of Assessment, Division Chairs, and the Assessment Committee; and items generated by specific academic programs. Faculty also have the opportunity to work on course-level review.

Functional areas of the College, including service and support units, have traditionally reviewed mission statements, conducted SWOT analyses and reviewed unit statistics. With the implementation of Functional Area Reviews, Assessment Day provides a time for units to prepare their self-studies and develop assessment measures or action plans.

Executive leadership meets on Assessment Day to review institutional-level data for the purpose of understanding the strengths and weaknesses of the College. On occasion, a special topic or issue is identified for in-depth study. For example, in March 2013, the topic of retention was closely reviewed. In 2016 Executive Leadership joined Functional Areas preparing for Reviews to assist them in goal development and the identification of roadblocks. The below table provides a summary of Assessment Day activities and their outcomes, 2011-2015.

**Table 19: Assessment Day Outcomes, 2011 to 2015**

YEAR	THEME	OUTCOMES
2015	Course Based Assessment and Syllabi Template Update	Syllabi templates were created stating course learning outcomes, setting clear expectations for teaching and learning objectives.  Functional Areas began composing self-studies for their Functional Area Reviews.
2014	Program Goals and Curriculum Mapping	All degree programs reviewed their program goals and over 80% of the College’s degree programs completed curriculum maps.  Functional Area Reviews were implemented.
2013	Program Reviews and General Education	Program review requirements were outlined and communicated to all faculty. General Education assessment data was reviewed.  Functional Areas reviewed unit statistics.  Executive leadership reviewed retention issues and related data.
2012	General Education Assessment and Functional Area Mission Statements	The Information Management outcome and assessment report was reviewed. Faculty discussions emphasized the need to collect additional data for this assessment and introduced a new focus on measuring <i>progressively integrated</i> information literacy skills.  Functional Areas develop mission statements.

YEAR	THEME	OUTCOMES
2011	Assessment Methods	General Education Assessment Report on Information Management was submitted.  Functional Areas conduct SWOT analysis.

*Designated Resources.* Cayuga recognizes that assessment requires institutional investment. Despite its recent financial challenges, the College has maintained committed resources for two offices that support assessment efforts: the Office of Institutional Research and Planning and the Office of Institutional Assessment. These Offices promote assessment through leadership of committees and groups that provide resources and facilitate understanding of assessment work and its goals. The Offices offer conceptual and technical assistance to units carrying out assessment plans and implementing improvement projects. Additionally, Cayuga’s transition to the Banner data records system provided further access to data utilization and a collaborative tool used to develop institutional effectiveness reports and measures.

*Organizational Structure.* To ensure accountability for institutional effectiveness efforts and integration among assessment, planning, and resource allocation, reporting lines have been modified. Three vice-presidents oversee an essential component of institutional effectiveness. The Director of Assessment reports to the Provost and Vice President for Academic Affairs, the Director of Institutional Research and Planning reports to the Vice President for Student Affairs who has responsibility for planning. The information technology department, a central contributor to data accessibility and accuracy, reports to the Vice President for Administration who ultimately recommends resource allocation.

*Office of Institutional Assessment.* In 2008, the College made the decision to revise the Director of Assessment position from a ten-month to a twelve-month position to ensure access to assessment expertise throughout the year. In early 2015, the current Director of Assessment joined the College. ([Director of Assessment Job Description](#))

*Assessment Committee.* The College Assessment Committee is chaired by the Director of Assessment, who leads a group of eight faculty members, the Director of Institutional Research and Planning and the College Registrar in supporting the implementation and monitoring of a comprehensive outcomes assessment process. The group is charged with serving as an internal consulting group which informs, educates, encourages and initiates improvements to curricula, pedagogy and service units. The Committee works through the lens of the College mission and focuses on bringing quality standards into the College’s educational practice.

*Office of Institutional Research and Planning.* One of the College’s strengths are the designated resources in place for requesting and collecting data for programs, units and individuals who wish to complete assessment projects. The Office of Institutional Research and Planning was established in 2004 and serves as the College’s central point for obtaining data and reports used for decision-making.

*Integrated Data System.* Data contributing to assessment activities are centralized in a comprehensive, integrated software system called Banner. This system tracks organizational and budget activities through detailed organizational codes, allowing for timely monitoring of fiscal

and academic activities and goals. Senior administration and unit Directors can access Banner data through Argos software. Additionally, the College has access to comparative data across SUNY through the SUNY system administration institutional research office's data warehouse.

*Reports Needs Group.* The Report Needs Group brings administrators, faculty and staff together from across campus to assess reporting priorities and ensure equitable data access. The group works to organize and simplify the report request process and develop consensus about institutional report development priorities.

### ***Assessment of Institutional Effectiveness Practices***

To ensure institutional effectiveness practices are useful, cost-effective, authentic, and planned the College has invested in permanent positions, data systems infrastructure and has provided course release time to faculty to facilitate assessment efforts, increase visibility of the College's performance, and guarantee compliance with state, federal, and accreditation agency standards. Additional cost analyses incorporated into the use of assessment results would further increase the understanding of the value of assessment findings and the return on investment in assessment resources.

Verifying the authenticity of findings is accomplished in a variety of ways as exemplified by inviting outside reviewers to program reviews, submitting student, financial, and aid data to federal, state, and accreditation agencies on a regular basis, tracking enrollment trends, and most importantly, monitoring student learning and achievement.

Improvements to the assessment of institutional effectiveness include the introduction of Functional Area Reviews that will impact quality improvement in all service and administrative areas of the College. A "closing the loop" component of 5-year academic program reviews provide assurance that findings are interpreted and timelines are developed for improvement projects. A sample of the program-level improvement projects resulting from the "closing of the loop" process are found in Standard 14, in the "Using Assessment Results" section.

### ***Comparative Data and Benchmarking***

Benchmarks and comparisons to other institutions are another way Cayuga evaluates effectiveness in researching its goals. Benchmark and comparison data are used to increase awareness of important issues among the campus community, to set priority initiatives and to identify how to measure success. Appendix J of this Standard displays how comparative and benchmark data are used and communicated. In addition, national survey data is an important source of information used to understand the strengths and weaknesses of instructional and student service efforts.

*National Data Sources.* Information provided in national level data sources such as IPEDS are reviewed by executive leadership to provide key indicators of institutional performance. One example is the National Student Clearinghouse Research Center Reports, which compare cohorts of first-time, degree-seeking students to national completion and transfer rates. As the table below illustrates, Cayuga maintains rates in these categories comparable or above the national average.

**Table 20: Completion and Transfer, First-time, Degree Seeking Students, 2007-2008**

	Fall 2007	Fall 2008
<b>Cayuga Community College</b>		
<b>Completion</b>		
1 <sup>st</sup> Degree Completion: Same two-year public institution	25.44	31.48
<b>Transfer</b>		
1 <sup>st</sup> Degree Completion at Different Institution: Four-Year	15.74	13.47
Subsequent Completion at a Four-Year	6.96	9.18
Total Four-Year Completion Rate	22.70	22.64
<b>National Average</b>		
<b>Completion</b>		
1 <sup>st</sup> Degree Completion: Same two-year public institution	26.46	26.14
<b>Transfer</b>		
1 <sup>st</sup> Degree Completion at Different Institution: Four-Year	10.04	9.77
Subsequent Completion at a Four-Year	7.14	6.41
Total Four-Year Completion Rate	17.18	16.18
<i>Source: 2007 and 2008 National Clearinghouse Research Center, Institutional Benchmark Reports</i>		

*Institutional Comparisons.* Comparative institutional analysis is also a regular feature of institutional assessment. Below is an example of information drawn upon from a comparative group; including other SUNY institutions, which demonstrates similar FTE, retention, degrees awarded, teaching staff, financial aid and net price indicators.

**Table 21: Institutional Comparison Analysis, 2013-2014**

INSTITUTION	Carnegie Mellon Classification (All Assoc., Public)	Fall 13 to Fall 14 Retention			2013-14	Fall 2014	Fall 2014	2013-14
		FTE	Full-time	Part-time	Degrees AW	FT/PT Faculty	% FIN AID	Net Price
Adirondack	Rural-serving Medium	3,092	56%	35%	502	92/180	86%	\$7,211
Cayuga	Suburban-serving Single Campus	3,029	55%	31%	536	50/186	95%	\$6,037
Corning	Rural-serving Medium	3,091	57%	40%	639	87/159	93%	\$6,593
Herkimer	Rural-serving Medium	2,563	56%	50%	568	68/95	90%	\$7,784
Jamestown	Rural-serving Medium	3,473	59%	52%	743	78/273	94%	\$8,230
Jefferson	Rural-serving Medium	2,830	57%	37%	658	83/162	90%	\$5,677
Tompkins-Cortland	Rural-serving Medium	3,758	54%	42%	819	62/280	89%	\$9,340
Davidson County CC (Thomasville, NC)	Rural: Fringe	*	60%	50%	536	91/231	79%	\$8,081
W Kentucky Comm & Tech College (KY)	Rural-serving Large	*	66%	39%	740	140/188	97%	\$5,727

*Source: College Navigator (NCES)*

*National Community College Benchmark Project (NCCBP).* Cayuga has participated in the annual NCCBP survey since 2004. Executive leadership regularly reviews findings and focuses on data comparisons with other SUNY institutions. NCCBP data was utilized in important College improvements such as: 1) increasing focus on student retention, 2) enhancing developmental education opportunities, and 3) reviewing course withdrawal policies (See Standard 8).

**Table 22: National Community College Benchmark Project Data on Three-year Completion and/or Transfer Rates**

Percent of Full-time, First-time Students that Completed or Transferred in *Three Years*

	2013	2014	2015
<b>Cayuga CC %</b>	<b>43%</b>	<b>41%</b>	<b>46%</b>
National N	259	236	222
<b>Percentile</b>	<b>72<sup>th</sup></b>	<b>64<sup>th</sup></b>	<b>74<sup>th</sup></b>
SUNY N	23	21	23
<b>Percentile</b>	<b>57<sup>th</sup></b>	<b>43<sup>th</sup></b>	<b>61<sup>th</sup></b>

*Community College Survey of Student Engagement (CCSSE).* Cayuga administers the Community College Survey of Student Engagement (CCSSE), a survey that focuses on instructional experiences and student engagement, on a five-year cycle (2009 and 2014). Findings of the survey have been presented by the Director of Institutional Research and Planning in College-wide meetings and distributed to executive leadership.

*Student Opinion Survey.* The College administers the Student Opinion Survey triennially in conjunction with all other SUNY community colleges. Comparative data are provided to departments on an as-needed basis. Data disaggregated to the program-level are utilized in program reviews. Executive leadership also reviews Student Opinion Survey data. Longitudinal data are available for all views, including disaggregation by campus. Institutional findings are framed in comparisons with all other SUNY institutions and by similarly sized SUNY institutions.

*Graduate Survey.* 2008 and 2010 graduates were surveyed in 2013 with a redesigned Graduate survey. New questions regarding students’ educational finances were included. At the end of 2014, the survey was redesigned once again to incorporate key questions from the pre-2008 graduate survey. During the summer of 2015, in conjunction with the Alumni survey, the survey was distributed to the classes of 2009, 2011, 2012, 2013, 2014, and 2015. Below summarizes current activity by recent graduates. ([2009-2015 Graduate Survey Summary Report](#)).

**Table 23: Cayuga Graduate Survey, Current Activity**

<b>Current Activity-Mark all that apply. (N = 266)</b>	<b>Number</b>	<b>%</b>
Employed (full time)	116	35.20%
Employed (part time)	68	20.60%
Continuing my education (college/technical)	89	27.00%
Serving in the Armed Forces	1	0.30%
Unemployed (seeking employment)	32	9.70%
Unemployed (not seeking employment)	6	1.80%
Other	<u>18</u>	<u>5.50%</u>
Mark all that Apply Total	330	100.00%
Source: 2009-2015 Graduate Survey Report		

### ***New Comparative Data Initiatives***

The College continues to expand utilization of benchmark and comparison data by participating in new national survey projects:

Cayuga is an inaugural member of the Student Achievement Measure (SAM) survey. The SAM survey attempts to track student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. Because so many community college students who complete a degree do so at an institution other than the one where they started, participation in SAM will provide Cayuga with a more accurate measure of student success ([\*Student Achievement Measure\*](#)).

Cayuga also participated as a pilot institution in the [Maximizing Resources for Student Success](#) survey. Full-time faculty were surveyed prior to participation for the purpose of gauging how their time is allocated. This survey will enhance the College's ability to assess expenditures in relation to student outcomes and success.

Finally, comparative data for online students, (except for course grades and withdrawal rates in the NCCBP), has not been collected. To remedy this lack of information on a significant portion of Cayuga's enrollment, one hundred percent of online students were surveyed in the [Survey of Online Student Engagement](#) conducted by the Community College Engagement Center in Spring 2015. Useful insights regarding online student experiences were gained despite the small response rate (5%).

### ***Key Performance Indicators***

Key performance indicators related to the College's strategic plan are produced by the Office of Institutional Research and Planning. The College continues to make progress in developing and using performance indicators to communicate priorities and measure improvement. Recently, efforts to broaden participation in indicator design included presentations to the Executive Team [January 2013] and input from the Planning Council [June-July 2015]. Indicators not only allow the College to measure its strategic outcomes, but provides the College community an opportunity to benchmark their efforts against SUNY and national peers.

### ***SUNY Excels Performance System***

In January 2015, the SUNY Board of Trustees passed the SUNY Chancellor's resolution to promote student success by utilizing evidence-based best practices, demonstrating accountability, and committing to continuous improvement [Nancy Zimpher, January 13, 2015 memo to SUNY Board of Trustees]. Campuses were required to submit performance plans that focused on five SUNY System Administration priorities: Access, Completion, Success, Inquiry, and Engagement and report attainment of goals through 28 measurement areas. Final campus plans were submitted to SUNY System Administration in October 2015. Cayuga viewed the SUNY Excels project as an opportunity to align institutional and system-wide performance indicators.

## Using Assessment Results

Using assessment findings to make informed decisions across a range of areas has resulted in institutional, programmatic, and unit-level improvements that benefit students. The examples below are provided to demonstrate the broad range of assessment measures drawn upon in decision-making and to provide evidence that the interpretation of assessment findings has been an essential precursor to the allocation of human, material, social and instructional resources at Cayuga.

*Parts of Term Analysis.* A “part of term” is a set of dates that take place within a larger semester. In 2015, the Provost and Vice President of Academic Affairs requested the Enrollment and Student Success Council study parts of term, “to be good stewards of the College’s limited financial and personnel resources” and to ensure the College, “structures learning opportunities that will allow our students to succeed.” The Council conducted an enrollment and success analysis and provided recommendations to eliminate, beginning Fall 2016, six separate parts of term. The recommendations were brought to Division Chairs for discussion and with their endorsement, forwarded to the President. The “part of term” evaluation provided evidence that streamlining semester dates and creating an expanded on-campus course offering would benefit the College both academically and financially.

**Table 24: Evidence outlining the multiple ways assessment findings are used in the development of recommendations, the allocation of resources, and in institutional-level decision-making.**

Key Decisions informed by Assessment Findings				
Year	Area	Project Description	Assessment Analysis	Outcome
2014-2015	Buildings and Grounds	Update to Facilities Master Plan	Independently prepared analyses relating to updates to the Facilities Master Plan are prepared by the College’s Vice President of Administration, the Director of Buildings and Grounds, and the Finance Committee of the Board of Trustees. A campus-wide meeting was held and the campus community was surveyed for input.	+ The College employs Clark, Patterson and Lee to develop a master plan update based on the assessment of facilities, and feedback from the campus community.  + The master plan is prioritized by Administration and Finance.
2012-2013	Information Technology	Labor and Security	An in-house IT needs assessment was conducted and then reviewed by the company Enterprise Systems Integrator. This study led to an IT security audit.	+ Implementation of a single sign-on system.  + An IT Help Desk was created to support user needs.
2011-2012	Academic Affairs	Academic Program Coordinators	Faculty carry out a study on alternative ways to organize the College’s academic program structure to achieve more robust academic identities organizationally, develop program leadership succession plans and to positively impact student engagement.	+The College establishes the School of Media Arts in 2012  + Adoption of eight “program coordinators” hired with one credit overload for 2014-2015
2013-2014	Center for Academic Success	Tutor Modality	Faculty and staff survey reports increasingly indicated a need for online tutoring support, the need was then confirmed in the findings of the <i>2014 Distance Learning Report</i> .	+ NetTutor services were introduced and are currently being assessed for impact



Key Decisions informed by Assessment Findings				
Year	Area	Project Description	Assessment Analysis	Outcome
2012-2013	Center for Student Engagement	First Year Transition: Orientation	The 2013, <i>Final Report of the Retention and Completion Committee</i> , presented findings from student focus groups that indicated that although students expressed that Orientation was “important” and “necessary” for success, they also reported not attending. A follow up survey was conducted to gather additional data.	+ A new online orientation option was added consisting of short video clips and resource material  + Orientation for students entering in the Fall is now offered twice, one morning and one afternoon session on both campuses  + Individual Schools of the College are offering supplemental school orientations to augment the College orientation

### ***Summary***

Cayuga demonstrates it meets Standard 7 through its written statements of institutional goals, evident in the College strategic plan, Functional Area Review (FAR) process, academic program curriculum maps, and 5-year academic program reviews. The College Planning Council, the development of key performance indicators, participation in SUNY Excels and academic “closing the loop” reports generate assessment findings that guide informed decision-making. Survey data and benchmark comparisons offer national-level criteria with which to mark achievement and identify success. Finally, a range of examples, from 2011 to present, outline the multiple ways assessment findings are used in the development of recommendations, allocation of resources, and institutional level decision-making.

### ***Suggestions:***

1. Procure and utilize assessment software to assist in the mapping of goals, assessment findings and resulting action to enhance the alignment of College resources and activities.
2. Incorporate cost analysis in assessment practice.
3. Continue to improve the process for developing future strategic plans.

### ***Recommendation:***

1. Evaluate models of institutional effectiveness to strengthen current institutional assessment practices.

## STANDARD 8 – STUDENT ADMISSIONS AND RETENTION

Cayuga’s admissions policies and procedures provide access to educational offerings regardless of academic, economic or geographic characteristics. Given the complexity of student aspirations and educational goals—and despite limited resources—Cayuga’s continual assessment and review of admissions policies and practices have inspired a number of improvements, including enhanced communication about enrollment opportunities and processes. Cayuga demonstrates that it meets Standard 8 through regular review of admissions policies and procedures, its commitment to retention efforts and student success, and the support of continuous improvement.

### *Alignment with Mission*

The mission adopted by the College’s Board of Trustees in February 2015 emphasizes educational options that meet student needs, “We are Cayuga Community College, dedicated to providing students with diverse learning opportunities to discover their passions and advance their personal and professional growth.” Because Cayuga is an open access institution, it admits all students who complete an application and provide a final high school transcript or an original GED. If a prospective student is a transfer, the College requires previous college transcripts. The competitive nursing program requires applicants to follow a separate application and admissions process.

### *Continuous Improvement*

Policy and procedure improvements demonstrate Cayuga’s regular review of student admission and retention practices intended to attract, recruit and retain students who will be successful in their collegiate studies. As a regular feature of bi-annual retreats, the Admissions Office reviews and updates policies and procedures. Bi-annual meetings between the Admissions Office and Academic Division Chairs serve to align Admissions goals and principles with Academic goals and policies. Minutes are taken at weekly staff meetings, as well as bi-annual retreats, to document decision-making. Change may occur in response to federal financial aid regulations, College requirements or other factors taking place throughout the year. The following four changes to admissions policy and procedures exemplify how evidence is utilized to benefit applicants.

*Ability-to-Benefit Policy.* Prior to July 1, 2012, any student without a recognized high school diploma or who did not graduate from high school could take the Ability-to-Benefit placement test. If a student passed the test, they could enroll at Cayuga Community College as a full-time student and receive federal financial aid. An amending federal policy regarding ability-to-benefit does not allow students *after* July 1, 2012, to use the test to be accepted or enroll as a full-time student. Recognizing the policy impacted students with little high school experience or who had been home schooled, the Admissions office developed a specific recruitment plan for potential students affected by this policy change. Although it requires additional work on the part of potential students to earn a GED, the Admissions department tracks these students and facilitates their enrollment.

*Late-Start Admissions.* High schools have a variety of final graduation dates. Recognizing that some high schools can't transmit final high school transcripts by the first day of classes (an admissions requirement), it was necessary to establish an alternative to a final high school transcript. After carefully researching other community college policies, Cayuga made the decision to accept a letter from the high school verifying the student has, or will, graduate on a specific date in lieu of a final high school transcript. In consultation with the New York State Department of Education (NYSED), as long as the date of the letter is within the first week of classes, Cayuga will agree to accept the student.

*Nursing Admissions.* The Nursing program at Cayuga is the only competitive entry program with a separate admissions process. The ability to effectively communicate the admissions process to so many potential students can be a challenge. A collaboration between the Admissions Office and the Nursing program resulted in a communication plan targeted at potential Nursing students. One of the successful components of the plan are in-person information sessions held periodically on both campuses throughout the year. The sessions are an opportunity for interested students to learn more about the Nursing program, its admissions process, the courses and degree requirements, and success stories of Cayuga graduates.

*Correspondent School Transcript Acceptance Policy.* Because many correspondence schools lack accreditation, or are only accredited in the State in which they operate, the New York State Department of Education does not recognize correspondence schools transcripts for New York State students. Through research and consultation with other SUNY community colleges, the Admissions Office made the decision to not accept any correspondence school transcripts from students who lived in New York State at the time of their correspondence school enrollment.

### ***Communication***

The Admissions Office communicates with prospective students, applicants and accepted students through publications, materials and presentations on requirements and procedures for enrollment. Consistent on both campuses, the Admissions office conveys admissions requirements, including those of Cayuga's competitive degree programs (i.e. nursing). Information about placement testing and transfer credit policies are disseminated by Admissions in person, through College events and in College publications list below:

- College catalog
- College web site
- Admissions publications
- Admissions letters
- Degree program brochures
- Events: College fairs/open houses/high school advisor breakfasts

The Financial Aid and Business Offices offer information in relation to financial aid and billing, with policies and procedures outlined in the College Catalog, College website, publications, and during new student orientation. Information about Cayuga's many scholarship opportunities are disseminated through mailings, the College Catalog and through posters in area high schools. In

addition, the Strategic Enrollment Management Survey summary data indicated that prospective students were impacted by speaking with current Cayuga students. On average, 55.8% indicated a positive experience and result when discussing the College with current students.

As part of a bi-annual review of Cayuga's admissions policies and procedures, information for publications, the College website, and letters are amended. In addition, based on feedback from prospective students throughout the year, the Admissions Office edits these pieces to clarify admissions policies and procedures.

A significant communications development is the revision of the College website, which went live in January 2016. The purpose of the redesign is to emphasize student recruitment and marketing, enhance a student's ability to navigate the website, and to simplify the presentation of information [Jeff Rosenthal, 04-17-15 interview with Meg Osborne]. According to the Strategic Enrollment Management Survey, a high percentage (59%) of Cayuga students indicated that the website strongly influenced their awareness of Cayuga Community College ([SEM, Page 3, Question 4](#)). On the new College website, a student profile provides information about student retention rates, the most frequently transferred-to institutions, and student demographics ([Cayuga Community College Student Profile](#)). Information about student outcomes is also included in a link to the Student Handbook in which student right-to-know graduation rates, transfer, persistence, and attrition rates by gender, and by race-ethnicity are published ([Right to Know Annual Security Report](#)). A new link to Consumer Information provides easy access to important student resources, which are visible at a glance ([Cayuga Community College Consumer Information](#)). All degree programs now have program learning outcomes posted on the website. However, more can be accomplished to make student learning outcomes and institution-wide assessment results available to prospective students. As detailed in Standard 11, the updated 2016-17 Catalog will include degree program learning outcomes.

### ***Student Goals***

Prospective students' goals and expectations are solicited beginning at their initial contact with the College, again during the application process, and as part of placement testing procedures. Students who access the MyCayuga portal must complete a survey about educational goals each semester. Moreover, one hundred percent of full-time faculty who responded to the 2014 faculty survey (forty-nine total) stated that they specifically discussed a student's educational goal during the advisement process. Of those who used forms in the advisement process, 76.3% (twenty-nine faculty) used a form that addressed a student's educational goal [2014 Faculty Survey]. Analysis of faculty survey comments indicate that discussion of educational goals also occurs in the context of conversations about larger life goals. Continuing students are queried each semester as they login to the MyCayuga portal to register for classes. Trend data indicate that a high percentage of students who enroll intend to earn an academic award (degree or certificate) and/or transfer.

Cayuga recognizes that student goal development is a dynamic process, evidenced by changes in a student's enrollment status at the time of application and actual registration patterns. In addition, financial aid status can often affect a student's goals. A student may alter course load to fit his or her financial aid benefits. Review of fall to spring retention indicates students change degree goals (ARGOS report). New initiatives, such as pathways advisors, and student success

advocates focus on helping students reach educational goals. Cayuga also participated in SUNY’s Degree Completion Day in 2012. During this effort, students participated in activities and renewed their commitment to completing a degree. ([Completion Day 2012 article](#))

**Table 25: Student Goals, Fall 2013-2015**

Educational Goal	Fall 2013	Fall 2014	Fall 2015
1) Earn a degree/certificate and seek employment rather than pursue further post secondary education	22.7%	22.1%	28.7%
2) Learn new skills or upgrade existing skills without earning a degree/certificate	2.9%	2.5%	3.6%
3) Obtain a GED through the accumulation of college credits	0.1%	0.0%	0.1%
4) Seek enrichment rather than to pursue a degree/certificate	1.0%	1.0%	1.0%
5) Transfer to a non-SUNY college after earning a degree/certificate	5.3%	5.7%	6.0%
6) Transfer to a non-SUNY college without earning a degree/certificate	3.5%	3.2%	4.1%
7) Transfer to a SUNY college without earning a degree/certificate	5.8%	5.1%	6.6%
8) Transfer to another SUNY college after earning a degree/certificate	22.9%	25.1%	26.4%
9) Uncertain	21.9%	23.8%	18.7%
10) Blank	<u>13.8%</u>	<u>11.5%</u>	<u>4.8%</u>
Total	100.0%	100.0%	100.0%
Number of Respondents	3,191	3,020	2,901

***Student Outcomes***

Cayuga Community College tracks students’ progress to assure that they meet their educational goals. Student Right to Know data at the summary level indicates that students are succeeding as follows.

**Table 26: Student Right-to-Know Data, 2005-2011**

First-time Full-time Cohort	Number of Students Initial Cohort	Total Received Degr/Cert w/1 Three Years	SUNY Transfers Without a Degree		Non-SUNY Transfers Without a Degree		Number of Persisters Enrolled	Attrition
			Four-Year Institution	Two-Year Institution	Four-Year Institution	Two-Year Institution		
Fall 2005	527	33%	6%	9%	4%	1%	4%	43%
Fall 2006	511	29%	6%	9%	7%	1%	2%	46%
Fall 2007	490	28%	10%	6%	6%	0%	9%	41%
Fall 2008	708	26%	7%	9%	4%	2%	11%	42%
Fall 2009	901	26%	6%	10%	4%	1%	7%	46%
Fall 2010	704	22%	13%	11%	9%	2%	7%	36%
Fall 2011	657	28%	5%	9%	4%	1%	6%	47%
<b>7-Yr Avg</b>	<b>643</b>	<b>27%</b>	<b>8%</b>	<b>9%</b>	<b>5%</b>	<b>1%</b>	<b>7%</b>	<b>43%</b>

Fewer students earn degrees than expected based on stated goals (27% in contrast to an educational goal of 61% on average). However, the number of students who transfer before earning a degree is also greater than expected based on reported goals. Twenty-three percent actually transfer, on average, in contrast to the ten percent of students who say they will transfer before earning a degree. The Student Achievement Measure (SAM) tracks student outcomes for those who earn twelve credits within a two-year period. Because of the narrower definition of the cohort, student success rates within the comparable three-year tracking rate are higher than those in the student right-to-know report.

**Table 27: Student Achievement Based on SAM Cohort**

STUDENT ACHIEVEMENT MEASURE - INAUGURAL PARTICIPANT			
Total	2007	2008	2009
Number of Students	515	586	755
Graduated: Reporting Institution	23%	33%	41%
Enrolled: Reporting Institution	3%	0%	1%
Transferred: Other Institution	13%	24%	25%
Current Status Unknown	61%	43%	33%

SAM Cohort: First-time degree-seeking students who earned 12 or more credits within two years after first enrollment. Outcomes of this group are tracked three years subsequent to first enrollment.

Data from the National Student Clearinghouse pilot studies indicate Cayuga’s graduation rates are exceptional because they exceed the student graduation rate of national two-year public institution by a large margin. Given Cayuga’s focus on fostering transfer, the high completion rate of its graduates from four-year institutions is notable. (Fall 2007 and Fall 2008 StudentTracker Postsecondary Completions-Institutional Benchmark Reports, National Student Clearinghouse Research Center).

**Table 28: Cayuga’s Completion Rates Compared to National Two-Year Public Institutions**

	Number	1st Completion		1st Completion		Subsequent Completion at a Four-Year	Total Four-Year Completion Rate	Still Enrolled (At Any Instituion)	Not Enrolled (At Any Institution)
		Total Completion Rate	1st Completion at Same Institution	Different at Institution: Two-Year	Different at Institution: Four-Year				
		%	%	%	%	%	%	%	%
<b>Fall 2007</b>	833	43.88	25.44	2.71	15.74	6.96	22.70	10.67	45.45
National	857,607	39.87	26.46	3.37	10.04	7.14	17.18	18.89	41.24
Variance	--	4.01	-1.02	-0.66	5.70	-0.18	5.52	-8.22	4.21
<b>Fall 2008</b>	785	48.63	31.48	3.69	13.47	9.18	22.64	9.66	42.71
National	983,433	39.13	26.14	3.22	9.77	6.41	16.18	17.93	42.94
Variance	--	9.50	5.34	0.47	3.70	2.77	6.46	-8.27	-0.23

Student success rates disaggregated by gender and by age in the same data comparison indicate consistency among student populations when compared to a national community college cohort. By gender, both men and women graduated at rates that exceeded the national rates.

**Table 29. Completion Rate by Gender, 2007-2008**

Gender	Total Completion Rate (%)			
	2007		2008	
	Cayuga CC	National	Cayuga CC	National
Overall	43.88	39.87	48.63	39.13
Men	40.07	37.21	46.09	36.41
Women	46.96	43.23	51.06	42.62

When graduation rates are disaggregated by age, patterns of success are somewhat less consistent. Younger students (Age <=20 years) appear to complete at higher rates in contrast to students who are 21 years of age or older.

**Table 30: Completion Rate by Age, 2007-2008**

Age	Total Completion Rate (%)			
	2007		2008	
	Cayuga CC	National	Cayuga CC	National
Overall	43.88	39.87	48.63	39.13
<=20 Years	50.51	41.79	50.78	41.23
21-24 Years	21.24	29.25	35.62	27.76
>24 Years	30.25	37.47	45.53	37.01

Minority student graduation rates are approximately 50% of the rates of all first-time, full-time students when the 2011 cohort reported in the Student Right-to-Know report is examined. Minority students, especially male minority students (22.0%), tend to transfer to another two-year SUNY institution at a greater rate (15.5%) than all students (8.8%). In addition, minority students (6.4%) transfer to non-SUNY four-year institutions at a greater rate than all students (3.7%). The number of minority students who persist (8.2%) is slightly higher than non-minority students. However, attrition of minority students (50.9%) is somewhat higher than non-minority students (46.9%).

**Table 31: Student Right to Know Outcomes, Fall 2011 Cohort**

Minority based on Race/Ethnicity	Entering			Received Certificate or Diploma w/i Three Years	SUNY Transfers Without a Degree		Non-SUNY Transfers Without a Degree		Number of Persisters Enrolled	Attrition
	Initial Cohort	Institution Graduates within Two Years	Graduates within Three Years		Four-Year Institution	Two-Year Institution	Four-Year Institution	Two-Year Institution		
	(1)	(2)	(3)		(4)	(5)	(6)	(7)		
% Minority Female	51	11.8%	2.0%	13.7%	3.9%	7.8%	7.8%	3.9%	9.8%	52.9%
% Minority Male	59	0.0%	11.9%	11.9%	5.1%	22.0%	5.1%	0.0%	6.8%	49.2%
Minority %	110	5.5%	7.3%	12.7%	4.5%	15.5%	6.4%	1.8%	8.2%	50.9%
% Total Female	348	17.2%	11.5%	28.7%	4.6%	7.8%	3.2%	1.1%	8.0%	46.6%
% Total Male	309	13.3%	13.6%	26.9%	5.5%	10.0%	4.2%	0.3%	5.8%	47.2%
% All First-time, Full-time	657	15.4%	12.5%	27.9%	5.0%	8.8%	3.7%	0.8%	7.0%	46.9%

In addition to regularly reviewing student graduation and transfer rates, Cayuga Community College collects information about graduates' experiences after enrollment. The 2015 survey of 2009-2015 graduates indicated that 91% of survey respondents believed that Cayuga enabled them to meet their educational goals. Of the 54% who transferred, 93% felt that they were prepared adequately, more than adequately and very well for their subsequent studies.

Students also indicated that they were employed in a variety of organizations such as healthcare (16.9%), education (13.4%), and professional services/small businesses (14.1%). Of those who were working in a highly related position, 100% felt that they were very well or adequately prepared. Further detail is presented in the [2009-2015 Graduate Survey Summary Report](#).

### ***Financial Aid***

Access to financial aid ensures that many Cayuga students can attain their educational goals. Cayuga recognizes that the financial aid process can be overwhelming to students and parents, particularly because the College enrolls a high percentage of first-generation students [NCCBP, 2005-2015]. The College informs students and parents about the financial aid process early, often, and with various methods of delivery. Cayuga participates in SUNY's annual Financial Aid Day to allow students and their families the opportunity to complete their Free Application for Federal Student Aid (FAFSA) in the company of the College's financial aid professionals and staff. SUNY Financial Aid Day is offered on two separate Saturdays at each of Cayuga two campus locations. In 2015, the College's Financial Aid Office also developed its own Financial Aid Week to encourage returning Cayuga students to complete their FAFSA well before fall semester start. Cayuga's Financial Aid Week is offered on both campuses for current students over three consecutive days. Financial aid award information is also provided to students in an award letter and on MyCayuga. Each letter includes a College-created brochure and checklist with details such as cost of attendance, eligibility, and disbursement for all aid types: federal and state grants, federal student loans, work study, and scholarships.

The College Foundation administers an array of scholarships made possible by support from endowment funds, gifts from corporations, charitable organizations, alumni and individual donors. These funding opportunities impact hundreds of students each year. A full listing of College scholarships can found on pages 150-155 in the [\(2015-16 College Catalog\)](#).

Students may also utilize resources on the College website to better understand the costs associated with attending. The Net Price Calculator and SUNY Smart Track programs allow students to input their specific information and be presented with a detailed breakdown of expected costs. Both programs are easy to use and give immediate results. A student's MyCayuga account provides financial aid notifications and students can meet anytime during the semester, one-on-one with a financial aid professional, in person, by telephone, or email.

To enhance efforts to increase awareness of student financial obligations, the Director of Student Financial Aid and Compliance made a campus-wide presentation to update faculty and administrators on financial aid policies and their impact on student success [November 7, 2014, "Student Loan Default Rate"]. This issue is of great concern because a high percentage of Cayuga's students access financial aid. In the 2014-15 IPEDS reporting year, 95% of 2013-14 first-time, full-time students accessed financial aid.

Moreover, between 2009-10 and 2013-14, the number of first-time, full-time students who received any financial aid increased by 15.9%. The biggest increase in type of aid accessed by first-time, full-time students was state/local government aid (+16%). Although the Pell Grants federal aid budget increased by 57% during a similar time period, student access to Pell Grants



increased by only 11%. In light of the increased cost of attendance (+20.8%), the reduction in federal loans utilized by students (-1%), and the decrease in the absolute numbers of first-time, full-time students (-14.2%), it is clear that financial aid awards are not being offered for the purpose of increasing enrollment. Furthermore, as Table 32 below illustrates, the high rate of financial aid access is comparable to peer institutions, especially those located in rural-serving areas in New York State.

**Table 32: Peer Comparison, Percent of First-time, Full-time Students receiving Financial Aid, Net Price and Default Rate**

Peer Comparison	Carnegie Mellon Classification (All Assoc., Public)	2013-14 % FIN AID	2013-14 Net Price	Default Rate ('10)	Default Rate ('11)	Default Rate ('12)
Adirondack	Rural-serving Medium	86%	\$7,211	19.8%	14.2%	12.8%
Cayuga	Suburban-serving Single Campus	95%	\$6,037	25.2%	24.9%	23.1%
Corning	Rural-serving Medium	93%	\$6,593	29.8%	26.3%	21.9%
Herkimer	Rural-serving Medium	90%	\$7,784	19.0%	18.5%	13.2%
Jamestown	Rural-serving Medium	94%	\$8,230	18.5%	19.0%	16.8%
Jefferson	Rural-serving Medium	90%	\$5,677	16.8%	18.2%	15.5%
Tompkins-Cortland	Rural-serving Medium	89%	\$9,340	23.5%	21.4%	16.0%
Davidson County CC (Thomasville, NC)	Rural: Fringe	79%	\$8,081	17.9%	22.0%	20.1%
W Kentucky Comm & Tech College (KY)	Rural-serving Large	97%	\$5,727	18.8%	23.3%	22.9%

Increasing student awareness of financial aid is also important because students' default rates have increased over time, as the table below displays.

**Table 33: Default Rates, 2009-2011**

AY Year	Cayuga College Default Rate (CDR)	National 2 YR Public CDR	CDR for All Institutions
AY 2011	24.9%	20.6%	13.7%
AY 2010	25.2%	20.9%	14.7%
AY 2009	14.1%	18.3%	13.4%

To address the current default rate, Cayuga participated in a SUNY-led pilot project aimed at mitigating student loan default. Cayuga partnered with Inceptia, a private, non-profit organization dedicated to teaching students about personal finances in an engaging manner (<https://www.inceptia.org>). Cayuga worked to identify students at-risk for loan default and Inceptia provided an intensive program of education and counseling services to increase students' knowledge of options, management and the impacts of their behaviors. At the conclusion of the pilot project Cayuga made the financial commitment to continue to partner with Inceptia to provide this service to students. It appears that the service may be having a positive effect because the AY 2012 default rate declined to 23.1%.

## ***Transfer Policy***

Cayuga is not only a starting point for students' educational careers, but a continuation point for many, therefore the College clearly articulates transfer policy, transfer procedures and the SUNY transfer appeal process. A full description of Transfer Services is located on the College website and pages 132-133 of the 2015-16 College Catalog. Relevant to this Standard, the College recently updated its "reverse transfer" policy. Reverse Transfer is a process that allows students who have transferred from a community college to a four-year school to transfer their credits back and obtain an associate's degree. ('Reverse transfer' benefits students who transfer to a four-year institution but are unable to complete their bachelor's degree, or a student who is working toward a bachelor's degree but would be able to obtain a better job in the interim with an associate's degree). Previously, Cayuga's policy required students seeking reverse transfer to complete 30 credit hours at Cayuga, with 18 of those credits among the last 30 hours applied to the degree. The simplified policy now requires students to, "have earned a minimum of 30 credits at Cayuga."

## ***Initiatives Undertaken to Enhance Enrollment***

Given the declining populations in its two primary service areas, Cayuga County and Oswego County, the College has undertaken a number of major initiatives to address forecasted decreased enrollment, such as relocating the Fulton campus and investigating the development of student housing (See Standard 2). In addition, Cayuga has engaged consultants to study issues and develop action plans to enhance enrollment and has revitalized its committee structures in order to implement recommendations.

*Increased Awareness.* In 2008, First Media Group, Inc. researched student experiences on each primary campus. A result of this effort was an updated College logo, improved campus signage, and an updated marketing plan. More recently, in 2014, Metrix Marketing consultants were retained to increase potential students' awareness of Cayuga Community College. Campus mailings were designed and sent to prospective students based on residency and age group in August 2015. The Admissions Office is currently verifying the return on the mailing. The College has also expanded its support of the Cayuga Advantage, concurrent enrollment program and appointed a full-time position, Coordinator of Cayuga Advantage, in 2015. Cayuga 100/101, a College gateway course, is now offered to high school students to better prepare them for collegiate studies.

*Improved Student Services.* A more immediate objective, partially realized, was the College's goal of improving student services processes. Students are generally positive about their experiences with student service offices, but more can be accomplished. For example, the 2014 Strategic Enrollment Management survey indicated that high percentages of students were "somewhat satisfied" or "satisfied" with the following processes: completing the admission application (79.2%), submitting documents for application (78.6%), applying for financial aid (63.9%), registering for classes (79.4%), and taking care of tuition and fees (71.1%) [SEM survey, Question 14]. In June 2013, the College retained Ferrilli consultants to evaluate enrollment processes in key student services offices: business office, financial aid office, admissions, registrar's office, student engagement and advisement, and information technology

[\(Ferrilli Report, 2013\)](#). Consumer information is now available on a single link on the website and a single credential has been created for important student online connections such as MyCayuga and Blackboard. Implementation of DegreeWorks is underway and will facilitate student self-scheduling and student transfer processes.

*Enrollment and Student Success Council.* In 2013-14, an Enrollment Forecast Task Force was created for the purpose of understanding the various internal and external factors that influence enrollment trends and to develop an accurate enrollment forecast for the 2014-2015 academic year. In 2014, the Enrollment Forecast Task Force evolved into an Enrollment Council with a broader mission. In Fall 2015, the charge of the Student Success Team was incorporated into the Enrollment Council becoming a comprehensive Enrollment and Student Success Council. The current charge of the Council is to “analyze, project, and manage student enrollment, and recommend changes to enhance recruitment, persistence, and completion.” (Appendix K) In its short tenure, the Council has already recommended eliminating certain parts-of-term registration periods, eliminating the Sunday accelerated program (See Standard 7), reinstating a Pell freeze date, and establishing a deadline of the first day of classes for the Satisfactory Academic Progress Financial Aid Waiver.

*K-12 Partnerships.* Cayuga partnered with the Auburn City School District and the Manufacturers Association of Central New York to become one of ten districts statewide to be awarded a New York State Pathways in Technology Early College High School or “P-Tech,” grant. This seven-year, \$2.8 million project allows Auburn ninth-graders to pursue a high school diploma plus a tuition-free associate degree at Cayuga. The program focuses on advanced manufacturing education with the attainment of industry credentials and essential workplace skills. Another successful K-12 initiative is the College’s expansion of its concurrent enrollment program, Cayuga Advantage. In the past five years, the program has increased its offerings to meet the needs of over 20 area high schools. Currently, over 50 different courses from more than 20 different disciplines have been offered in area high schools through Advantage partnerships.

*Scholarships.* Cayuga Community College offers more than 90 merit and need-based scholarships. In January 2014, the College initiated the Cayuga Presidential Scholarship designed to attract first time, full time students. Students in Cayuga County and Oswego County who graduate in the top 20% of their graduating high school class are eligible to receive a two-year, full-tuition scholarship (less aid) to attend Cayuga Community College. For the 2014-15 academic year, Cayuga Community College offered 22 Presidential scholarships. In 2015-2016, the number of Presidential scholarships awarded increased to 40 scholarships.

*New Program Development.* Enhancing course and program offerings is key to sustaining and potentially increasing enrollment. For example, in Fall 2015, 199 students enrolled in the Health Sciences AS degree that was first offered in Fall 2013. Current programs and courses are regularly updated to incorporate new instructional methods and content (See Standard 14). In addition, the College has focused on expanding and also connecting credit and non-credit educational offerings through initiatives such as the cross-marketing of the advanced manufacturing and plastics manufacturing certificates. The Program Development Committee established in 2011 has enabled the College to focus its new program development efforts to meet community needs (See Standards 2, 11 and 13).

## ***Focus on Retention***

Although Cayuga students demonstrate outstanding graduation and transfer rates when compared to the sector, fall to spring and fall to fall student retention rates are low. Senior administrators and other College personnel realize that more can be done to ensure that every student has a positive and productive collegiate experience.

**Table 34: Retention Rates of Full-time and Part-time Credit Students, 2008-2013**

National Community College Benchmark Project (Form 4) - Retention Rate of All Full-time and Part-time Credit Students						
Cohort Year	Next-Term Persistence Rate	Percentile Rank (How we compare to SUNY CCs )	Percentile Rank (How we compare to National CCs)	Fall to Fall Persistence Rate	Percentile Rank (How we compare to SUNY CCs )	Percentile Rank (How we compare to National CCs)
Fall 2008	69.6%	17 <sup>th</sup> percentile (n=24)	42 <sup>nd</sup> percentile (n=264)	49.1%	29 <sup>th</sup> percentile (n=24)	45 <sup>th</sup> percentile (n=265)
Fall 2009	71.3%	29 <sup>th</sup> percentile (n=21)	48 <sup>th</sup> percentile (n=268)	43.6%	5 <sup>th</sup> percentile (n=21)	15 <sup>th</sup> percentile (n=268)
Fall 2010	68.1%	10 <sup>th</sup> percentile (n=21)	26 <sup>th</sup> percentile (n=256)	40.8%	0 percentile (n=22)	11 <sup>th</sup> percentile (n=257)
Fall 2011	69.8%	10 <sup>th</sup> percentile (n=21)	34 <sup>th</sup> percentile (n=252)	38.5%	0 percentile (n=21)	6 <sup>th</sup> percentile (n=250)
Fall 2012	67.1%	10 <sup>th</sup> percentile (n=20)	21 <sup>st</sup> percentile (n=246)	40.6%	<1st percentile (n=20)	8th percentile (n=246)
Fall 2013	65.7%	4 <sup>th</sup> percentile (n=23)	11 <sup>th</sup> percentile (n=241)	41.9%	<1st percentile (n=23)	10 <sup>th</sup> percentile (n=239)
5-Yr Change	<b>-3.9%</b>			<b>-7.2%</b>		

Cayuga has made substantial progress in understanding and addressing the College's low retention rates. A major initiative that guided development and expansion of Cayuga's student retention efforts included the September 2011 formation of the Retention and Completion Committee. Comprised of faculty, administrators, and staff, the committee was asked to research best practices in retention, and to compare those practices with Cayuga's policies and procedures, developing recommendations for improving College retention. In its final April 2013 report, [Cayuga Community College Retention and Completion Committee Report](#), the Committee documented how data from the College reporting system was utilized to draw attention to the need for improved retention. In Spring 2013, the resulting Committee report presented results for improvement in the following key areas: institutional value systems, enrollment management and operations, student engagement, first-year transition, academic preparation and success, early-alert systems, academic advisement ([Cayuga Community College Retention and Completion Committee Report](#)).

As a result of the Retention and Completion Committee's work, a Student Success Team was formed in Fall 2013. The Student Success Team (SST) was charged with implementing the Retention and Completion Committee's recommendations. Comprised of members of the Retention and Completion Committee, as well as new members from across the College, the SST divided into specific sub-committees, with each sub-committee studying and implementing a recommendation. These efforts, in combination with functional area continuous improvement efforts, have resulted in student support systems which facilitate academic success, including: early alert systems, first-year transition, student success courses, online tutoring services, in-class peer tutors.

## ***Student Support Services and Retention***

Cayuga offers a number of services and programs designed to retain students and enable them to reach their educational goals. A number of services are clearly essential at the time of

admission and the first semester of enrollment, such as new student orientation, first-year transition services, student success courses, and early alert systems. Other services benefit distinct student populations, such as Veteran's Services. Cayuga's midterm letter policy and withdrawal policy are important student services because of their impact on a student's ability to persist. Extensive detail about services that are critical for student retention such as tutoring, advisement, and transfer and career counseling are presented in Standard 9.

*New Student Orientation.* To ensure students begin their college experience successfully, a new student orientation is provided every Fall and Spring semester. Online orientation has been offered since Fall 2012 and is available for all online students. Beginning in Fall 2013, on-campus orientation sessions were expanded to two dates to ensure that all students had the opportunity to attend.

*First-Year Transition.* Cayuga hired a Developmental Studies Coordinator in 2010. As Standard 9 details, the College's new Center for Transitional Studies provides comprehensive developmental education services that support student retention and success. These services include:

- Coordination of developmental coursework across the academic divisions
- A Summer Academy
- Bridge Pilot program
- the development of Learning Communities
- a Pathways Program
- Community Partnerships

*Student Success Courses.* Cayuga began offering CAY 100/101, Foundations for College Success in the fall of 2011. When the retention rates of first-time, full-time students are examined in the subsequent spring and fall semesters, those who complete Cayuga 100/101 with a C+ or better grade within the first year of enrollment are generally retained at higher rates than those who do not participate in Cayuga 100/101. As the Table below displays, with the exception of Fall 2014, retention rates of Cayuga 100/101 students exceeded those of students enrolled in at least one developmental education course and those who did not enroll in a development education course.

**Table 35: Cayuga 100/101 Retention Rates, 2011-2014**

Enrolled in Cayuga 100/101 and/or Dev Ed within first academic year	First-time, Full-time Fall Cohort				
	Avg N	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>Cohort Size</b>	608	573	652	619	586
Any Cayuga 100/101	166	153	185	176	151
% Cayuga 100/101 of Cohort	27.3%	26.7%	28.4%	28.4%	25.8%
<b>Subsequent Spring Retention Rate</b>					
Cayuga 100/101 Only - Grade A-C+	14	75.0%	92.9%	90.0%	100.0%
Cayuga 100/101 Only and Any Dev Ed - Grade A-C+	123	89.7%	90.9%	90.8%	92.1%
Cayuga 100/101 Only - Grade <i>Below</i> C+	6	100.0%	87.5%	85.7%	60.0%
Cayuga 100/101 Only and Any Dev Ed - Grade <i>Below</i> C+	67	72.2%	54.7%	50.6%	47.1%
At least one Dev Ed wi First Year	157	81.8%	73.1%	81.0%	80.0%
No Cayuga 100/101 and No Dev Ed	<u>241</u>	<u>81.0%</u>	<u>79.8%</u>	<u>80.2%</u>	<u>81.0%</u>
<b>Total</b>	608	<b>82.3%</b>	<b>78.5%</b>	<b>79.2%</b>	<b>79.2%</b>
<b>Subsequent Fall Retention Rate</b>					
Cayuga 100/101 Only - Grade A-C+	14	50.0%	78.6%	69.2%	68.2%
Cayuga 100/101 Only and Any Dev Ed - Grade A-C+	123	65.0%	64.3%	61.5%	57.4%
Cayuga 100/101 Only - Grade <i>Below</i> C+	6	0.0%	12.5%	28.6%	20.0%
Cayuga 100/101 Only and Any Dev Ed - Grade <i>Below</i> C+	67	37.0%	28.1%	21.5%	12.9%
At least one Dev Ed wi First Year	157	50.0%	52.2%	56.2%	60.8%
No Cayuga 100/101 and No Dev Ed	<u>241</u>	<u>56.9%</u>	<u>61.0%</u>	<u>63.3%</u>	<u>65.3%</u>
<b>Total</b>	608	<b>53.8%</b>	<b>56.2%</b>	<b>55.6%</b>	<b>56.5%</b>
<b>Dev Ed: English 049, 097, or 098 and Math 070, 099.</b>					

Particularly striking is the improvement in retention rates of those students who paired enrollment in Cayuga 100/101 and developmental education, in contrast to those students who enrolled in at least one developmental education course without participating in Cayuga 100/101. This finding is important because a large group of students, 27.3% on average for the four cohorts, enrolled in Cayuga 100/101 during their first year of enrollment.

*Early Alert Systems.* A Fall 2014 initiative was designed to increased new student engagement and impact the early experience of students at Cayuga. Each campus hired two part-time Student Success Advocates who made systematic outreaches to all first-time, full-time students with the purpose of offering support, assistance and resource referrals.

*Veterans Services.* In 2014 and 2015, Cayuga was recognized as a top military-friendly college by the Military Advanced Education (MAE) organization and by MF Military Friendly: A division of Victory Media. ([2014 Military Advanced Education](#)); ([2015 Military Advanced Education](#)). The College’s Student Veteran Support Team (SVST) implement the “Eight Keys for Successful Veteran Transition.” Activities include increased professional development opportunities related to veterans’ issues, the acquisition of dedicated veteran lounge space on each campus, and opportunities for communication with upper level administration on issues important to student veterans. These accomplishments have all evolved from College staff working collaboratively with student veterans ([8 Keys to Veterans' Success Sites](#)).

*Midterm Letters.* Midterm letters are sent from the Academic Programs Office to all students who have a D or F midterm grade. The student is also sent an email notification that is copied to their advisors. Typically advisors contact the student for follow-up counseling.

*Withdrawal Policy Development.* A Withdrawal Policy Committee, comprised of the full-time teaching faculty, the Registrar, the Director of Financial Aid and Compliance, and the Accessibility Specialist regularly reviews the withdrawal policy, including its impact on financial aid. Because most of Cayuga's students receive financial aid, this policy directly affects a student's ability to persist.

Assessment and institutional research findings have been used extensively to justify and initiate retention efforts. Appendix L, Assessment of Retention Initiatives, summarizes retention efforts from 2011-2015. College personnel have used data evidence and evaluation for decision-making purposes. Some assessment of ongoing efforts has been implemented, but additional attention to evaluation needs to be addressed at the beginning of an initiative to facilitate greater understanding of its effectiveness. In addition to regularly addressing student admission and retention issues through scheduled departmental meetings, units are also utilizing the functional area reviews process to set long-term goals (See Standard 7).

### ***Summary***

Relevant to this Standard, Cayuga seeks to admit students whose interests, goals, and abilities are congruent with its mission and provides evidence of continuous efforts to retain these students, helping them achieve their goals. Admissions policies are developed, implemented, and appropriately modified over time to support a range of students. Policies and criteria are made available to assist prospective students in making informed decisions, and programs and services have been developed to ensure that admitted students can succeed.

### ***Commendation:***

1. Cayuga Community College was recognized by the journal, *Military Advanced Education*, as a "Top Military-Friendly College" in 2014 and 2015. In addition, Cayuga Community College was described as "Top School" in 2015 "Guide to Colleges and Universities."

### ***Suggestions:***

1. Continue to build upon initiatives to educate students about the impact of withdrawal including the responsibility to pay back financial aid.
2. Evaluate additional admissions staff and recruiting resources needed to implement plans for student residence halls.

### ***Recommendation:***

1. Develop an institutional strategy to ensure students' successful transition to College expectations and the Cayuga environment.

## STANDARD 9 – STUDENT SUPPORT SERVICES

Cayuga offers an array of services to empower students in the pursuit of their educational goals. Responsive to new and prior mission statements, student support services educates, guides, and promotes accessibility to aid a variety of populations including: low-income students, persons with disabilities, adult learners, veterans, athletes, underprepared students, online and minority students. In the past five years, Cayuga has undertaken a number of initiatives and modified its student support services organizational structure to advance student success. As student services continues to evolve to meet expanding student needs, changes have been implemented at the institutional and departmental level. The College continues to strive toward equitable support services for all student populations, including a growing online student population.

### *Student Services and the College Mission*

Both the College’s previous mission statement, to be “academically, financially, and geographically accessible to a diverse student population” and its new mission statement, to “advance” students’ “personal and professional growth” by “providing students with diverse learning opportunities,” implies the fundamental objective of community colleges— to make broad educational opportunities accessible to a diversity of individuals. (Student Profile, <http://www.cayuga-cc.edu/about/facts/student-profile/>)

Given its mission, students who enroll at Cayuga arrive with a variety of needs. Cayuga meets these needs through multiple functional areas and support services. Core support services include:

- The Centers for Student Engagement and Academic Advisement
- The Center for Academic Success
- Registrar’s Office
- Financial Aid Office
- Health Services
- Public Safety Office
- Library

Although the following support services and programs may not be utilized by all students, they are of great value to those who do: Study on Sunday program, Student Activities, Athletics, Student Housing and the Child Care Center on the Auburn campus.

### *The Centers for Student Engagement and Academic Advisement*

In 2013, the “Student Development Office” was renamed the “Centers for Student Engagement and Academic Advisement (‘the Centers’)” to highlight how the College assists students with their personal development and academic goals. Each of the Centers’ locations, one on the Auburn campus and one on the Fulton campus, provide various forms of counseling services, including academic advising, transfer and career counseling, crisis counseling, and transitional services.

*Academic Advising.* “Academic advising is one of the most important functions of a College faculty” (*Advisor Handbook*). At Cayuga, the *Advisor Handbook* provides a comprehensive review of the policies and procedures of academic advising. Cayuga students



report being more satisfied with academic advising than peers at other SUNY community colleges. Key survey results from the 2013 SUNY Student Opinion Survey (SOS, Table B2) indicate “availability of academic advisors” ranked 3.97, while the other 28 community colleges ranked 3.87 (5 = very satisfied and 1= very dissatisfied). According to the CCSSE 2014 weighted averages, out of the 515 responses between both campuses, 37.2% of students were “very happy” with academic advising/planning, compared to 31.9% of overall respondents.

Advising is considered an ongoing process whereby students learn about course and degree requirements; understand College policies and procedures; and develop and implement plans to meet their academic goals. Students are encouraged to meet with an academic advisor each semester or more frequently, as needed. At the start of the registration period each semester, faculty commence a two-week period of advisement in which they reach out to students and encourage them to make appointments for advisement and registration. Students also have the option to receive advising from student engagement counselors in the Centers for Student Engagement and Academic Advisement. Student Success Advocates also serve as advisors. Additionally, the College has a degree audit system that can be accessed by students and advisors that aids the tracking of degree completion progress. Cayuga is also implementing DegreeWorks which will further enhance a student’s ability to understand how coursework will transfer to other SUNY institutions.

Advisement is also customized to meet the needs of distinct student populations. Students enrolled one hundred percent online are advised by the Director of Distance Learning, and have access, through a Blackboard module, to additional advisement and registration information. (Ed Kowalski, 05-27-15 email) Students enrolled in Cayuga’s Study on Sunday Program are advised by the Director of Adult Learning. Advisement practices are all designed to accommodate the needs of students enrolled in developmental coursework. All developmental students have been assigned a faculty advisor who is also a trained CAY 101 instructor. Students enrolled in degree programs and carrying nine or more credits are assigned academic advisors.

*Transfer and Career Services.* Special advising is available for students who seek to transfer. Survey results report, 19% of Cayuga students were “very satisfied” with transfer credit assistance compared to 15.9% for the overall community college cohort. A description of Transfer Services appears on page 129 of the [2015-2016 College Catalog](#). Students seeking to transfer are encouraged to consult with a transfer counselor early to stay on track (See Standard 8). The College hosts transfer career fairs each year where students have the opportunity to meet representatives of transfer institutions. The SUNY system initiated the review and alignment of community college degree program credit requirements to facilitate on-time graduation and increase student’s ability to transfer. In the past five years, Cayuga has increased the number of its articulation agreements, further enhancing student transfer options ([College Transfer Services](#)).

In Fall 2014, the College became a partner in SUNY Oswego's *Transfer Gateways and Completion Project*, an initiative funded through a US Department of Education's First in the World (FITW) grant program. Along with other community colleges and the non-profit, On Point for College, this four-year collaboration will facilitate the transition of a minimum of 1,000 underrepresented and underprepared students who have the goal of completing a bachelor’s

degree at SUNY Oswego. The College will structure course alignment, student advisement and support, and dual admission articulation agreements to achieve the grant's goal of increasing the success of the community college student population at SUNY Oswego.

Career Services includes assistance with resumé writing, interview skills, non-verbal communication and dressing for success. CayugaConnect is an online job posting and job search database. Free and accessible to employers, Cayuga students and alumni, it lists professional job vacancies in many different career areas, as well as openings for part-time jobs, seasonal work, and internships. Job postings are searchable by keyword, job category, job type and/or by state.

*Crisis Counseling.* The Centers of Student Engagement and Academic Advisement makes crisis counseling and referral services available to students needing help with a range of issues including mental and physical health, substance abuse, gender/sexuality concerns, family emergencies, and other student issues. The Coordinator of Wellness & Intervention Services, who is charged with the management of crisis situations is a licensed mental health clinician (LMHC) and a National Certified Counselor (NCC), who serves both the Auburn and Fulton campuses. All Student Engagement Counselors have Master's level training in Counseling and have completed Mental Health First Aid Training. The Behavioral Intervention Team was established in 2013 as a method for addressing student behavioral issues and to reduce risk in the campus community. Members of this team interact with students who have exhibited behavior that is of concern to the student or to a College staff member. In 2015, a Wellness and Violence Prevention Committee composed of individuals from several different offices and both campuses was created to increase support for students.

*The Transitional Studies Program.* As detailed in Standard 8 and Standard 13, the Transitional Studies Program at Cayuga supports college readiness, student engagement, and college completion “regardless of academic background, entry point, or place along the higher education continuum” (*Transitional Studies*). The Center for Transitional Studies coordinates several programs aligned with the goals of the National Association of Developmental Education (NADE, <http://www.nade.net/aboutdeved.html>) to assist developmental students achieve college success including: first-year college success courses, a pathways program providing a designated academic advisor for students who place into three developmental skill areas, support for course redesign to advance accelerated developmental coursework and community partnerships which maintain multiple pathways to degree programs for populations coming from workforce development programs, GED programs and regional high schools (*Cayuga Community College Center for Transitional Studies Implementation Progress Report, 2014*). In 2015, the Developmental Studies Coordinator was appointed to the position of Interim Director of the Centers for Student Engagement and Advisement.

### ***Grievance Policies and Procedures***

The Centers for Student Engagement and Academic Advisement facilitate resolution of student grievances, including consumer complaints, discrimination complaints, and sexual harassment grievances. Student grievance policies are published on pages 164-165 of the [2015-16 College Catalog](#), in the [Student Handbook](#), and online as a separate page on the College's website ([Cayuga Community College Grievance Policies and Procedures](#)). Student Right-to-

Know and the Campus Safety Act Report information is also available on the College web site ([Cayuga Community College Consumer Information](#)). During the 2013-2014 academic year, there was one civil rights grievance at the Auburn campus which was dismissed. Grievance documentation for consumer complaints, discrimination, and sexual harassment issues are archived in the Centers for Student Engagement and Academic Advisement. ([Meg Osborne, 02-03-15 email](#))

Cayuga aligns Title IX practice with SUNY policies and guidelines in preventing sexual assault and responding to reports of assault. The policies include a Definition of Affirmative Consent, a Policy for Alcohol and/or Drug Use Amnesty in Sexual Violence Cases, a Campus Climate Assessment Policy, a Sexual Violence Victim/Survivor Bill of Rights, a Sexual Violence Response Policy, Options for Confidentially Disclosing Sexual Violence, and a Student Onboarding and Ongoing Education Guide ([See pages 46-62 in the 2015-16 Student Handbook](#)). In 2015, the College further strengthened its support of Title IX by establishing a Wellness and Violence Prevention Committee to support the adherence to policies and guidelines. The Committee charge states:

The Wellness and Violence Prevention Committee ensures that all new and current students at Cayuga receive education and training, using a variety of best practices in a way that promotes and maintains an institutional climate where sexual assault and other acts of violence are not tolerated.

All academic grievances, including Fulton and online student academic grievances, are handled by the Academic Programs office on the Auburn campus. From 2011 through Fall 2015, there have been a total of eleven student complaints of which 73% of the time the student grievance was denied.

**Table: 36: Number of grievances and outcomes by year.**

Year	Number of Consumer Complaints	Number of OCR (ADA) Complaints	Number of academic Grievances	Number of grievances denied
2011	0	1	0	1
2012	0	0	2	2
2013	1	0	1	2
2014	0	1	2	1
2015	0	0	3	2

No pattern among the 11 complaints over the last five years is detected. The majority of academic complaints pertained to individual grades. The Academic Grievance Procedure is available on page 164 of the [2015-16 College Catalog](#). Grievance records are archived in the Academic Programs Office for approximately two years in both paper and electronic formats. After two years, grievance materials are boxed and sent to the Archive room.

***Center for Academic Success (CAS)***

In Fall 2012, the College sought to highlight support services as a pathway to empower users in pursuit of their academic studies and aptly renamed the “Academic Support Center” the

“Center for Academic Success.” The Center’s mission statement is: “dedicated to providing students with a variety of academic success services to empower them to learn, achieve, and succeed.”

The Center for Academic Success (CAS) plays a key role in a student’s entrance into college through its testing services and has recently agreed to participate in a Community College Research Center project to study the effectiveness of its Accuplacer developmental education placement testing. The Center also coordinates tutoring services, and oversees the Office of Accessibility Resources.

*Tutoring.* The CAS offers tutoring in a variety of subject areas including math and writing skills. Survey results from the 2014 CCSSE, indicated that 23.4% of students were “very satisfied” with peer or other tutoring compared to 20.8% for the overall 2014 CCSSE cohort. Activities of the Center are grounded in research-based best practices for promoting student persistence and have expanded to accommodate student needs. Tutoring support offers wide-ranging services such as conducting outside study groups or offering individual tutoring sessions to students. Beginning in the spring of 2009, the CAS began providing in-class tutoring services in some of the College’s courses as part of a tutor internship program. The Tutor Internship program was designed as a service learning opportunity for students. Students interested in becoming interns enroll in a sequence of two, 2-credit courses, CAS 102 and CAS 103. In these courses, students work with the Coordinator of Tutorial Services on tutor training techniques along with providing 45 hours of free tutoring support to an instructor. In the Fall of 2014, the College began offering online tutoring support. NetTutor was contracted to ensure that online, evening and Sunday students have access to tutoring services. Since its initial offering in September 2014, NetTutor usage has steadily increased with requests 2014 to 2015 increasing by 52%. (from 25 to 71 requests). ([NETTUTOR Online Tutoring Support](#)); Interview with Terry Kupp, Director, Center for Academic Success, 05-01-15).

*The Office of Accessibility Resources.* The Office of Accessibility Resources (OAR), located within the Center for Academic success, provides accommodations to students with documented disabilities including, but not limited to, mental health diagnoses, autism spectrum disorders, physical disabilities, visual impairments, hearing impairments, and attention deficit disorders. Results from the 2014 CCSSE demonstrate that with regard to students with disabilities, 11.3% of Cayuga students were “very satisfied” with accessibility resources compared with 9.4% of the overall CCSSE cohort. In 2013-14, approximately 200 students were registered with OAR as having documentation entitling them to academic accommodations. Disability services include, but are not limited to, interpreters, note-takers, time extension for tests, alternative test sites, technology to assist reading and writing, magnification devices, and physical accommodations, such as special classroom seating or architectural accessibility. The College continues to enhance its ability to respond to a variety of learner requirements. After careful evaluation, in 2014, student technology funds were used to purchase new technologies for students with disabilities (e.g., AbiSee magnification and electronic note-taking system) (CAS Annual Report; Terry Kupp Interview, 10-2014).

Finally, the Center for Academic Success personnel also collaborate with faculty, particularly those teaching developmental, foundation, and college success courses, to support an optimal learning environment for student success.

### ***Registrar and Financial Aid Offices***

The College Registrar and the Financial Aid Offices comprise a “hub” of service-oriented student support. Students find experienced staff that can assist them in negotiating the registration and financial aid landscape and by providing guidance in accessing their student records and managing their accounts.

*Registrar’s Office.* The Registrar’s Office supports students through transfer credit evaluation, the add/drop process, graduation certification, veteran’s benefits, as well as information pertaining to academic records. The Office’s Student Record Management policy addresses the preservation of the integrity and privacy of student records. The Registrar Student Record Management Manual is available online on the College’s website ([Cayuga Community College Student Records Management Manual](#)). During the past four years, the Registrar has benefitted from enhanced security of student records through updated information technology procedures. A move from physical files to the OnBase electronic file system automated records management, increased security, and raised the efficiency in which records are accessed and shared. FERPA policy was also addressed in a College-wide online training course completed by faculty and staff. FERPA policy is also addressed during new adjunct orientations when the College registrar presents on maintenance and use of College records. Cayuga’s course registration process ranked at 4.05, in the 2013 Student Opinion Survey, slightly higher than other community colleges that had rankings of 3.90 (5 = very satisfied and 1= very dissatisfied).

*Financial Aid Office.* The Financial Aid Office provides individual financial aid advising and counseling to students. As detailed in Standard 8, the Financial Aid Office is ever-adapting its strategies to reinforce student’s knowledge of their financial options and responsibilities. Cayuga Community College has made the financial commitment to continue using Inceptia services that have begun to mitigate the student default rate as detailed in Standard 8 ([Inceptia Website](#)).

### ***Health Services***

Cayuga recognizes that the maintenance of good health is essential to academic success and offers health services on both the Auburn and Fulton campuses. Health Services provides first aid attention, assistance with immunization requirements, health education programs, and medical referrals (2014-2015 College Catalog, p. 16). In the 2013 SUNY Student Opinion Survey, students ranked their satisfaction with student health services at 3.70, slightly higher than the other 28 community colleges which reported 3.65 (5 = very satisfied and 1= very dissatisfied).

## ***Public Safety Office***

The Office of Public Safety strives to provide an environment “where diverse social, cultural and academic values may prosper and grow.” Public Safety staff are all New York State certified Peace Officers. A new Director joined the College in 2015. Public Safety is responsible for the enforcement of federal, state, and local laws, as well as College rules and regulations. Officers are armed and can make arrests. Based on the 2013 SUNY Student Opinion Survey, Cayuga students ranked College security services at 3.74 again, slightly higher compared to the other 28 community college’s which ranked at 3.70 (5 = very satisfied and 1= very dissatisfied).

## ***Library***

Although not considered organizationally or structurally a student support service, the Library provides resources, educational services, and facilities/technology that support student learning. The Library provides information literacy instruction in a variety of formats and modalities. As a student support service, the Library provides one-on-one instruction to students doing research. All students can also obtain research assistance through the “Ask Us 24/7” live chat service. Library 102 is a one credit course focusing on information literacy competencies as defined by the American Library Association. Librarians also make space available for a variety of student learning needs such as: open computing, quiet study areas, and group study areas. In addition, the Library provides technological resources that support access desktop computers, laptops, and IPADs.

## ***Other Student Services***

The College offers the following additional services and opportunities for students to engage in meaningful learning opportunities outside of the classroom: childcare assistance, study on Sundays, student activities, athletics, and student housing.

*Childcare Assistance.* Cayuga’s Pre-School Child Care Center is located on the Auburn campus and sponsored by the Faculty Student Association. The Center infuses a quality early learning experience with child care services. Licensed by the NYS Office of Children and Family Services, the Center currently provides service for children ages three through five. The Faculty Student Association is currently considering expanding services to include infants and toddlers.

*Study on Sundays.* Beginning in 2003, Cayuga has offered a weekend accelerated program predominantly intended for adult learners on both the Auburn and Fulton campuses. Currently, two degree programs can be completed entirely through Sunday study (Humanities and Social Science A.A. and Business Administration A.S.). Cayuga employs a Director to oversee the program. The Sunday Program has evolved from a cohort-based model to one that is more flexible and accessible to all students. Comparable access, to the library, computer labs, Center for Academic Success, advisement, the bookstore and food services (although more



limited than weekday access) is provided for Study on Sunday students. In light of fiscal constraints, it is anticipated that the program will end in the 2015-16 academic year (See Standard 7).

*Student Activities.* As detailed in Standard 13, Cayuga hosts campus-wide events, clubs and organizations, and other student enrichment programs through Student Activities. Results of the 2014 CCSSE reveal that 13.3% of Cayuga students ranked their satisfaction with student activities as “very satisfied” as compared to overall CCSSE rankings of 11.7%. Another 22.8% of Cayuga students rated activities “somewhat satisfied” compared to 21.0% in the overall national survey cohort.

*Athletics.* Involvement in sports draws a number of students to Cayuga each year. Student athletes are held to high academic standards which are aligned with the National Junior College Athletic Association guidelines (NJCAA 20145-15 NJCAA Handbook & Casebook, pp. 48-49). Each semester, student athletes complete an academic progress report form that requires signatures of the Athletic Director and the Vice President for Student Affairs (Appendix M). NJCAA sports include men’s and women’s basketball, bowling, golf, soccer, women’s softball and volleyball. All student athletic practices and home games are held in Auburn. Fulton students are encouraged to participate in student athletics, and travel to Auburn to participate in these activities.

*Student Housing.* Although Cayuga is primarily a commuter college, it recognizes the value a residential life experience can have in providing additional learning opportunities for students. Approximately 95 students are housed in Lattimore Hall, a privately owned and managed apartment building located in downtown Auburn that was designed and built specifically to house Cayuga students. Lattimore Hall has an on-site professional staff to serve and support its student residents in 3, 4, and 6 bedroom fully furnished suites equipped with cable TV, and high speed internet access (<http://www.cayuga-cc.edu/students/student-life/housing/>).

Recognizing that most community colleges in the SUNY system had either constructed or were pursuing on-campus student housing as an approach to stabilizing enrollment, in 2010, former President Larson engaged the services of MGT, America to conduct a feasibility study for on-campus student housing at the Auburn campus. The study was updated in 2013, finding significant demand for student housing in Auburn. In that same year, the Faculty-Student Association (FSA) established the Cayuga Community College Student Housing Corporation to manage ownership and oversight. The Board’s decision in May of 2013 to halt all capital projects with the exception of the theatre project and Fulton’s River Glen project, put a temporary stop to any further activities related to student housing. Under the leadership of interim President DeCinque (2013-2015), the College secured the services of Anderson-Strickler in late 2014 to assess and update the extent of need for on-campus housing. A student housing market study was completed in January of 2015. The study demonstrated a demand for housing on both campuses in the range of 93 to 222 beds in Auburn and 106 to 206 beds in Fulton ([Request for Proposals for Student Housing](#)).

President Durant began his tenure in August of 2015, and announced his goals for 2015-2016, which included the creation of a Student Housing Task Force. The Task Force is charged to explore and clarify the challenges and opportunities related to the establishment of student housing at the Auburn campus and make recommendations by January 2016. The College anticipates multiple benefits from offering on-campus student housing. Offering student housing would increase the College's competitive position because the four community colleges that surround Cayuga all have on-campus student housing. The availability of attractive student housing would also serve as an essential recruiting tool for students who reside at a distance. On campus housing would provide coaches with the opportunity to recruit additional student athletes. Housing is also a strategy for sustaining and growing academic programs.

***Assessment of Student Support Services***

Mechanisms for assessing student support services include: monitoring of issues through regularly held staff meetings, ad hoc task forces, committee review and recommendations, and the systematic use of functional area reviews (FAR, See Standard 7). Examples of the use of assessment findings provided below demonstrate how College personnel have enhanced student support services.

In 2013, a Retention and Completion Committee was charged with developing recommendations to improve retention outcomes. The group's 2013 report provided numerous recommendations related to the advisement of students. Three of the Committee's recommendations related to advisement personnel changes have been realized by the Centers for Student Engagement and Advisement. First, they attained the goal of hiring a temporary 12-month Coordinator of Wellness and Intervention Services in Fall 2015. Then, four student success advocates were hired to implement a systematic outreach to at-risk students. A third major change occurred in Fall 2015, when the Coordinator of Developmental Studies, a faculty role, was appointed as Interim Director of the Centers for Student Engagement and Advisement.

In 2012, an Advisement Task Force, comprised of faculty and staff, analyzed and discussed the current status of advisement, and researched emerging best practices in academic advisement, and made recommendations for change. The Centers work toward implementing the task force recommendations, summarized in the Table below, exemplify how the use of assessment findings have impact continuous improvement.

**Table 37: Recommendations from the Advisement Task Force, 2012**

Recommendation	Status
Create definitions for advisement and registration	Accomplished
Encourage students to utilize advisement/registration periods	Accomplished and on-going: The enrollment staff meets with student engagement staff each semester to discuss marketing strategies and messaging that direct students to faculty advisors during the registration period and to the Centers thereafter.
Make advisement mandatory for 'at-risk' students	Not fully accomplished
Assign advisors to students immediately after 1 <sup>st</sup> semester registration	Students are assigned in October.



Recommendation	Status
Study a system that would notify an advisor when an advisee's schedule changes	Not accomplished; personalized emails are sent to students to remind them of advisement/registration and to help identify the students' faculty advisor. Advisors receive a copy of this type of email.
Create Academic Concern Referral Form	Accomplished ( <a href="https://cayuga-cc.edu/includes/faculty/ac-form.php">https://cayuga-cc.edu/includes/faculty/ac-form.php</a> ) Appendix M
Create an 'advisor' FAQ in MyCayuga that is regularly updated with changes in federal and state regulations, especially those concerning financial aid.	Not accomplished
Form a committee with a charge to study the College's purge practices (dropping a student with an unpaid bill during a required payment date) with the goal of alleviating mass re-advisement at the start of a semester.	Senior staff have discussed alternatives to the purging process. The purge process was renamed de-registration. The Enrollment and Student Success Council examined the multiple parts-of-term issue in 2015. In Fall 2015 and Spring 2016 semester registrations, de-registration dates were revised to increase the number of communications with students about the impact of non-payment and reduce the number of times that a student may be de-registered.

The College has undertaken many additional initiatives to improve the advisement process including, but not limited to, identifying students who receive advisement through other venues, (such as Cayuga Advantage high school students), increased marketing of the advisement and registration period, ongoing advisor training, utilization of the Banner advisor/advisee matching system, and degree-specific advisement information presented during orientation. These initiatives are coupled with a deliberate focus on delivering information to students through new media, utilizing online, email/text, social media venues as well as traditional, on-campus methods.

Evidence of increased student access to advisement is provided by a survey conducted by the Coordinator of Academic Advisement which measures the rate of students registered by an assigned advisor. (Gina Dixe, 06-24-15). When the survey was completed in Fall 2009 for registration in the following spring semester, the results indicated that 33% of assigned students received advisement and were registered by an advisor. Although the number of advisors who responded increased by six individuals, the number of students who were registered increased by 97%. As a result the finding indicates that it is likely that more students are being registered by their advisors.

**Table 38: Number of Students Registered by Academic Advisor 2009 and 2014**

Survey of Students Registered by Assigned Advisor during Two-Week Advisement & Registration Period		
	Fall 2009	Fall 2014
Number of advisors	164	81
Students with assigned advisors	1,952	1,989
Percentage of advisors responding	34%	77%
Number of advisors responding	56	62
Number of students registered	644	1,273
Source: Coordinator of Academic Advisement		

Although the College continues to make improvements to advising, more can be done. A recommendation from the 2013 Retention and Completion Committee Report that remains incomplete is the creation of a solely designated advisement center on each campus. Although student advisement staffing has shown improvement, ideally, staffing at the director level would be stabilized through a permanent hire. In the past five years, the Centers for Student Engagement and Advisement has been directed by four different individuals, two of whom have been appointed as interim directors. In addition, availability of transfer counseling expertise has been reduced to accommodate release time utilized for other College leadership and teaching roles.

*Center for Academic Success (CAS) Improvements.* Additional examples of how student support services are systematically improved is presented in the Center for Academic Success' 2015 Functional Area Review (pages 31 and 32). The Center applied its methodology of researching best practices, soliciting input from faculty, students, and staff, evaluating existing resources, and planning the communication of change in its decision to implement NetTutor. After analysis of faculty survey responses indicating online student tutoring needs were not being fully met, the issue was discussed during staff meetings. Faculty and staff were invited to meetings with a potential online tutoring software vendor. Highlights of implementation included providing faculty training sessions and responding quickly to concerns after the system was installed.

Another example of improvement included the Center's ability to address gaps in data collection related to tutoring services. After presenting the issue of missing data and discussing the opportunity to increase data quality in staff meetings, include personnel from both campuses, it was decided to transition from a desk-top software (Access) to a College-wide supported (Banner) system. Additional data quality improvement occurred as a result of researching and implementing a scanning system that collects data such as course and time of service as students utilize CAS services. This improvement also reduced office personnel's time spent on data entry, which is now directed to other direct services.

The Office of Accessibility Resources (OAR), located within the Center for Academic Success, recently assessed one of the services provided: the process of academic note-taking. The assessment analyzed the frequency notes were not picked up by students at the end of the semester. Based on the findings, the Office implemented a new practice of "paperless notes." The Office now forwards notes to students electronically eliminating the need for students to come into the CAS. The improvement has also positively impacted students with mobility impairments. This new practice was met with positive feedback from both students and notetakers.

The College has seen an increase in the number of students taking online courses who require disability-related accommodations. Based on this assessment data, OAR changed its practices for how students self-disclosed to their online instructors their need for accommodations. Rather than having the Accessibility Specialist send emails to each instructor notifying them of a student's need for accommodations, OAR began providing online students scanned copies of their accommodation letters, which they could personally submit to their instructors. In order to be consistent with communication to on-campus students, OAR

commenced the practice of sending online students reminder letters to connect with OAR staff if they needed to renew their accommodations for subsequent semesters. This process has made OAR's accommodation renewal process more efficient and timely for online students requesting accommodations.

### *Equitable Campus Services*

Ten-year trend data from the SUNY Student Opinion Survey indicates that on-campus support services in Auburn and Fulton have evolved and improved ([2006-2010-2013 Comparison- Section II Items with Variance](#)). In addition, the quantitative data, although based on student opinion, is valuable in illustrating that students may experience different levels of satisfaction with some services on each campus.

Subsequent to the implementation of Banner financial (2006) and student (2008) modules, student access to services such as self-registration increased. Student satisfaction with availability of online services/courses/bill payment increased from 67.1% in 2006, to 83.6% in 2013. The course registration process satisfaction rate increased from 72.6% in 2006, to 80.9% in 2013. Computer and technology support services also improved, from 63.5% in 2006, to 76.8% in 2013. Availability of computers also improved from 64.0% in 2006, to 79.4% in 2013.

Fulton on-campus students reported improved services subsequent to the move to River Glen in Fall 2012. Ninety-four percent (94.4%) of 2013 students reported being "satisfied" or "very satisfied" with the library facilities in contrast to 78.9% of 2006 Fulton campus students. Student satisfaction with course-related laboratories is also visible as more students (71.0%) reported being "satisfied" or "very satisfied" in 2013, compared to 62.2% in 2006. Many more students reported being "satisfied" and "very satisfied" (80.6%) in 2013 compared to 50.0% in 2006 with regard to bookstore services, which could also be related to the change in the bookstore vendor.

However, a few disparities in services persist when responses from on-campus students are compared. Far fewer Fulton students reported satisfaction with health services (47.2% very satisfied or satisfied in Fulton, compared to 64.3% in Auburn). Auburn students reported a much improved and higher satisfaction level with a campus center/student union (74.6% very satisfied or satisfied in 2013, compared to 46.7% in 2006). In contrast, Fulton students indicated that only 30.4% were very satisfied or satisfied in 2013. Fulton students' satisfaction levels (18.8% in 2013) with athletic facilities also continued to be much lower than Auburn students (58.4% in 2013).

In 2015, Cayuga Community College participated in the national Survey of Online Student Engagement (SOSE), a pilot survey of students who were enrolled in one hundred percent online courses. The survey provides insight about student perceptions of all aspects of their online collegiate experience. Online students indicated that they most frequently used Financial Aid Advising (59.4%), Academic Advising (56.2%) and Library resources and services (38.7%). Services that scored highest in the "Never" used category: Skill labs (83.9%), Peer or other tutoring (84.4%), Career counseling (90.6%), and Student organizations (90.6%). Students

reported that Financial Aid Advising (81.3%), Academic Advising (71.9%) and Library resources and services (71.9%) were very important. Because the response rate was low (5.3%, 49/926 students), the findings are preliminary.

### ***Conclusion***

Cayuga Community College demonstrates its broad-based institutional commitment to ensuring that students have access to effective student services that support their collegiate experiences and facilitate their academic success. Because students arrive on campus with an extensive variety of needs, the challenges of meeting every student's needs can be daunting. Student support services have been strengthened through the addition of leadership roles, developing organizational structures that complement student service delivery needs, adding personnel such as Student Success Advocates, and pursuing innovative initiatives. However, more student support staff and staff retention in key positions would enhance full implementation of Cayuga's student support goals. While College personnel have adapted student support services to meet the needs of a growing online student population, more can be done to make student support services accessible to this population.

### ***Commendation:***

1. Student support services work interdepartmentally to help students realize success (i.e., coordination among Student Success Team, the Pathways Program, and Student Activities Coordinator).

### ***Suggestion:***

1. If the College implements its plans to develop student residence halls, careful planning related to the additional required student support services should occur.

### ***Recommendations:***

1. Continue to enhance support services for online students.
2. Develop a "one stop shop" webpage in the learning management system for all online student support services.

## STANDARD 10 – FACULTY

Cayuga faculty members have the professional responsibility to define and deliver curriculum of high academic quality. Because this responsibility cannot, by its very nature, be delegated, faculty members supervise curriculum implementation, recruit and recommend new faculty, develop effective materials, and advocate for the improvement of facilities and equipment. The duties, rights and responsibilities of all full-time faculty members are governed by the 2011-2016 Contract between the Board of Trustees of the College and the Cayuga Community College Faculty Association. Administrative oversight of the faculty, and therefore of the College's curricular offerings, is performed by the Provost and Vice President for Academic Affairs. The current Academic Vice President, who has served in this position since 2011, greatly contributes to a continued sense of institutional stability, especially in the areas of curricular development and academic programs.

### ***Composition***

As of Fall 2015, Cayuga Community College employed seventy, full-time faculty members. Of these, four perform responsibilities as division chairs, (three at the Auburn campus and one at the Fulton campus). At the Auburn campus, thirty-two faculty members are teaching faculty, and fourteen are professional non-teaching. At the Fulton campus, twelve are teaching faculty, and six are professional non-teaching. ([Faculty Association Members list](#)) Prior to earning a continuing appointment, faculty may be assigned to work at either or both campuses ([Faculty Contract, Article IX, Section Three](#)).

In addition to full-time faculty, Cayuga employs 195 part-time faculty members. Of the 195 part-time faculty, eighty-one are assigned to the Auburn campus and eighty-two are assigned to the Fulton campus. Thirty-two of these part-time faculty members teach online courses exclusively. Finally, the Cayuga Advantage Program, a concurrent enrollment program between Cayuga Community College and local school districts, employs 128 instructors. ([Faculty Totals 2008-2014](#))

### ***Qualifications***

All members of Cayuga's full-time faculty hold advanced degrees at the level of master's or above, appropriate to the subject in which they work. Many faculty members hold certification in areas of specialization. For example, members of the nursing faculty have earned advanced certifications in fields such as family nurse practitioner, clinical nurse specialist, advanced practical nursing, and certified nurse educator. Other faculty have earned certificates of advanced study in areas including telecommunications/information resource management, project management, and school psychology. Several have earned doctorate degrees in specialties such as English literature, electrical engineering, experimental social cultural psychology, special education, elementary education, nursing, and environmental science. ([2014-2015 College Catalog](#))

**TABLE 39: Full Time Faculty Rank and Degrees 2015**

Rank	Doctorate Number (Percentage)		Master's Number (Percentage)	
	Teaching	Non-Teaching	Teaching	Non-Teaching
<b>Professor</b>	10 (14.7%)	1 (1.5%)	17 (25%)	4 (5.9%)
<b>Associate Professor</b>	1 (1.5%)	1 (1.5%)	8 (11.7%)	5 (7.3%)
<b>Assistant Professor</b>			11 (16.2%)	7 (10.3%)
<b>Instructor</b>		2 (2.9%)	1 (1.5%)	
<b>Totals:</b>	11 (16.2%)	4 (5.9%)	37 (54.4%)	16 (23.5%)
<b>Grand Totals:</b>	<b>15 (22.1%)</b>		<b>53 (77.9%)</b>	

Professional faculty in functional areas such as the Center for Academic Success, the Library, the Centers for Student Engagement and Academic Advisement, Institutional Assessment, Experiential Learning, and Transitional Studies, each hold advanced degrees appropriate to their areas of professional responsibility and expertise, and are evaluated according to standards established by accrediting bodies relative to their fields. For example, evaluations of library professionals are guided by standards established by the Association of College and Research Libraries, and all librarians must hold degrees from institutions that are accredited by the American Library Association.

In the Centers for Student Engagement and Academic Advisement, counselors are trained by organizations including the National Academic Advising Association, the National Behavioral Intervention Team Association, and the National Board for Certified Counselors. Professional staff in the Center for Academic Success follow standards established by various organizations including the Council for the Advancement of Standards in Higher Education for Learning Assistance Programs, and the Association on Higher Education and Disability ([Margaret Devereaux, Meg Osborne, Terry Kupp emails](#)). The Transitional Studies Program staff also align their practice with the goals of the National Association for Developmental Education (NADE).

### ***Instructional Faculty***

Teaching competence for credit courses is determined by members of the faculty within academic divisions, subject to the approval of the Provost ([Faculty Contract, Article XIV, Section Six](#)). Faculty submit to their division chair evidence of professional preparation which may qualify them to teach specific courses in a discipline. Within each academic division, specific competency qualifications are agreed upon by a vote of faculty in the division. In some disciplines, competency to teach specific courses may be dictated by national standards; for example, competency to teach courses in anatomy and physiology is determined by standards established by the Human Anatomy and Physiology Society ([Christie Waters Interview, May 1 2015](#)).

## ***Professional Faculty***

Within the State University of New York system, professional service titles may include positions held by classroom faculty as well as positions held by degreed professionals who work in functional support areas outside of academic divisions. At Cayuga, these positions are designated as professional non-teaching lines, and they include counselors, librarians, learning specialists, and the special service areas of institutional assessment, experiential learning, and transitional studies. While they are not assigned to an academic division, professional non-teaching faculty support the instructional mission of the College by working closely and directly with students as part of their professional responsibilities. In addition, they serve on College committees and councils, act as academic advisors, and advise student clubs.

## ***Adjunct Faculty***

Competency requirements for adjunct instructors are determined according to the same standards and following the same process used for full-time instructional faculty. Competencies vary according to discipline, and ultimately are reviewed and determined by full-time faculty in the relevant academic division, and are administered by division chairs. General competency requirements for instructors who teach in the Cayuga Advantage Program, the concurrent enrollment program between Cayuga Community College and local school districts, also are determined in the same manner as competencies for full-time instructional faculty, and are outlined in the [\*Cayuga Advantage Program Faculty Mentor Handbook\*](#).

In some instances, an adjunct will be hired and assigned a course based on their professional experience in lieu of having earned an advanced degree. For example, some courses in Theatre, Computer Science, and Radio and Television are taught by adjunct faculty who have a minimum of two years' relevant experience through full-time professional employment in a field specifically relevant to the courses they teach.

The Office of Community Education and Workforce Development has minimum qualifications for hiring instructors which vary by discipline. This Office continues to have a strong emphasis on preparing the local workforce through the development of career training, business services, online learning, professional development for teachers, and adult educational opportunities. An open dialogue with regional businesses ensures that the development of new programming is in alignment with the demands of the workforce in the community.

## ***Faculty Responsibilities and Service***

Along with responsibilities in their respective academic divisions and/or functional areas, all members of the faculty perform additional service to the College. As academic advisors, faculty support student success by meeting with and guiding students in areas such as identifying academic goals, selecting and registering for courses, matriculation into degree programs, understanding College policies and procedures, and planning for academic success. Teaching faculty generally advise students who are currently enrolled in degree programs in their academic division. Professional non-teaching faculty are typically assigned students advisees who are enrolled in liberal arts degree programs, or in programs needing additional advisors.

Faculty also chair and/or serve on College committees and councils to which they have been appointed or elected. These bodies address various issues that directly impact student affairs as well as academic affairs. Examples include the Behavioral Intervention Team, Committee for Advancing Teaching and Learning, Enrollment Council, Experiential Learning Committee, Honors Study Committee, Library Advisory Committee, Online Learning Committee, Planning Council, Student Awards Committee, Student Veteran Support Team, Wellness and Violence Prevention Committee. ([At a Glance List of Committees](#))

Faculty serve as advisors to student clubs, which are managed by the Student Activities Board (SAB), on both the Auburn and Fulton campuses. Faculty may advise clubs related to the academic degree programs in which they teach, such as Nursing, Business, Art, and Criminal Justice; according to special interests, such as Anime and Manga, Creative Writing, or Gaming; or those that focus on social and cultural issues including Gay-Straight Alliance, and CAYA (Come as You Are). See ([Cayuga's Organizations and Clubs](#)), for a current list of student clubs and advisors.

### ***Curricular and Program Design***

Faculty regularly design, maintain, and update educational curricula within a framework set forth by both SUNY and the College. SUNY guidelines define the process for curriculum design, and Cayuga's Curriculum Committee has established internal procedures.

Full-time faculty may apply for and be granted course reductions to develop and revise degree programs and curricula, including the incorporation of new technologies and pedagogies. This ongoing support for new programs is provided by the Office for Academic Affairs. ([Faculty Contract, Article XIV, Section 16.1](#)) Recent examples of new degree programs that faculty have developed using course load reductions include Travel and Tourism, Advanced Manufacturing, and Health Sciences.

Designing and revising curricula begins at the academic division level with proposal development and discussion among members of the division. After approval at the division level, a new or revised proposal is submitted by the division chair to the Curriculum Committee for review and approval. If approved by the Curriculum Committee, the proposal is introduced at the monthly general faculty meeting for discussion and approval by vote of the faculty. Course curricula and degree programs are reviewed and revised on a continual basis by faculty in each academic department during the College's annual Assessment Day. ([Curriculum Committee Guidelines](#)) ([Assessment Day documents](#)).

As more fully described in Standard 11, program or curriculum proposals in fields lying outside the scope of any instructional division may be developed and sponsored by College administration, as well as by any member of the larger Cayuga County community. The sponsor must demonstrate that the proposed program falls within, or derives from the goals and objectives of the College's strategic plan, and they should discuss evidence of the need or potential success of the proposed program with the President and the Provost and Vice President for Academic Affairs. Program proposals must include evidence of the demonstrated need for the



program, how the program aligns with College mission and goals, along with a plan to provide the facilities, equipment, faculty, and other resources required for the startup and continuing operation of the program.

The Program Development Committee, which was established in 2011, is composed of the academic division chairs, the Provost and Vice President for Academic Affairs, the Executive Dean of Community Education and Workforce Development, the Associate Vice President and Dean of the Fulton Campus, and other key campus leaders. This Committee is charged to research, identify, and develop emerging academic degree and certificate programs which support and advance the mission of the College. Workforce development needs, Cayuga's mission and vision, resources, and community partnerships, all guide the analysis. Over the past few years, several new programs have been initiated, including:

- an Advanced Manufacturing Certificate;
- a Plastics Technology option (which has resulted in the construction of an Advanced Manufacturing Lab);
- an Event Management Certificate;
- an Occupational Therapy Assistant Program;
- and a Culinary Arts Certificate.

While the educational program of the institution is the responsibility of the instructional faculty, the division chair has responsibility for oversight of the development, ongoing evaluation, and revision of courses and programs sponsored within each division. Division chairs are recommended by instructional faculty within their academic division, and are appointed by the College President. Because division chairs have attained the rank of assistant professor or above, they have gone through the same procedure for continuing appointment and promotion, and are held to the same criteria and standards, as are other instructional faculty. ([Faculty Contract Article X Section Six](#)) Program coordinators assist division chairs with the effective development and monitoring of curricula in disciplines and degree programs.

### ***Formation of Schools***

Beginning in 2011, the College implemented the structure of Schools, which further organizes degree programs. Schools are designed to positively impact student's academic identity and to advance retention goals by allowing greater connections between students with similar interests and educational goals. Additionally, Schools impact leadership succession plans through the work of Program Coordinators. The creation of Program Coordinator positions was instrumental as a way to group together and more closely administer similar degree and certificate programs. In 2011-2012, the Division of English/Humanities/ Telecommunications piloted a plan to adopt the school model for degree programs within the division, and created SOMA, the School of Media and the Arts, which is comprised of five fields of study: Art, Music, Writing, Literature, Theatre, and Communications. Full-time faculty members who hold subject expertise in relevant areas of study have been assigned to act as program coordinators, and as a result, the various degree programs now run more efficiently and effectively. Beginning in 2014 – 2015, the College's STEM School grouped together degree and certificate programs in

Science, Technology, Engineering, and Math, with program coordinators assigned to each field of study. ([Interview with Steve Keeler May 26, 2015](#)) Cayuga degree programs are organized in 5 College Schools:

- School of Business
- School of Health Sciences
- School of Media and the Arts (SOMA)
- School of Sciences, Technology, Engineering and Math (STEM)
- School of Social Sciences and Education

### ***Full-time/Part-time Faculty Ratio***

A recommendation to make a priority, “advancing the full-time/part-time faculty ratio by increasing the number of full-time faculty,” in the 2006 Report of the Middle States Evaluation Team has not been fully achieved. Between the years of 2008 and 2011, the total number of full-time faculty increased from seventy-one to seventy-five members. However, since 2011, due to financial issues faced by the College, along with declining student enrollment, only those positions determined critical to the mission of the College have been replaced as faculty members retire. As a result, the current number of seventy full-time faculty reflects a seven percent decrease since 2011.

Between 2008 and 2014, efforts to bring parity between the Auburn and Fulton campuses resulted in an increase in the total number in full-time teaching faculty in Fulton by two positions. Because the Fulton campus has lower enrollment numbers, and offers fewer complete degree programs, there are fewer full-time faculty on the Fulton Campus than on the Auburn Campus, with thirty-two, full-time faculty in Auburn, and twelve in Fulton in 2013-2014. The total number of part-time faculty at Cayuga has experienced a net decrease of eight positions between the years 2008 and 2014 (nine fewer part-time faculty in Auburn, four fewer part-time faculty online, and five additional part-time faculty in Fulton) ([Faculty Totals Report 1/23/15](#)).

**Table 40: Faculty Totals, 2008-2014**

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	5-Year Change
<b>Teaching Faculty</b>							
<b>Full-time Auburn Faculty</b>	43	42	41	41	39	36	-7
<b>Full-time Fulton Faculty</b>	<u>12</u>	<u>12</u>	<u>15</u>	<u>16</u>	<u>16</u>	<u>14</u>	<u>2</u>
<b>Total Full-time Teaching Faculty</b>	<b>55</b>	<b>54</b>	<b>56</b>	<b>57</b>	<b>55</b>	<b>50</b>	<b>-5</b>
<b>Professional Faculty</b>							
<b>Full-time Auburn Faculty</b>	11	12	13	12	11	14	3
<b>Full-time Fulton Faculty</b>	5	<u>5</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>1</u>
<b>Total Professional Teaching Faculty</b>	<b>16</b>	<b>17</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>20</b>	<b>4</b>

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	5-Year Change
<b>ALL Full-time Faculty</b>							
<b>All Auburn Faculty</b>	54	54	54	53	50	50	-4
<b>All Fulton Faculty</b>	<u>17</u>	<u>17</u>	<u>21</u>	<u>22</u>	<u>22</u>	<u>20</u>	<u>3</u>
<b>TOTAL FULL-TIME FACULTY</b>	<b>71</b>	<b>71</b>	<b>75</b>	<b>75</b>	<b>72</b>	<b>70</b>	<b>-1</b>
<b>Adjunct Faculty (Annual Unduplicated)</b>							
<b>Auburn Adjunct Faculty</b>	90	103	110	110	106	81	-9
<b>Fulton Adjunct Faculty</b>	77	83	85	82	82	82	5
<b>Online Adjunct Faculty</b>	<u>36</u>	<u>40</u>	<u>45</u>	<u>40</u>	<u>40</u>	<u>32</u>	<u>-4</u>
<b>ALL Adjuncts</b>	<b>203</b>	<b>226</b>	<b>240</b>	<b>232</b>	<b>228</b>	<b>195</b>	<b>-8</b>
<b>Cayuga Advantage Instructors</b>	79	86	106	110	116	128	49

Cayuga still relies upon adjunct faculty to a greater degree than do other community colleges in SUNY and nationwide. According to the 2013 National Community College Benchmark Project Reports (NCCBP), Cayuga ranks in the lowest 19% among twenty-one SUNY community colleges, and in the lowest 6% nationally, for the percentage of credit hours taught by full-time faculty. For the percentage of credit hours taught by part-time faculty, Cayuga ranks in the highest 76% among twenty-one SUNY community colleges, and 74% nationally.

For the percentage of course sections taught by full-time faculty, Cayuga ranks in the bottom 24% of twenty-one SUNY colleges, and the bottom 29% nationally. The percentage of course sections taught by part-time faculty places Cayuga in the top 71% among SUNY community colleges reporting, and in the top 70% nationally. ([2013 NCCBP Report](#))

### *Assessment of Instructional Staff*

Cayuga Community College has a rigorous and detailed procedure for assessing the performance and excellence of every full-time teaching faculty member in all forms of instruction, and of every professional faculty member in their functional areas. For all full-time faculty, this assessment begins with the hiring process and continues through processes for consideration of term appointment, continuing appointment, and promotion to rank, as well as during consideration for excellence awards.

### *Search and Selection Process for New Hires*

The search and selection process for hiring new full-time faculty is designed to reflect academic needs, to fulfill affirmative action regulations, and to be aligned with the institution's budget. This process, outlined by the Faculty Contract, is conducted by a search committee within the academic division, the appropriate Vice President, the President, and the Board of Trustees.

Division chairs may request that a vacant teaching position be filled, or a new position be created, by completing a [Faculty Position Request Form](#) to justify the need for the position. This form requires the division chair to provide a three-year comparison of credit hours taught by full-

time vs. part-time faculty, numbers of students in the major, a statement of evidence of need for the position, linkage to the College's current Strategic Plan, and examples of how the curriculum effectively uses faculty resources and creates variety in course offerings for students. Request forms are reviewed by the Provost and Vice President for Academic Affairs and other senior administrators, who consult with division chairs before making final decisions to fill open faculty lines or to create new positions.

When a need is identified to create a new faculty position, or to fill an existing vacancy, a job announcement is written by the appropriate division chair or area director in collaboration with the appropriate Vice President. The division chair or director of the area in which the vacancy exists selects a search committee comprised of members of the division or department who are at the rank of assistant professor or above ([Faculty Contract Article X, Section One](#)). Guidelines for the role of search committees are available from the Human Resources Office. The Director of Human Resources, in consultation with the chair of the search committee, establishes a recruitment plan appropriate to the position. Advertisements for vacancies are posted on campus, distributed to all faculty, and sent to various mailing lists including local colleges and organizations, appropriate professional associations, and departments of graduate schools. All advertisements include standard language regarding equal opportunity and affirmative action ([Hiring Procedures](#)).

Members of the search committee for faculty positions screen and interview candidates, and conduct reference checks on finalists. As a part of each interview, candidates for teaching faculty positions are asked to prepare and deliver a brief classroom lesson, and candidates for professional non-teaching positions are asked to present on topics relevant to the primary responsibilities of the job. The search committee makes recommendations for appointment to the Vice President and the President of the College, who may then meet with and interview the candidate, and bring final recommendations for appointment to the College Board of Trustees. Upon the recommendation by the President, the Board may appoint new faculty to a temporary, term, or continuing appointment. The search and selection process ensures that the qualifications of successful applicants are appropriate to the mission of the College, that they meet standards established within their respective professions, and that they fulfill the specific needs of the academic division. Newly hired faculty provide official academic transcripts to the Human Resources Office prior to official appointment by the Board. Transcripts are reviewed and verified by division chairs or department directors and are documented by Human Resources in a Microsoft Access database file. ([Interview with Denise Guzewicz November 18, 2015](#)).

### ***College-wide Mentoring Committee on Promotion and Continuing Appointment***

While the granting of continuing appointment and promotion to rank ultimately is determined by the College President and the Board of Trustees, the process for assessing the performance and teaching excellence of all full-time members of the faculty is overseen by the College-wide Mentoring Committee on Promotion and Continuing Appointment (CWMCPA). This group was created to replace the previous College Wide Evaluation Committee (CWEC). Members of the CWEC voted on and determined the success of candidates applying for continuing appointment and promotion after reviewing promotion portfolios which included letters of recommendation written by peers in the candidate's academic division or department.

The creation of the CWMCPA has significantly revised that process, by shifting the focus of the committee to a mentoring role, and by placing final responsibility to evaluate faculty and to make recommendations concerning permanent appointment and promotion in the Office of the Academic Vice President. Specific expectations and responsibilities of the CWMCPA are enumerated in the Faculty Contract ([Faculty Contract Article XI, Sections Three, Four, Five, Six](#)).

In each of their first four years of teaching, newly hired teaching faculty members have their classroom performance observed by members of their chosen mentoring committee, which is comprised of their division chair and three other faculty members who have continuing appointment. These observations, along with completed student evaluations of course and instructor ([Student Evaluation of Course and Instructor](#)) for three course sections, and a recommendation by the Provost and Vice President for Academic Affairs, are submitted to the President for consideration of term appointment renewal. Observations of full-time teaching faculty can be made in any form of instruction, including on-campus, online, hybrid, travel study, and experiential learning. ([Qualifications for Promotion/Continuing Appointment](#)).

The complete process for faculty observation and evaluation is subject to ongoing review and revision, as deemed appropriate by the faculty. While early versions of observation forms only required mentors to provide narrative summaries of observations, the forms now use standardized criteria which emphasize pedagogy and professional effectiveness, and which allow mentors to more objectively assess the performance of candidates. Documents included in the current CWMCPA Information Packet are in the third edition, having last been revised in 2010. ([Interview with Linda Alfieri, May 28, 2015](#))

### ***Term Appointment***

Upon hire, faculty are appointed to a term of one academic year, which may be renewed annually. The Faculty Contract defines the educational qualifications and service requirements for granting of term appointment. For consideration of renewal of term appointment, candidates are observed or evaluated by their division chair or department supervisor, and also by the members of their mentoring committee. Written reports of those observations or evaluations, along with student evaluations for teaching faculty, are submitted for review by the Provost and Vice President for Academic Affairs. After meeting with each candidate and discussing documented evidence in the application folder, the Provost and Vice President for Academic Affairs makes a recommendation to the President to approve or deny the candidate's application for renewal of term appointment. The President then makes a final recommendation to the Board of Trustees, who vote on the recommendation ([Faculty Contract Article XI, Section Three](#)).

### ***Promotion and Continuing Appointment***

Faculty members apply for promotion to rank in four-year increments and with additional credits beyond a Master's degree. Quantitative requirements for advancement through academic rank for full-time faculty are more fully defined in the Faculty Contract ([Faculty Contract Article XI Section One](#)).

**Table 41: Quantitative Requirements for Academic Rank, Full-time Faculty.**

Appointment	Years of Service at Rank	Credit Hours Beyond Masters
Instructor		
Continuing Appointment	Four	Six (6)
Assistant Professor	Four	Six (6)
Associate Professor	Four	Fifteen (15)
Full Professor	Four	Thirty (30)

After a full time faculty member achieves tenure, and before being appointed to full professor, he/she will be observed or reviewed a minimum of one time each year by a member of the faculty, typically within his or her academic division. Observations may be conducted in online and face-to-face instruction in the classroom ([Faculty Contract- Article XI](#)). Candidates seeking continuing appointment or promotion follow policy and procedures defined by the Faculty Contract and a process outlined by the College-wide Mentoring Committee on Promotion and Continuing Appointment, both of which are similar to those for renewal of term appointment ([College Wide Mentoring Committee Packet Contents](#)).

Each time they apply for advancement to rank, candidates for promotion or continuing appointment include transcripts for newly completed graduate work in the folders they submit to the CWEC and the Provost and Vice President for Academic Affairs. Transcripts for these courses also are filed with the Human Resources Office. HR presently is working with Campus IT to develop a system using Banner to audit transcripts for all employees ([Interview with Denise Guzewicz, November 18, 2015](#)).

Upon submission, all applications for consideration of term appointment renewal, continuing appointment, and promotion to academic rank, are reviewed by the Provost and Vice President for Academic Affairs. After meeting with each candidate and discussing documented evidence in the application folder, the Provost and Vice President for Academic Affairs makes a recommendation to the President to approve or deny the candidate's application. The President then makes a final recommendation to the Board of Trustees, who vote on the recommendation ([Faculty Contract – Article XI, Section Seven](#)).

### ***Observations Outside of Promotion***

Faculty who are not being considered for promotion, and who have received continuing appointment but have not yet been promoted to the rank of full professor, will be observed at least once each year by a member of the faculty. Faculty at the rank of full professor may be evaluated at the discretion of their division chair or director, or by the Provost and Vice President for Academic Affairs. Written reports of all observations are kept by each division chair or director and the Provost and Vice President for Academic Affairs ([Faculty Contract, Article XI, Section Eight](#)).

### ***Grievance Process***

The Faculty Contract outlines a fair and equitable grievance procedure and process, which is designed to secure, at an appropriate administrative level, equitable solutions to alleged grievances of both parties. These procedures ensure that both parties may present grievances free



from coercion, interference, restraint, discrimination, or reprisal. ([Faculty Contract- Article VI](#)) Cayuga Community College recognizes and subscribes to the concept of progressive discipline. The faculty contract outlines the process of progressive discipline that begins with verbal notifications, followed by written notifications, suspension with or without pay, and finally termination ([Faculty Contract-Article VII, Section Two](#)).

### ***Issues and Resolutions Committee***

Appended to the 2011-2016 Contract are various MOAs agreed to by the Issues and Resolutions Committee (IRC). IRC membership is composed of three members chosen to represent the administration (typically, the College President, the Provost and Vice President for Academic Affairs, Vice President of Administration), and three members representing the Faculty Association (typically, the Association President, Association Vice President, and Association Member at Large). The IRC meets to discuss and resolve issues which arise during the term of a contract.

### ***Academic Freedom***

The College maintains and encourages the rights of faculty members to full freedom of speech in the forms of inquiry, teaching, and research. While faculty may communicate ideas or facts related to their subject areas without limitation in their classrooms, they exercise caution about discussing controversial issues unrelated to their fields of study. In public, faculty members may speak freely as citizens, but they recognize that they do not act as spokespersons for the Institution ([Faculty Contract Article IX, Section Two](#)).

### ***Adjunct Orientation***

Before the start of each semester, adjunct faculty are invited to participate in orientation sessions arranged by academic divisions as well as by the Office of Academic Affairs. During these orientation sessions, adjuncts have opportunities to meet with college administrators regarding institutional policies and initiatives, with full-time faculty to review issues specific to their academic divisions, and with representatives from key campus offices and departments for overviews of various institutional services and resources.

### ***Program Coordinators***

Because division chairs are responsible for the oversight of degree programs in a range of disciplines, including some which may be outside their own areas of professional expertise, an ad hoc Academic Management Committee recommended the creation of program coordinator positions. These positions appoint division faculty to assist in the oversight and supervision of adjuncts who teach in specific degree programs. Program coordinators help to facilitate a more effective supervision of adjunct faculty, as they work with division chairs in the selection, orientation, evaluation, and scheduling of adjuncts. They also help to ensure that adjuncts follow established policies and procedures, and they are available to offer professional expertise relative to specific fields of study beyond that which division chairs are able to provide ([Program Coordinator Job Description](#)).

A comprehensive [Adjunct Faculty Handbook](#) is provided to each adjunct upon hire, and is also available through MyCayuga. The Adjunct Faculty Handbook provides clear guidelines for adjunct faculty in areas such as course outlines and content, final exams, grading, textbook adoption, attendance, and student code of conduct. The Handbook clearly states that adjunct faculty are supervised by the chairs of the academic divisions, and that adjunct faculty must consult with division chairs regarding academic matters such as instruction, curriculum, and textbook selection. New adjuncts are also invited to attend an orientation in the Fall and Spring semesters.

All faculty who teach at Cayuga have access to student learning outcomes which have been established for degree programs, as well as to master syllabi for all courses. Student learning outcomes for all programs of the College are also published on the College website, making them available to all current and prospective students, as well as to full-time and adjunct faculty. In this way, adjunct faculty can verify that their course syllabi meet departmental student learning outcomes. Master course syllabi are accessible on the College Learning Management System, Blackboard and division chairs and program coordinators make certain that adjuncts are made aware of the location of these documents. To ensure consistent measurement of student learning outcomes across course sections, several departments require departmental finals ([Christie Waters email Feb 4 2015](#)).

### ***Observation and Evaluation***

Adjuncts are evaluated by the same standards that are used to evaluate full-time faculty, and they are expected to uphold the College's mission, vision and core values as well. Typically, division chairs inform adjunct instructors that their teaching methods and effectiveness will be reviewed using the same criteria that is used for full-time faculty. Division chairs inform program coordinators of which adjunct faculty teaching in their division are new or who haven't been observed for several years, and program coordinators schedule needed classroom observations. Full-time faculty who observe adjuncts in the classroom complete the same Classroom Observation Report form that is used to observe and report on full-time faculty ([Classroom Observation Report Form](#)).

In addition to the teaching observations conducted by their peers, adjunct faculty distribute and collect student evaluations for each course they teach. Division chairs remind adjunct faculty to administer the [\(Student Opinion of Course and Instructor Form\)](#) survey by the end of the semester for each of their classes. As with full-time faculty, student opinion forms are collected and delivered by a student in the course to the division chair after final grades are submitted. Division chairs first review the surveys and make copies of any forms that are submitted with student comments. These forms are also sent to the instructor for review.

Due to the large number of adjunct faculty employed by the College, the process for providing feedback to adjunct faculty following a classroom observation by peers, or after reviewing student evaluations of a course, may vary somewhat by academic division. On the Fulton campus, the division chair is devising a process to contact and evaluate all adjunct faculty members, and is also developing a policy for reviewing student evaluation forms and initiating observations. In 2014, the College conducted an Adjunct Faculty Survey designed to assess the needs and options of the adjunct faculty (*Interviews with:* [Christie Waters](#), [Steve Keeler](#),



[Lorraine Miller, Robert Humphrey](#) ([Adjunct Peer Observation Memo](#)), ([Adjunct Classroom Observation F14 Auburn and Net](#)) ([Administering Student Opinion Forms email](#)).

### ***Cayuga Advantage Program***

High school instructors who teach in the College's Cayuga Advantage Program are assigned full-time Cayuga faculty members who act as mentors. Mentors communicate expectations and standards to Cayuga Advantage instructors, observe them in the classroom, and evaluate their teaching performance. All new Cayuga Advantage instructors are observed in the first semester they teach a Cayuga course, and are then observed on a rotating basis every three to five years. Mentors may conduct additional observations if it is of value to the instructor, regardless of the mentoring schedule. Cayuga Advantage faculty also submit student observations and copies of their final exams. ([Faculty Mentor Handbook](#))

### ***Recognition of Excellence in Teaching***

Teaching faculty may be nominated and recognized for the Chancellor's Award for Excellence in the categories of Teaching, Professional Service, Faculty Service, and Scholarly and Creative Activities. Criteria for nomination and the award process are established by the SUNY Chancellor's Office. Since 1974, thirty-six of Cayuga's teaching faculty have been awarded Chancellor's Awards for Excellence in at least one of these areas. One faculty member holds the rank of Distinguished Service Professor and has been inducted into the SUNY Distinguished Academy ([Chancellor's Awards List](#)).

### ***Professional Development***

Cayuga encourages faculty to develop professionally and provides several support mechanisms to assist faculty improve and grow.

Faculty Development Fund Grants are available each fall, spring, and summer, for research or curriculum development, graduate courses, course load reductions, and seminars and conferences. For the 2015-2016 academic year, this fund has \$40,492 available, a generous amount considering the size of the College. Some projects recently funded by Faculty Development monies include participation in professional conferences such as the New York College Learning Skills Association annual symposium, the Popular Culture and American Culture Association conference, and the National Organization for Associate Degree Nursing.

In addition to providing institutional support and various sources of funding for professional development, Cayuga makes additional opportunities available to faculty on campus in a number of ways.

Throughout the academic year, the Professional Growth Committee, a group organized by the Faculty Association, schedules monthly presentations for and by faculty. These hour-long workshops provide opportunities for faculty to share results of their research and ongoing projects related to teaching and learning in higher education, as well as other scholarly and creative work. ([Faculty Association Meeting minutes](#)) The Faculty Forum, an annual professional

development day which is open to full-time faculty, adjunct faculty, and Cayuga Advantage instructors, is scheduled each summer before the start of fall classes. Now in its eighth year, the program typically features an invited speaker, followed by a selection of brief workshops conducted by Cayuga faculty and professional staff. Cayuga faculty who are scheduled to teach fully online courses must complete a comprehensive training for Blackboard, conducted by Open SUNY, during the semester before the course will be offered. Cayuga's Director of Distance Learning schedules additional training workshops each semester for faculty who need a refresher session, or who intend to use certain features of Blackboard in a face-to-face course.

*College Foundation Funding.* The Cayuga County Community College Foundation encourages and supports faculty at Cayuga who wish to develop and implement significant and innovative projects that benefit the College's academic programs. Annual unrestricted gifts support this program. Faculty members are invited to submit proposals to be considered for funding by the Board of Directors of the College Foundation. This year there will be a maximum of one fellowship awarded. As the College Foundation hopes to foster excellence in these development efforts, the program is competitive in nature. Fellowships carry a maximum stipend of \$2,000 and must be completed during the summer months (between June 1 and September 1). Recently funded Foundation Summer Fellowships include implementing a concept-based curriculum in the Nursing lab, designing instructional methods to engage students through sensory stimulation, incorporating a coordinate measuring machine into the engineering curriculum, and developing nursing courses to teach the integration of electronic health records.

*SUNY Tuition Waivers.* Faculty may apply for tuition waivers for course work to be completed through SUNY state-operated campuses. Applications are reviewed by the President and the Director of Human Resources, and priority is given to full-time faculty who are working towards advanced degrees for the purpose of tenure or promotion ([\*SUNY B-140 Application for Tuition and Fee Assistance\*](#)).

*Committee for Advancing Teaching and Learning (CATL).* The Committee for Advancing Teaching and Learning (CATL) is a faculty-driven body that focuses on teaching quality. The Committee's activities are dedicated to promoting, facilitating, and honoring teaching excellence through on-campus professional development opportunities for full-time and part-time faculty. The group sponsors the annual faculty forum in August and works to identify instructional strategies that engage student learning and enhance student success.

*Sabbatical Leave.* Faculty may apply for sabbatical leaves for professional development. These leaves can be granted for travel study, formal education, research, writing, or other experiences of professional value. The College can award up to four leaves annually. Awards can be granted for either a half year or a full year. Two applications have been submitted and approved since 2011.

### ***Summary***

Faculty bear primary responsibility for curricular development and student learning, duties which, by their very nature, cannot be delegated. Relevant to this criteria, faculty at Cayuga are prepared and qualified to design, maintain and revise curriculum, holding advanced degrees, certifications and professional experience in their fields. Although Cayuga relies heavily on part-time faculty, criteria for their appointment and effectiveness are consistent with standards for full-time faculty. Articulated and equitable procedures are established to review all individuals who have responsibility for the educational programming of Cayuga.

### ***Commendation:***

The formation of schools within the College's academic divisions recognizes the important role of program coordinators in organizing and mentoring adjunct faculty, in leadership succession planning and in helping students develop strong academic identities.

### ***Suggestion:***

1. Increase the ratio of full-time to part-time faculty to support the strategic goals of the College.

### ***Recommendations:***

1. Build upon the improved process for evaluation and mentoring of all adjunct faculty.
2. Research best practices for assessing the performance of post-tenure/beyond final promotion faculty.

## STANDARD 11 - EDUCATIONAL OFFERINGS

Cayuga offers a wide range of learning opportunities in support of the College mission. Ten A.A. and A.S. programs prepare students for further study at 4-year institutions, with specific concentrations supporting SUNY Seamless Transfer. Thirteen A.A.S. and certificate programs provide career preparation. Consistent with Cayuga's mission, educational offerings reflect the needs and interests of a range of student populations with diverse programming in experiential, co-curricular and online educational experiences designed to increase knowledge, develop skills, clarify values, and address personal and social development. Results from the 2013 Student Opinion Survey found that Cayuga Community College students reported Cayuga helped them meet their educational goals at a higher rate than students at other SUNY community college students ([2013 Student Opinion Survey Comparative Report](#)).

### *Program Development*

*SUNY and NYSED.* The State University of New York (SUNY) and the New York State Education Department (NYSED) serve the people of New York by ensuring all segments of the population have access to a complete range of academic, professional and vocational postsecondary programs. All new programs, or changes to existing programs, must be reviewed and approved through these organizational systems ([SUNY Program Planning: SUNY Academic Program Planning site](#)).

*Faculty.* Faculty design, maintain, and update educational offerings within the framework set forth by both SUNY and the College. SUNY guidelines define the process for curriculum design, and Cayuga's Curriculum Committee has established internal procedures. Guidelines provide for the development, renewal and revision of academic programs and require evidence that any new or revised degree programs align with the Institution's and SUNY's mission, core values, and strategic goals and priorities. A.A.S. degree programs must demonstrate that they meet the economic needs of the local area and that the program learning outcomes align with the needs of local employers. A.A. and A.S. programs must demonstrate that they meet the educational need of the local area; that they align with the articulation requirements of local transfer institutions; and that they meet the applicable SUNY transfer path requirements.

*Curriculum Committee.* The charge of the College Curriculum Committee is to evaluate all proposals to change Cayuga's curriculum and to apply consistent standards throughout the process. Made up of an eleven member team, the majority of which are elected, full-time faculty, the group also includes administrators and two students designated by the President of the Student Government Organization. New Program proposals are submitted to the Curriculum Committee and follow set approval procedures:

1. A draft copy of the SUNY Program Proposal Outline and Program Proposal Checklist are prepared by the Instructional Division or College representative sponsoring the program.
2. The Division Chair or College representative who developed the program must be present at the open session of the curriculum committee meeting when the proposal is considered. Other interested parties may also attend the open session, present their views, and

participate in the discussion. Formal committee debate and action takes place in closed session.

3. If approved by the curriculum committee, the committee chair will direct the Committee Secretary to have copies of the proposal and minutes of the meeting distributed to all full-time faculty and administrative staff.
4. The chair of the committee will present the approved proposal for discussion and action at the faculty meeting.
5. If approved in the faculty meeting, the committee chair will forward the Program Proposal Checklist to the President for presentation to the Board of Trustees for their review and formal approval.
6. If approved by the Board of Trustees, the President shall announce the proposed program within the guidelines established by SUNY. SUNY Guidelines for the Submission of Undergraduate Academic Program Proposals are followed from this stage forward. ([Curriculum Committee Guidelines](#)), ([SUNY Undergraduate Program Proposal Form](#)) ([Curriculum Maps](#)), ([Curriculum Committee Minutes](#)), ([Faculty Association Contract](#)), ([Advanced Manufacturing New Certificate Proposal](#)).

*New Program Development.* Administrative oversight for academic offerings is carried out by the Provost and Vice President for Academic Affairs. A Program Development Committee is charged with advancing academic program development at Cayuga by identifying emerging academic programs compatible with the mission and vision of the College. Employing research and analysis of local, regional, and national educational sources, economic and workforce data, and trends analysis, the need for new programs is documented and verified through a variety of information sources. These included: the Central New York Regional Economic Development Council (REDC) Five Year Strategic Plan (2012-2016); information provided by the local Department of Labor; and new program proposals submitted by SUNY institutions. The Committee also engages members of the campus community, external local/regional partners, a variety of stakeholders to investigating future program needs. ([Program Development Committee Report on Workforce Development Program Opportunities](#)) ([Program Development Committee Minutes 2012-2014](#)).

Based on the Program Development Committee work since 2011, Cayuga faculty designed and approved five new programs:

- Mechanical Technology Program: Plastics Technology Option A.A.S.
- Media Communications A.S.
- Advanced Manufacturing Certificate
- Plastics Manufacturing Certificate
- Event Management Certificate

In addition, several other programs are under development: an Environmental Studies A.S., an Occupational Therapy Assistant A.A.S., a Tourism Management certificate and a Culinary Arts certificate.

All program curricula are designed so the student learning experience is coherent and follows a logical sequence of development and application. This is ensured through the SUNY Program Proposal process ([SUNY Undergraduate Program Proposal Form](#)) and Cayuga's Curriculum Committee approval process, which uses evidence of the following:

- Program curricula must demonstrate a logical sequence with course prerequisites and co-requisites clearly indicated.
  - Where appropriate, programs and concentrations are designed following sequences established by national accrediting bodies. For example, Telecommunications and Early Childhood, as well as Nursing, follow accreditation standards in the design and progression layout of their program requirements; the chemistry concentration follows the sequence outlined by the American Chemical Society.
  - Programs designed for transfer are required by SUNY to align with four year program curriculums as indicated by the "Seamless Transfer Initiative" described below.
- Program curricula must indicate courses providing General Education competencies and the area of competency.
- The curriculum map for each program outlines how program knowledge, skills, and goals are developed within the program.
- Curriculum maps also must indicate how program goals are being met by required courses within the curriculum, and in which courses those goals are introduced, applied and/or developed.
- Master syllabi for program courses must include student learning outcomes indicating the program goals supported by that particular course.
- Transfer programs must indicate how their required courses align with and meet the requirements of the applicable transfer path.

Just as new programs are developed, existing programs may be deactivated and/or terminated based on enrollment trends, financial viability, and lack of regional support or negative employment projections.

### ***SUNY Seamless Transfer Initiative***

The coherence, purposefulness and rigor of Cayuga programs is confirmed through the Seamless Transfer review. The primary goal of the [SUNY Seamless Transfer](#) initiative was to improve the transfer process within the SUNY system and make it easier for transfer students to obtain a baccalaureate degree in 4 years. Transfer paths have been established for approximately 50 academic majors within the SUNY system. Faculty teaching within those majors at 2- and 4-year institutions identified the core knowledge and skills which students need to master by the

end of their sophomore year in order to be able to complete a baccalaureate degree with two more years of full-time study. They then determined the essential courses and content areas required to provide the core knowledge and skills.

Every program at Cayuga that had an identified transfer path was reviewed and if necessary revised to align with the SUNY Transfer Path. A secondary component of the SUNY Seamless Transfer initiative was the requirement that associate degree programs have a maximum credit requirement of 64 credits. Several programs underwent the difficult process of reducing the number of required credits and courses. While recognizing that credit requirements in excess of 64 credits make it more difficult for students to complete their associate degree in two years, faculty were concerned that program content and rigor had to be maintained with less required coursework. Faculty in A.A.S. degree programs worked with their advisory committees to streamline course and program requirements in order to reduce credits and continue to provide students with the knowledge and skills needed by employers. The project was completed in Fall 2015. In upcoming program reviews, faculty will assess the impact of the reduced credits on student retention and achievement of program goals.

In addition to the SUNY Seamless Transfer guidelines, articulation agreements are in place to enhance student transfer success. For example, the College has developed articulation agreements between SUNY Upstate Medical University and the College's new Health Sciences program. These types of curricular pathways are designed to ease transfer in to four-year programs.

### ***Program Review and Renewal***

All existing courses and programs are evaluated in multiple ways for appropriate content and rigor on a regular basis as outlined in the College's Institutional Assessment Plan ([\*College Institutional Assessment Plan- Revised 2015\*](#)).

- **Five Year Review:** Programs undergo a five year Program Review process. Initiated by SUNY guidelines, the Program Review requires a team of external reviewers to assess the program for its academic rigor and Program content. The Program Review External Evaluator Report is followed up with a Post-Program Review Action Plan to develop improvement projects and timelines to address recommendations provided by the external reviewers ([\*Program Review Reports 2011-2015\*](#)), ([\*Closing the Loop Post-Program Reports\*](#)). Based upon suggestions from the Program Review External Evaluator Report, several Programs have undergone recent revisions as described in Standard 14, Using Assessment Results. Most recently, the Liberal Arts & Sciences: Mathematics and Science program redesigned the curriculum to better reflect the academic expectations of 4-year institutions. A survey of the number of science and math courses required for the degree program at 25 New York State community colleges, eight 4-year SUNY schools, and two 4-year private colleges was conducted. The survey data, as well as recommendations from external program reviewers, indicated that the Liberal Arts & Sciences: Mathematics and Science program requirements for math and science were fewer than at any other 2-year program, and were not sufficient to prepare our students for further study in science. Based upon these results, the Liberal Arts & Sciences: Mathematics and Science program increased the minimum number



of required Math/Science credits from 20 to 28 credits. Other programs have made similar changes to their curriculum based upon Program Reviews.

- Licensure: Certain programs require a Licensure / credentialing exam. Nursing students are required to meet the standards set by the National League of Nursing by passing the NCLEX-RN. Cayuga's nursing graduates have achieved a 97.6% pass rate for the past five years. ([National Council Board of Nursing Licensure Exam Annual Report](#)). The Society of Broadcast Engineers has also certified the telecommunications technology degree program as meeting their licensing requirements. Cayuga's Early Childhood program is accredited by NAETC, the National Association for the Education of Young Children.
- Advisory Committees: All A.A.S. programs have Advisory Committees that meet annually to review program curriculum. These Committees are composed of industry professionals from local firms who review the program sequence, course syllabi, and examples of student work (student portfolios, presentations, etc.). They then make recommendations on curriculum modifications. Reviews ensure that the curriculum design and rigor meet the needs of local employers and provide students with the training and skills required to be successful in their chosen field ([Advisory Committee Minutes 2012-2015](#)).
- Assessment Day: The College conducts an annual Assessment day for departments to meet and address issues related to both individual courses as well as programs in general.
- External Sources: External evaluations include input from alumni, who are surveyed on the effectiveness of program goals and learning outcomes; from professionals, who belong to program Advisory Committees; and faculty peers who participate in SUNY Campus-Based Assessment of the Major reviews.
- Outcome metrics are one measure of program success. Twenty-seven percent of Cayuga's first-time, full-time students graduate from their programs and their first- to second- year retention rate is 55% ([College Navigator](#)).
- College Survey: The results of the 2014 Community College Survey of Student Engagement (CCCSSE), revealed that 60% of Cayuga students responded that they "often" or "very often" worked harder than they thought to meet the instructor's standards or expectations, compared to 54.2% for the 2014 cohort. 64.8% of Cayuga students compared to 59.8% of the 2014 cohort reported that they, "were required to write five or more papers or reports of any length" ([2014 Community College Survey of Student Engagement \(CCSSE\) Files](#)).
- College Survey: According to the 2014 Community College Survey of Student Engagement ([2014 Benchmark Main Survey-How Benchmarks are Calculated](#)), ([2014 Community College Survey of Student Engagement \(CCSSE\) Files](#)), Cayuga students scored comparably in multiple areas of academic rigor and application of knowledge compared to other small colleges and the 2014 Cohort as shown in the table below. In several areas, Cayuga students scored higher than other colleges, in particular in the areas of writing papers and reports.



**Table 42: Analysis of the 2014 Community College Survey of Student Engagement  
Percent of students responding “often” or “very often”.**

Question	CCC	Other Small Colleges	2014 Cohort
Worked on a paper or project that required integrating ideas or information from various sources.	71.7%	63.8%	64.4%
Analyzed basic elements of an idea, experience, or theory.	67.0%	69.7%	8.4%
Exams challenged you to do your best work.	66.2%	67.0%	67.9%
Synthesized and organized ideas, information, or experiences in new ways.	64.4%	61.9%	62.4%
Worked harder than they thought to meet the instructor’s standards or expectations.	60.0%	55.7%	54.2%
Applied theories or concepts to practical problems or new situations.	53.1%	59.2%	59.1%
Were required to write eleven or more papers or reports of any length	36.2%	28.7%	28.1%
Made a classroom presentation.	32.8%	32.5%	32.3%

### ***Learning Outcomes***

All new course and program proposals are reviewed and approved by the College’s Curriculum Committee. The process requires that program goals be stated in terms of student learning outcomes. If the proposed program fulfills the required standards for new programs set forth by the College and the State University of New York (SUNY), they are reviewed and voted on by the general faculty.

All master course syllabi include student learning outcomes that indicate the knowledge and skills students obtain upon completion of the course. The master course syllabi are available to all faculty and students on the MyCayuga portal. Adjunct faculty submit course syllabi to their Division Chair each semester and the Chair reviews the syllabi to ensure course-level student learning outcomes are documented and evident in the course outline ([Adjunct Faculty Handbook](#)). Full time faculty undergo periodic classroom observations at which time their course syllabi are also reviewed for evidence of student learning outcomes ([Faculty Contract](#)).

Learning outcomes are accessible to students in several forms of media. Program information, goals, and learning outcomes are presented in the College Catalog. Additionally, students have the ability to access links to individual program descriptions and learning outcomes via the College’s website and matriculating students have an additional access point to program learning information via MyCayuga. Finally, with the most recent organization of the College’s academic divisions into a ‘school’ schematic, recruitment materials have been developed to reflect program goals and student learning outcomes. For example, the School of Science, Technology, Engineering, and Mathematics (STEM) recruitment brochure provides details on program goals and outcomes for each degree program housed within the school (Discover STEM, 2014).

Beyond providing visible access to program goals and student learning outcomes and disseminating these materials to students, the College seeks to understand whether program goals and learning outcomes are successfully aligned with the desired outcome for students following

graduation. To do so, the College conducts an annual alumni survey that is designed, among other things, to collect data relating to the effectiveness of program goals. The responses to this survey are reviewed annually and disseminated to the College community. ([School of Science, Technology, Engineering and Mathematics -STEM](#)).

### ***Learning Resources, Facilities, Equipment and Library Services***

Through the review and improvement of learning resources, facilities, equipment and library services, the College is able to provide an environment beneficial to cultivating skills and attributes for success. Examples include:

*Course Related Laboratory Facilities.* In 2013, the Fulton campus moved to a new location with dedicated, modern, and well-equipped laboratory facilities. This has allowed new course offerings at the Fulton campus in Physics and Nursing as well as the development of a new Occupational Therapy Assistant Program. The new Fulton campus was designed with the intention of accommodating future growth in Technology programs. Results of Cayuga’s 2013 Student Opinion Survey found that 60% of respondents reported that they were “Very Satisfied” or “Satisfied” with course related laboratories. ([All students 2013- Student Opinion Survey \(SOS\) Section 2—College Services and Facilities, p. 12](#))

*Instructional Technologies.* In some fields, technology is embedded into course content; for example, telecommunications, art, and GIS. All classrooms are equipped with a computer station connected to the internet, a projector, and audio equipment. Cayuga’s Learning Management System, Blackboard, is fully supported for use in all courses. The Office of Accessibility Resources also provides eligible students with E-readers, and other technologies such as Dragon Naturally Speaking, Premier Assistive Technology Suite, Word Talk, NaturalReader, Kurzweil 1000 and 3000, and a number of other adaptive and assistive devices ([2014-15 CCC Catalog](#)). The 2013 Student Opinion Survey reported that 60.2% of Cayuga students reported they were “very satisfied” or “satisfied” with the College’s computer/technology support services ([All Students-Student Opinion Survey \(SOS\) Section 2—College Services and Facilities, p. 3](#)).

*Library.* Cayuga’s Library promotes student use of a variety of information and learning resources. The Library’s mission is to teach the campus community to locate, evaluate, and apply information for academic and personal uses. Library users have access to diverse collections of research materials in print and online, including books, periodicals, media, and web-based resources. Librarians work closely with classroom faculty to select materials which directly support Cayuga’s academic degree programs. As faculty create and propose new courses and programs, they are encouraged to confer with librarians to ensure that library collections provide adequate numbers and types of resources to support course content ([Course Proposal Checklist](#)).

Technology available to library users includes desktop and laptop computers located throughout the facility, networked printers, flat-bed scanners, iPads for use in the Library and in classes, a digital microfilm viewer/scanner/printer on the Auburn campus, Wi-Fi access, and supplemental software to support some courses, such as MyMathLab.

Individual and group study rooms and meeting rooms are available for use by groups such as student clubs, College committees, and outside groups. Study rooms are equipped with flat screen TV monitors and media players.

Library classrooms, used for librarian-led information literacy instruction sessions, are equipped with student computers for authentic, hands-on learning of research skills. Classroom faculty and other groups can also schedule these rooms through library staff. Library classrooms are open for student use when available.

A Faculty Resource Center, located in the Auburn Library, contains a small collection of current publications related to teaching and learning in higher education, along with desktop computers, printers, and a copy machine for faculty use.

Results of the 2013 Student Opinion Survey reported 80% of respondents said they were “Very Satisfied” or “Satisfied” with library resources and services. (All Students--2013 Student Opinion Survey, Section 2—College Services and Facilities, p. 2) On the same survey, 80.3% of respondents said that they were “Very Satisfied” or “Satisfied” with library facilities (p. 10). The Library is staffed with three full-time librarians, three part-time librarians, and a Director, who oversees the department. One full-time and two part-time librarians are based on the Auburn campus. Two full-time and one part-time librarians are on the Fulton campus. The Director, who is also a librarian, shares her time between campuses.

### ***Fostering Information Literacy***

Information literacy is an institutional level learning outcome infused throughout Cayuga’s curriculum. Librarians work with classroom faculty to design lessons and activities which address specific information literacy competencies established by the Association of Research and College Libraries. In content-area courses for degree programs across the curriculum, librarians and classroom faculty work collaboratively to design instruction that addresses specific information literacy concepts and skills appropriate to the subject area, to the course level, and also to specific student learning outcomes. Typically, Cayuga’s librarians provide information literacy instruction in library classrooms equipped with student computers, teacher’s workstations, and media projection units, all networked to College resources. Students in online classes have access to web- based instructional materials created by librarians using subject-specific research guides.

Students in transitional studies courses such Fundamental Reading and Writing, College Success, and Foundations for College Success, may also receive a general orientation to the basic services, resources, and collections, of academic libraries.

In freshman year courses, such as Freshman English I and II, Introductory Psychology, and Essentials of Biology, students are introduced to concepts and skills related to the academic research process, selecting and narrowing topics, constructing effective search strategies, and applying essential evaluation criteria to sources of information. They are also exposed to scholarly publications and to professional literature relevant to the discipline.

In upper level courses, such as American, British, and World Literatures, Biological Principles, History of the United States, and Child Psychology, information literacy sessions focus on more advanced skills such as refining research topics, locating peer-reviewed publications, and incorporating sources of information into a final project. Instructional sessions for career preparation courses such as Manufacturing Materials and Processes and Internship in Radio & TV focus on locating and using information from trade publications and professional societies.

Cayuga's librarians use curriculum mapping techniques as a way to identify courses and degree programs in which information literacy skills and competencies are infused, and at which levels specific skills are taught.

The Library provides access to a wide range of resources through its physical and virtual collections, including print books, audio and video recordings, print periodicals, as well as academic databases which feature full-text e-books, periodicals, and streaming media. Librarians work closely with classroom faculty to identify, acquire, and make available materials that best support the College's academic degree programs and course-specific assignments. Using the Library's faculty reserves services, classroom instructors may add additional instructional materials such as models, microscope slides, biological specimens, and other types of realia (objects from real life used in classroom instruction).

### ***Experiential Learning***

Cayuga leverages the powerful tools of direct experience and focused reflection to provide learning opportunities to diverse students. Allowing students to engage in service learning and connecting classroom content with real-world situations results in a deeper understanding of the subject matter. In 2011, the College hired a Coordinator of Experiential Learning Initiatives.

Currently, close to 30 Cayuga courses are designated as "Experiential Learning" offerings. These courses prepare students to contribute to their communities, form professional attributes, set goals, shape their values, and build desired skills sets. Faculty members work directly with the Coordinator of Experiential Learning to have courses designated. Other experiential learning options include:

*Travel-Study.* For more than 30 years, the College has provided travel-study opportunities to students, including a popular two-week trip to London. About 100 students participate in the London program each January, including students from public and private colleges and universities across the state. Students can complete coursework in Art, Business, Criminal Justice, Health Care, History, Literature, Media, Psychology, Sociology, Theatre, World Religions, and Period Styles through the program ([Travel Study Information on CCC website](#)).

*Craftsmanship.* Through the Daniel C. Labeille Artist-in-Residence Grant, the College offers an externship in the arts for a qualified student to further his/her development in an artistic

discipline. The grant also brings an artist-in-residence to campus for one or two weeks for discussions and lecture demonstrations.

*Music Ensembles.* Students may elect to sing in several ensembles, including the College chorus and a variety small instrumental or vocal combos and ensembles. These groups typically perform one concert a semester. Students typically earn one college credit per ensemble, though the jazz ensemble, which requires an audition, carries three credits ([2014-15 CCC Catalog](#)).

*Radio Station.* WDWN (WIN-89 FM) is a 3,000-watt stereo broadcast facility, coordinated by the telecommunications program and operated by students. Broadcasting and programming opportunities are open to telecommunication majors and all interested students ([2014-15 CCC Catalog](#)).

*Cayuga Collegian Newspaper.* The student-run newspaper offers students the opportunity to gain experience in news and sports reporting, column and feature writing, copy editing, business advertising, and photography.

*Harlequin Productions.* Harlequin Productions is the award winning student group that produces live theatre on campus. Students gain experience both on stage and as tech staff, with professional designers and directors to guide them. This student group is open to all students, with or without experience ([2014-15 CCC Catalog](#)). Harlequin is a crucial organization for the recently-added Theatre Concentration in the A. A. program.

*Recognition for Co-curricular Activities.* The College is also working toward developing a co-curricular/extra-curricular transcript that would complement a student's academic transcript. This is a collaborative effort among the Registrar, Director of Student Activities, Director of Assessment, and Coordinator of Experiential Learning Initiatives.

### ***A Range of Opportunities for Diverse Learners***

The ability to meet the needs and interests of diverse learners is the principle benefit of Cayuga's broad range of programs, delivery modes, and interest-based educational offerings:

*Honors Program.* The College has packaged its Honors courses into an Honors Curriculum utilizing a multidisciplinary perspective offering Honors students the opportunity to learn outside a traditional classroom setting. For the spring 2015 semester, the College offered 21 Honors courses.

*Distance Learning Courses.* Distance learning represents one third of Cayuga's student population and is a growing learning option for students whose schedules do not permit them to study during traditional hours. Course design, content, learning outcomes, rigor, and depth between onsite and online courses are consistent through common procedures for course approval and evaluation. Course learning outcomes follow master course syllabi templates and course assessment and the use of assessment information is held consistent throughout all College curricula ([Distance Learning Committee March 2014 Report](#)).

*Adult Learners.* The College recognizes the special needs and interests of Adult learners. The Director of Adult Learning provides guidance and service to the adult student population and represents their interests through participation in many of the College’s decision-making committees. Additionally:

- The College recognizes that the academic goals of adults in the community are not limited to an associate’s degree. The College supports a “University Center” to enable local access to bachelor’s and master’s degrees through partnerships with accredited upper-division colleges and universities.
- Recognizing that education is key to bettering the quality of life for both individuals and the community, the College partners with Cornell university to provide inmates at Auburn and Cayuga correctional facilities with access to college-level courses that can lead to an associate’s degree in liberal arts.
- Cayuga recognizes that goals for adult learners are often focused on career-attainment and advancement. Cayuga’s Office of Workforce Development and Community Education collaborates with the academic side of the College to create pathways and bridges for transitions from non-credit to credit-bearing opportunities.
- As addressed in Standard 13, Cayuga participated in the development of recommendations to SUNY to develop system-wide Prior Learning Assessment policies and guidelines.

*Sunday Accelerated Courses.* A menu of courses is offered in three time-blocks (10:00, 1:00 and 4:00) and through a variety of delivery formats (full-semester, accelerated and hybrids); enabling students to register for up to 18 credits per semester in a one day format. These “accelerated” Sunday options offer:

- Full-semester classes meeting once a week across the full fall or spring semester
- Course content in an 8-week timeframe called a “session.” Two accelerated sessions are offered each fall and spring semesters.
- Hybrid classes meet on campus across a full semester, some weeks in the classroom setting, and other weeks through online instruction
- Adult learners with limited weekday options find a pathway to achieve their educational and career goals by attending Sunday accelerated courses.

*Veterans Support Group.* In 2012, Cayuga led an effort to establish a Veterans Regional Consortium. This consortium is a partnership between Cayuga Community College and other Central NY Colleges and community groups serving Veterans designed to accomplish together what cannot be accomplished independently. The focus is to build relationships that advocate and advance solutions to issues that student veterans face, including better translation of the educational credit earned through military experience as annotated on their Joint Services transcripts. The Veterans Support Group assists the College in the implementation of the “8 Keys” of Veterans success, recommendations designed for postsecondary education ([Student Veterans Support Team](#)) ([8 Keys to Veterans' Success Sites](#)).

## ***Transfer Credit***

The educational pathway taken by students often includes coursework and credit from multiple institutions. The College provides information on transfer credit policies and procedures to clarify the process and assist students in receiving transfer credit.

Cayuga's transfer policies are disseminated and accessible in a variety of hard copy and electronic resources, including the College Catalog and College website. A compilation of Cayuga's policies and procedures related to transfer credit earned at other institutions is found on pages 20 and 21 of the ([2014-15 CCC Catalog](#)). As noted in paragraph 7 on page 20, upon review of transcripts, credits accepted for transfer into a degree program can be viewed by students using the secure login to the College portal, "[MyCayuga](#)." Additionally, students who change their majors may request that transcripts be reviewed again, to ensure that the appropriate credits are applied to the new degree program.

To receive a certificate or degree, 50% of the required credits must be earned at Cayuga.

The Registrar is responsible for evaluating all official college transcripts from students wishing to apply previous college work to current degree or certificate programs. A SUNY Transfer Credit Appeal Process is outlined on the College website.

The [Transfer Services](#) page of the College website contains a listing of institutions and identifies those with signed transfer agreements. The Transfer Planning section of the College Catalog provides information on transfer advisement as well.

## ***Academic Interest Clubs***

Cayuga recognizes that educational experience should encompass more than classroom instruction. Therefore, participation in organizations and clubs is strongly encouraged.

The College supports a variety of faculty advised clubs and organizations to support academic interests, creative development, and citizenship. Co-curricular student organizations such as Phi Beta Lambda (the college level Future Business Leaders of America), the Nursing Club and Justice Club integrate academic learning outcomes with real world professional development. See ([Cayuga's Organizations and Clubs Brochure](#)) for a full picture of the range and diversity of student activities. The College publishes an Activities Calendar each semester and includes this calendar on the College's website. In addition, the Board of Trustees, Curriculum Committee, Library Advisory Board, and Technology Advisory Group all include student representation. Phi Theta Kappa is the National Community Junior College Honor Society. Membership is open to selected students who attain a high scholastic average and who qualify in character and leadership qualities ([Cayuga Student Clubs and Organizations page on website](#)).



## ***Leadership Development***

*Student Government Organization.* As detailed in Standard 4 in the “Student Voice” section, Cayuga's Student Government Organization represents the student body, oversees club activities, and guarantees that students’ voices are heard within the College community ([2014-15 College Catalog](#)).

## ***Ensuring Rigor and Consistency of Delivery***

Faculty oversee the rigor and consistency of delivery of educational offerings through guidance, consultation, and mentoring:

*Program Coordinators.* Cayuga appoints full-time faculty to serve as Program Coordinators. Program Coordinators have a variety of duties, including assisting the Division Chair in the orientation, evaluation, and mentoring of adjunct faculty. Program Coordinators serve as a resource to all adjunct faculty in their discipline and provide discipline specific guidance and oversight to ensure that all course sections have appropriate content, rigor, and assessments. (Also addressed in Standard 13)

*Cayuga Advantage Faculty Mentors.* Since 2011, Cayuga Advantage faculty mentors have been assigned to every course taught as a concurrent enrollment course in the local high schools. Faculty mentors are charged with ensuring that the content, learning outcomes, and rigor of courses are comparable to the traditional on-campus course. The faculty mentors:

- Review course outlines to insure that approved course syllabi and textbooks are being used;
- Review course materials, assignments, exams, and other assessments to ensure that course rigor and assessment methods are appropriate;
- Review laboratory facilities and other curricular requirements to ensure quality standards are maintained; and
- Observe Cayuga Advantage instructors and provide feedback to ensure that teaching methods, teaching effectiveness, and quality of instruction are appropriate ([Cayuga Advantage Faculty Mentor Guide 2014-15](#)).

## ***Summary***

The College offers programs, certificates, and concentrations designed to meet the needs of students as they advance to 4-year institutions or prepare for employment. These are offered in multiple modes of delivery (on campus, online, hybrid) designed to facilitate individual student learning styles. Cayuga meets the Educational Offerings Standard by providing clear learning expectations in its educational offerings, including: academic, co-curricular, and interest-based educational opportunities. In providing options for experiential learning, artistic and athletic growth, as well as structured experiences which address institutional learning outcomes, the College provides evidence for supporting academic, personal, and social development. Thorough attention to procedures related to curriculum and program development and the review



of resources, facilities, equipment, and support services, evidence is provided that Cayuga is consistent in its standards of quality regardless of location or delivery mode.

The Cayuga Advantage Faculty Mentor program has provided an excellent framework for communicating course objectives and requirements to concurrent enrollment faculty members. The mentoring program provides opportunities for professional development and mentoring while ensuring that learning outcomes, quality of instruction, and assessment methods are consistent across Advantage and campus courses.

***Recommendation:***

1. Assess the impact of co-curricular and extracurricular experiences.

## STANDARD 12: GENERAL EDUCATION

Cayuga's general education curricula is designed to reflect the philosophy that successful careers and satisfying lives require a wide range of skills and knowledge. Guided by the SUNY General Education requirements, the curricula is considered the foundation on which all credit programs flourish. The assessment of general education outcomes not only evaluates how well students acquire and demonstrate College level proficiencies, but contributes to improvements in pedagogy, program curriculum, and institutional-level outcomes.

### *General Education Requirements*

All A.A. and A.S. programs adhere to the SUNY General Education requirements, designed to “promote intellectual, cultural and social development, integrated with the specific goals of individual degree programs.” ([2014-2015 CCC Catalog, 44-45](#)) Students enrolled in A.A. or A.S. degree programs are required to complete at least 30 credits of General Education courses in at least 7 of the 10 General Education categories. These categories include:

- Basic Communication (oral
- and written)
- Mathematics
- Humanities
- American History
- Western Civilizations
- Natural Sciences
- Social Sciences
- Other World Civilizations
- The Arts
- Foreign Languages

The College Catalog and MyCayuga indicate which courses fulfill the General Education requirements for each category. Each degree program curriculum must also address critical thinking and information management competencies.

SUNY does not require A.A.S. degree programs to adhere to the General Education requirements, but all of Cayuga's A.A.S. programs require a minimum of 15 General Education credits, including Basic Communication, Mathematics, and/or Natural Science.

### *Philosophy*

Although the General Education student learning outcomes for the categories listed above are mandated by SUNY, they also reflect faculty's authentic expectations for students. This was evidenced during a 2010 faculty-wide discussion led by the then-Provost, which focused on the question, “What do faculty expect of a Cayuga Community College graduate?” There was strong agreement expressing institutional-level learning outcomes that echo much of what faculty expect the general education curriculum to provide students. The discussion produced the following faculty statement:

*In all areas, we are committed to continuing high standards of excellence. A structure basic to all degree programs guides Cayuga's commitment to learning. Courses are designed to develop students':*

1. *Communication skills*
2. *Ability to understand and apply mathematical reasoning*
3. *Ability to use computers and technology*
4. *Ability to locate, evaluate, and use credible sources of information responsibly*
5. *Ability to engage in logical, analytical, critical, and creative thinking*
6. *Historical and global perspectives*
7. *Knowledge of the processes and products of imagination, innovation, and achievement*
8. *Appreciation of the arts*
9. *Basic understanding of science and scientific methods, as well as the impact of science and technology on modern life*
10. *Ability to adapt to our complex and constantly changing world.*

This discussion not only reinforced faculty's expectations for students, but renewed the College's commitment to these outcomes.

### ***General Education Curriculum***

The designation of courses into the general education curriculum follows a consistent application of standards. Faculty proposing a designation or changes to an existing designation, must complete the following:

- A [\*Course Proposal Checklist Template\*](#) in which they present their justifications in writing. The proposal checklist requires clear articulation of outcomes and their alignment with general education outcomes.
- If faculty also seek a SUNY General Education designation, they must complete a SUNY [\*SUNY General Education Course Addition Form- Spring 2014\*](#).
- Faculty presents the proposal(s) to its respective Division where the course proposal(s) are deliberated among the faculty. If approved, proposals are submitted by the Division Chair for inclusion on the Curriculum Committee agenda.
- The Curriculum Committee, consisting of elected and appointed full-time faculty, administrators as well as a student approved by the President of the Student Government Organization to comprise an eleven member voting body. The Curriculum Committee's charge is to evaluate all proposals and ensure the consistent application of standards throughout the process. If approved by the Curriculum Committee, the Chair of the Curriculum Committee submits the proposal(s) for inclusion on the Faculty Meeting agenda for consideration of the entire full-time faculty.
- The Chair of the Curriculum presents the proposal(s) at the Faculty Meeting. If approved, the proposal is included in the next College Catalog. If the Faculty approve a SUNY General Education designation, the Provost submits the SUNY General Education proposal form online following guidelines for the approval of state university general education requirement courses. Once approval is received from SUNY, the course is listed on SUNY's website for approved SUNY General Education courses for Cayuga Community College, and the designation is included in the College Catalog. [\*Flow chart- Curriculum Committee time lines\*](#).

When the Provost receives a decision, the Academic Affairs Office notifies Division Chairs, the Registrar, Admissions, Student Affairs, College Communications and the Financial Aid Office. The designation is then part of Cayuga’s general education curricula.

***Curriculum Maps***

Program curriculum maps are used to identify the knowledge, skills and competencies graduates will possess. Program curriculum maps demonstrate how General Education goals are developed and applied within the program curriculum. ([Curriculum Maps](#)). For individual general education courses, course assessment plans display the assignments and methods of measurement for each learning outcome.

The general education learning outcomes that are applied within the program curriculum are assessed as part of the Program Review process. As an example, in the Mechanical Technology program the General Education learning outcome of Basic Written and Oral Communication Skills is captured by the following program goal:

*Students graduating with a degree in Mechanical Technology will demonstrate competency in oral and written communication skills.*

- *Students will be able to create professional technical written documents.*
- *Students will be able to effectively communicate technical information to appropriate audiences.*

As part of the 2015 Mechanical Technology Program review, a portfolio review was conducted by the Mechanical Technology Industry Advisory Committee (IAC) to assess the extent to which the students demonstrated attainment of the program goals. The portfolio assessment results for oral and written communication skills (3.0 on a scale of 4.0) indicate that this program and General Education goal is being met. ([Mechanical Technology A.A.S. 2015 Self Study Report](#))

***Assessment of General Education***

General Education assessment follows a 3-year cycle as outlined in the [General Education Assessment Plan -2015](#) and the Assessment Office Master schedule. For example, in Fall 2014 a Critical Thinking outcomes assessment was conducted based on a sampling of 100 first year students. In Spring 2015, an additional 58 second year students where sampled to complete the assessment. The assessment focused on the ability “to develop well-reasoned arguments” and “to identify, analyze, and evaluate arguments.” Findings show student strengths in the ability to identify, analyze and evaluate arguments and suggested instruction time in skills to develop well-reasoned argument be increased.

**Table 43: Critical Thinking Outcomes, 2014**

	Sample Size	Identify, Analyze & Evaluate Arguments	Develop Well-Reasoned Arguments	Average Correct
1 <sup>st</sup> Year Students	100	77.67%	68.50%	73.10%
2 <sup>nd</sup> Year Students	57	81.75%	68.25%	75.00%

Findings from a sample of 5 Cayuga Mathematics courses from 2011-2015 reported the percentage of students who met or exceeded benchmarks for SLOs 1, 3 and 4. High scores were in SLOs 3 and 4 and the lowest score was in SLO 5. Overall, less than half the students met the standard for SLOs 2 and 5.

**Table 44. Mathematics Student Learning Outcomes Assessment, Overall Results 2011-2015**

<b>Learning Outcome</b>	<b>Fails to Meet the Standard</b>	<b>Approaching Standard</b>	<b>Meets or Exceeds Standard</b>
<b>SLO 1:</b> Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics	27%	16%	58%
<b>SLO 2:</b> Represent mathematical information symbolically, visually, numerically and verbally	36%	19%	45%
<b>SLO 3:</b> Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems	25%	9%	65%
<b>SLO 4:</b> Estimate and check mathematical results for reasonableness	21%	15%	65%
<b>SLO 5:</b> Recognize the limits of mathematical and statistical methods	45%	11%	44%

Data collected from 2010-2014 in English 206, and in Economics 201 in 2015, provided evidence for strengths and weaknesses in the categories of Western Civilization, Other World Civilizations and the Social Sciences.

**Table 45: Western Civilization, World Civilization and Social Sciences Outcomes, 2010-2015**

<b>Student Learning Outcomes</b>		<b>Not Achieving</b>	<b>Achieving</b>
<b>Western Civilization</b>			
Demonstrate knowledge the distinctive features of history, institutions, economy, society, culture, etc. of Western Civilization.	Sample of 732 student artifacts in ENG 206	32%	68%
<b>World Civilization</b>			
Demonstrate Knowledge the distinctive features of history, institutions, economy, society, culture, etc. of one non-Western Civilization.	Sample of 290 student artifacts in ART 101	33%	67%
<b>Social Sciences</b>			
Understanding of the methods social scientists use to explore social phenomena	Sample of 33 student artifacts from ECON 201	16%	84%

Evidence of Direct Measures of Student Learning outcomes in General Education are found in: [General Education Reports from 2011-2015](#).

### *Use of Assessment Findings*

The College holds an annual Assessment Day, a time set aside for the purpose of reviewing and interpreting assessment results. General education faculty meet on Assessment Day by subject area to discuss findings and interpret results. As summarized below, the findings of general education assessments not only evaluate how well students acquire and demonstrate college level proficiency in these areas--but often spur improvements to pedagogical, curricular, and future assessment work. [Assessment Day Schedule 2016](#).

**Table 46: Use of Assessment Findings, 2011-2015**

Year	Subject	Findings and Use of Information
2015	American History	<i>Baseline knowledge gathered through pre-test with post-test gains showing overall competency in SLOs. Faculty members now plan to update this assessment, creating a rubric that would allow them to gain more granular evidence of learning outcomes.</i>
2015	Western Civilization	<i>Post-test gains were noted, but there is a need for greater instruction time in the “relating the development of Western civilization to that of other regions of the world” SLO.</i>
2015	Social Sciences	<i>The SLO in methods is largely met, but there is a need for increased instruction time in the major concepts. Faculty also noted that pedagogy should increase major concepts application to real world examples and current events.</i>
2015	Mathematics	<i>Faculty are addressing weaknesses in SLOs 2 and 5 by increasing instruction time on skills related to these outcomes and carrying out a review of the testing instrument. Overall, more than half of students sampled meet or exceed the benchmark in 3 of 5 SLOS.</i>
2015	Critical Thinking	<i>Mean scores demonstrate that students meet the Critical Thinking competency. However, faculty note that students consistently scored higher on the “ability to identify a reasoned argument” SLO than on the “develop a well-reasoned argument” SLO. A Critical Thinking Committee has been formed by faculty to develop a “closing of the loop” action plan.</i>
2014	Humanities	<i>While the majority of students meet or exceed competence in the SLOs, faculty request greater development of humanities education and a further variety of data, including indirect measures be collected.</i>
2014	Basic Communications	<i>A need to collect more data, and to assess how basic communication skills integrate with students career goals.</i>
2011	Information Literacy	<i>Additional evidence should be collected. Faculty examination of assessment findings resulted in a new focus on measuring <b>progressively integrating</b> information literacy skills (where in the curriculum are they introduced, reinforced and/or mastered).</i>

### ***Student Satisfaction with General Education***

There is evidence that students recognize the general education competencies they gain at Cayuga. Below displays an analysis of 2006, 2010, and 2013 Student Opinion Survey responses which indicates that a high percentage of students report that the College consistently facilitates their acquisition of important general education learning outcomes.

**Table 47: Student Opinion Survey Results, 2006, 2010 and 2013**

<b>General Education Competency</b>	<b>2006</b>	<b>2010</b>	<b>2013</b>	<b>Contribution</b>	<b>No Contribution</b>
<b>Communication Skills</b>					
1) Writing clearly and effectively	93.6%	92.3%	93.2%	93.0%	7.0%
2) Speaking clearly and effectively	89.5%	85.8%	89.1%	88.1%	11.9%
Ability to use computers and technology	86.5%	86.0%	90.6%	87.7%	12.3%
Ability to locate, evaluate , and use credible sources of information responsibly	97.8%	95.1%	97.2%	96.7%	3.3%
Ability to engage in logical, analytical, critical, and creative thinking	95.9%	94.5%	--	95.2%	4.8%
<b>Historical and Global Perspectives</b>					
1) Understanding and appreciating political, social and historical issues	81.9%	79.2%	86.7%	82.6%	17.4%
2) Understanding and appreciating ethnic/cultural diversity and other individual differences (2006, 2010)-language diversity 2013	85.7%	81.9%	86.0%	84.5%	15.5%
3) Understanding your rights and responsibilities as a global citizen	--	--	84.8%	84.8%	15.2%
Knowledge of the processes and products of imagination, innovation and achievement and appreciation of the arts	--	74.5%	79.8%	77.2%	22.9%
<b>Ability to adapt to our complex and constantly changing world</b>					
1) Working well with others	90.2%	88.7%	92.5%	90.5%	9.5%
2) Developing leadership skills	81.3%	82.5%	82.0%	81.9%	18.1%
3) Acquiring knowledge and skills for further study	93.8%	93.1%	96.3%	94.4%	5.6%

General Education Competency	2006	2010	2013	Contribution	No Contribution
4) Acquiring knowledge and skills for intellectual growth throughout your life	93.0%	91.7%	95.0%	93.2%	6.8%
5) Developing an openness to the opinions of others	--	87.1%	91.1%	89.1%	10.9%
6) Self-understanding (2006) / Understanding personal goals and values (2010) / Understanding your personal ethics and values (2013)	92.1%	89.3%	82.5%	88.0%	12.0%

In 2009 and 2014, the Community College Survey of Student Engagement (CCSSE) was conducted. This survey addresses numerous general education areas. As displayed in Appendix N of this Standard, students report that they gained significant knowledge, skills, and personal development. Faculty note the benefit of triangulating findings with CCSSE information as it specifically identifies students’ perspectives on mathematics instruction, in contrast to the Student Opinion Survey, that combines mathematical and scientific reasoning. This student level data supplements information gathered through direct assessment.

***Summary***

The general education curricula at Cayuga offers a variety of coursework aligned with SUNY requirements. Reflecting the faculty’s conviction that successful careers and satisfying lives require a wide range of skills and knowledge, general education is designed to “promote intellectual, cultural and social development, integrated with the specific goals of individual degree programs.” Changes to general education designations follow a consistent application of standards overseen by the College Curriculum Committee and Provost. Assessment of general education follows a 3-year cycle and has resulted in improvements to pedagogical, curricular, and subsequent assessment work. At Cayuga, general education is considered the core of competencies needed for degree programs to flourish.

***Suggestion:***

1. The College should build upon current advising efforts to ensure that all students understand the General Education categories, requirements and learning outcomes.

***Recommendation:***

2. Expand the consistency and structure of the existing General Education assessment process to create a more efficient and sustainable assessment process.



## STANDARD 13 – RELATED EDUCATIONAL ACTIVITIES

Cayuga offers a rich array of related educational activities to supplement its traditional educational offerings. These range from preparing students to transition to college-level work, to opportunities to engage in experiential learning, 30-credit certificate programs, popular non-credit offerings and programs delivered at multiple campus sites, through contractual relationships or distance education. While this range of related educational activities is varied, all share a common theme: they are designed to assist students in realizing their full potential by building skills, providing enrichment, and preparing them to succeed in college. Because Cayuga is an “academic home” to diverse learners, it is appropriate that the institution provide multiple opportunities to promote academic achievement and personal growth.

### *Identifying College-Readiness*

Cayuga has a systematic process for assessing new students and determining their readiness for college-level work. Admissions representatives make the initial assessment, and the process entails a thorough review of transcripts, standardized test scores, and Cayuga placement testing, followed by advisement and registration into appropriate courses. Students who have applied to Cayuga receive a letter explaining the registration and testing process. This information is also available in the 2015-2016 [College Catalog](#) and on Cayuga’s website. For the last twelve years, Cayuga has utilized the Accuplacer system for placement testing.

The number of incoming students who require pre-collegiate coursework at Cayuga has remained fairly consistent over the years. In the 2012-2013 academic year, 25% of first-time, full-time, degree-seeking students at Cayuga placed into one developmental skill area, 15% placed into two developmental skill areas and 13% placed into three developmental skill areas. ([Cayuga Community College 2013 Environmental Scan Theme 6: College Readiness](#)).

Students who have not successfully completed college-level English or math are required to take placement exams before enrolling in their first English or math course at Cayuga. Additionally, all current high school students, home-schooled students, students who have not completed high school, and students who have been out of high school for 5 years or more are required to take placement tests. Exemptions for the English exam are given to students who recently completed four years of high school English with an average of 80% or higher. ([English Placement Testing Committee, December 2012](#)). In the case of mathematics, students who are transferring an acceptable credit bearing college-level math course, or have completed calculus in high school, must take a credit bearing course as their first math course at Cayuga. In addition, Accuplacer cut scores for math are periodically reviewed and adjusted by the math department. (Math Department Meeting Minutes; [11-11-2011](#), [11/16/2012](#), [11-18-2013](#), [11-21-2014](#), [4-29-2015](#))

Students are informed about testing once their application is submitted, and accepted students receive documentation regarding placement testing, which describes the testing process in detail. In individual meetings, Admissions representatives discuss the placement testing process, as well as possible outcomes (such as placement into developmental/transitional/non-credit-bearing courses). ([Danielle Nolan Interview, 8-29-14](#)) Students are informed of and encouraged to take practice tests, as well as the placement tests (or portions of it) twice. ([Danielle Nolan Interview, 8-29-14](#)) In the 2013-2014 Academic year, over 1,560 placement tests were administered (including retests).

### ***Transitional Course Advisement***

Academic advisement for developmental students is carried out by staff in the Centers for Student Engagement and Academic Advisement. Advisors and counselors in the Admissions Office work with all entering students to select appropriate courses, and then each student is assigned an academic advisor within their field of study during their first semester. If the student's placement test scores indicate that developmental/transitional courses are required, the student will be advised to register for the appropriate course ([Math/English Course Placement Policies Admissions Memo](#)).

Students are informed by advisors that developmental courses do not bear college credit, but that these courses will prepare them to be successful in their future credit-bearing English and math courses ([Interview, Danielle Nolan 8-29-2014](#)). General advising recommendations include encouraging developmental students to register for no more than 12 credit hours, beginning developmental coursework during their first semester, and enrolling in course modalities that have a track record of high success (such as the math redesign courses). In addition, specific credit-bearing courses have been identified as appropriate to be taken in conjunction with the developmental courses ([Transitional Studies Advising Recommendations, 2014](#)) ([Advisor Handbook](#)).

Cayuga's Student Success Advocates engage at-risk students through systematic contacts throughout the semester, targeted advisement services and guidance with academic resources, information and assistance making decisions. In 2015, Cayuga's Student Success Advocates made approximately 756 outreach contacts to at-risk students. Additionally, they held advising sessions for over 100 students positively impacting the Fall 2015 to Spring 2016 persistence rate. ([Student Success Advocates 2015 Summary Report](#))

### ***Transitional Studies Support Services Review***

In 2006, based on a review of "best practice" literature and analysis of data, a Developmental Studies Advisory Panel put forth recommendations to increase coordination, development, and integration of supports and services ([Cayuga Community College 2013 Environmental Scan Theme 6: College Readiness; Transitional Studies Program Report, 2014](#)). The recommendations called for the creation of a comprehensive Developmental Studies Program. In response, a full-time Developmental Studies Coordinator was hired in 2009 and the Transitional Studies Advisory Committee was formed. The advisory committee is co-chaired by the Developmental Studies Coordinator and has representation from the Math Department, English Department, Admissions Office, Center for Academic Success, and the Centers for Student Engagement and Academic Advising. Through this committee, improvements were implemented including universal placement testing with minimum cut-off scores, the creation of college success courses for students who place into two or more developmental courses (CAY 100/101), and support for faculty-led learning communities ([Proposed Developmental Studies Action Memo, 2012](#)).

### ***Transitional/Developmental Course Offerings***

Faculty have developed the following non-credit, developmental/transitional studies courses designed to prepare students for college level coursework:

- English 049 English Skills

- English 097 Fundamentals of Reading
- English 098 Fundamentals of Writing
- Math 070 Pre-algebra
- Math 099 Elementary Algebra

Although not formally considered developmental courses, Cayuga also offers CAY 100 (1 credit hour) and CAY 101 (3 credit hours) Foundations for College Success. These courses are designed as a comprehensive introduction for students to college expectations and were developed to increase overall student success. All newly enrolled students are encouraged to take CAY 100 or CAY 101, however these courses may be required based on academic preparation and Accuplacer scores test results ([CAY 100/101 Guidelines](#)).

Course descriptions for all of the above developmental courses are listed in the College Catalog. The College Catalog classifies developmental courses as non-credit and states that the final grades for these courses are calculated in the student’s overall grade point average (GPA). In addition to the information in the College Catalog, the Financial Aid and Registrar’s Offices send students notifications stating that developmental/transitional courses are not credit-bearing towards a degree. Additional Information is also provided on the potential impact of taking developmental/transitional courses on financial aid ([Danielle Nolan Interview, 8-29-14](#)).

***Success Rates for Developmental Courses***

In 2008, the percentage of students who passed their first credit-bearing Math course after successfully completing a developmental/transitional course was below 50%, which placed Cayuga in the 10<sup>th</sup> percentile among other SUNY schools that year, indicating that Cayuga’s students were less successful in their first post-developmental credit-bearing course than students at other SUNY community colleges ([National Community College Benchmark Project, 2008-2012](#)). That figure has risen since then, to just below 60%, and in 2009, 2010, and 2011 Cayuga ranked in the 25<sup>th</sup> percentile.

The developmental/transitional Math course pass rates from 2006-2014 range from 52-62%, trending upward in the most recent academic years. In the 2010-2011 academic year, the withdrawal rates for developmental/transitional Math courses was over 30% but has steadily declined to less than 20% in the 2013-2014 academic year (Table 48).

**Table 48: Percent of Developmental/Transitional Students with Passing Grade of D- or higher (Percent Withdrawals), MATHEMATICS**

	2010-2011	2011-2012	2012-2013	2013-2014
<b>MATH 070</b>	56.8 (33.7)	56.1 (28.2)	62.5 (16)	53.5 (16)
<b>MATH 099</b>	52.4 (30.3)	59.4 (24)	61.8 (13)	60.1 (14.9)

From 2008-2011, the percentage of students who passed their first credit-bearing English course after successfully completing a developmental/transitional course in English was greater than 70%, which placed Cayuga in the 50<sup>th</sup> percentile among other SUNY schools during that timeframe. The 2008-2011 reading/writing completion success rate ranged from 70% to over 80% ([National Community College Benchmark Project, 2008-2012](#)).

Cayuga’s Developmental English pass rates from 2010-2014 ranged from 62-77%, trending upward in the most recent academic years. In the 2010-2011 academic year, the withdrawal rates for developmental/transitional English courses were over 20%, but declined to less than 15% in the 2013-2014 academic year ([National Community College Benchmark Project, 2008-2012](#)).

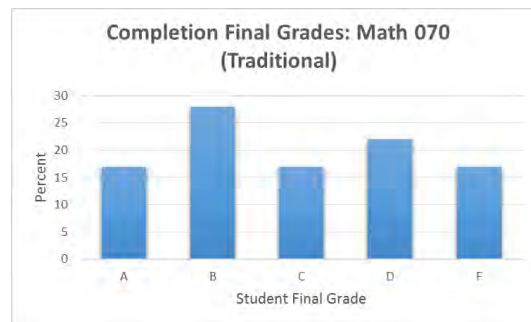
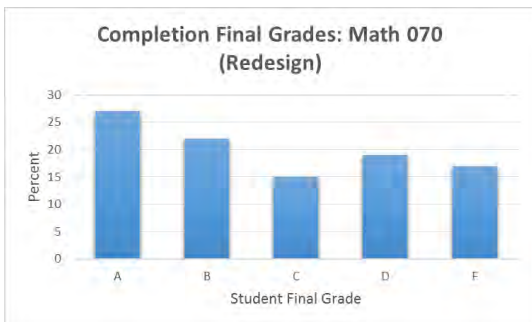
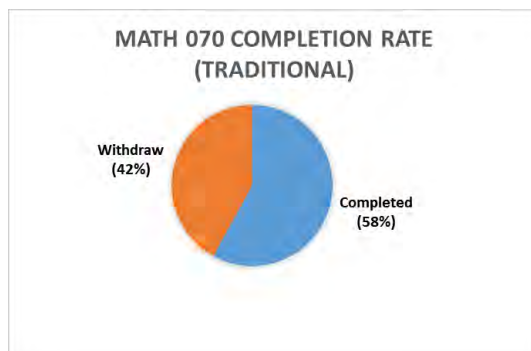
**Table 49: Percent of Developmental/Transitional Students with Passing Grade of D- or higher (Percent Withdrawals), ENGLISH**

	2010-2011	2011-2012	2012-2013	2013-2014
ENGL 049	67.1 (27.6)	65.3 (23.6)	67.1 (9.4)	77.2 (15.7)
ENGL 097	70.2 (19.7)	71.6 (17.6)	78.3 (65.2)	73.9 (11.1)
ENGL 098	64.5 (24.3)	61.9 (20.1)	69.6 (9.5)	71.4 (13)

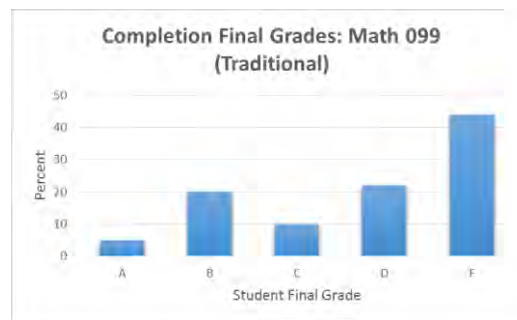
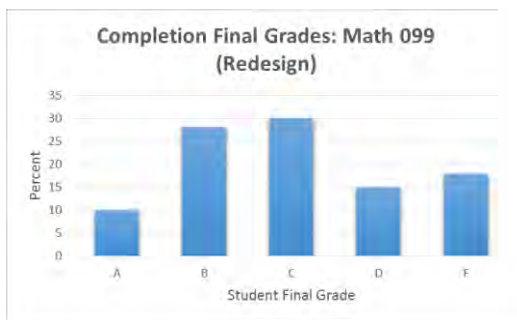
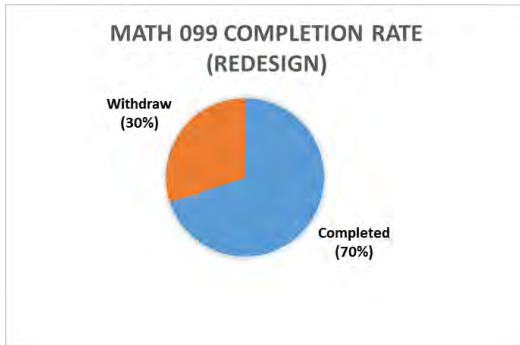
***Pedagogical and Curriculum Design Improvements***

Beginning in 2012, new pedagogical and curriculum design initiatives have been implemented in developmental/transitional coursework. A SUNY Instruction Technology Grant supported the development of a “redesigned” developmental Math course sequence for MATH 070 and MATH 099, replacing the traditional classroom lecture with an individualized, actively engaged and self-paced approach utilizing technology. Additionally, split-semester developmental Math courses were introduced in 2012-13, allowing students the opportunity to complete both MATH 070 and MATH 099 in the same semester. The results of pilot studies in the accelerated learning programs and modular redesign courses look promising.

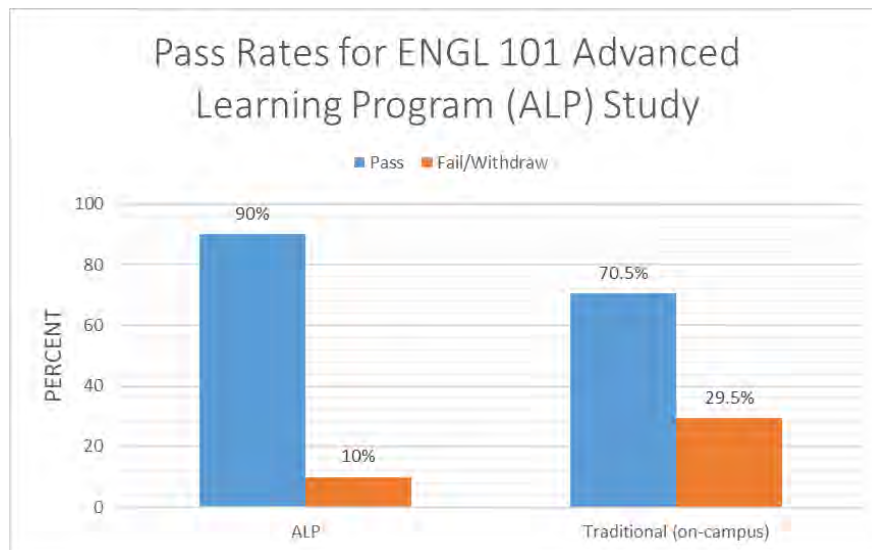
In the “redesign” study conducted in 2012 comparing withdrawals and final grades in MATH 070 redesign and MATH 070 traditional formats. The math redesign course completion rates were significantly better with a final grade distributions having a higher proportion of A’s as compared to the traditional sections. ([Math 070-Math 099 Course Redesign Presentation](#))



In the same “redesign” study for Math 099, completion rates were about the same with a much larger proportion of students achieving final grades above a D. ([Math 070-Math 099 Course Redesign Presentation](#))



Completion rates of an ENGL 098/101 accelerated learning program (ALP) pilot study from 2013 demonstrated that such a program can be effective with 100% of the students passing the ENGL 098 component and 90% passing the ENGL 101 component. The ENGL 101 component results are a significant improvement when compared with two sections of traditional (on-campus) delivery. ([Engl ALP Report & Fall 2014 Recommendations](#)) ([ALP Completion Fall 2013](#))





As a result of Cayuga's initiatives, including nontraditional pedagogical methods and an increased focus on retention, over the last 4 years the Math and English developmental withdrawal rates have declined by almost half of what they were in 2010. During the same time period, pass rates in MATH 099, ENGL 097, and ENGL 098 have shown moderate increases. While these rates are low compared to other SUNY community colleges, Cayuga initiatives in developmental/transitional courses have proven to have a positive impact on student success and retention, demonstrating the increased efficacy of Math and English developmental/transitional courses in preparing students for college level work.

### ***Certificate Programs***

Cayuga offers nine certificate programs in the areas of Accounting, Computer-Aided Design, Computer Hardware/Software Design, Computer Information Systems, Corrections Administration, Criminal Justice, Early Childhood, Electronics and General Business. ([Cayuga Community College 2015-16 Catalog](#))

*Alignment with National Standards.* Several of Cayuga's certificate programs align with national criteria. The Advanced Manufacturing certificate is recognized by National Alliance of Manufacturers (NAM) and by the Manufacturing Skills Standards Council (MSSC) credentials. The Accounting certificate program meets the criteria set out by the Teachers of Accounting at Two-Year Colleges. Cayuga's Early Childhood Certificate is recognized by the *National Association for the Education of Young Children* and adheres to the *New York State Day Care Regulations*.

*Published Curricular Sequence.* The College Catalog and brochures list each certificate program's curricular sequence and requirement as well as any course option restrictions and minimum grade requirements for courses within the certificate program.

*Gateway to Degree Programs.* Certificate programs serve as gateways to associate's degrees. Certificate programs in Accounting, Computer Hardware/Software Design, Computer Information Systems, Early Childhood, Correction Administration, and Criminal Justice are a subset of their respective associate degree programs so certificate completers can seamlessly transfer into those degree programs. The certificate in General Business has a majority of its courses listed in the Business Administration A.A.S and ([Cayuga Community College Catalog](#)) ([Certificate Program Brochure](#)) two certificates (Advanced Manufacturing and Electronics) directly list transferability into associate degree programs in Mechanical Technology and Electrical Technology, respectively.

*Program Planning.* New certificate programs are developed through the process detailed in Standard 11. Proposing new programs requires review and analysis of the workforce needs of the Central New York area. Information is sourced from Labor Department reports and Regional Economic Development reports regarding labor market needs and future projections of job growth. In 2012, the Program Development Committee completed its most recent report ([Program Development Committee Report of Workforce Development Program Opportunities 11612](#)), detailing workforce analysis and appropriate educational programs to meet those needs. An example of the use of a workforce analysis in the program proposal process can be found in the Certificate program in Advanced Manufacturing [Advanced Manufacturing Certificate Program](#).

*Approval and Evaluation Process.* The approval of certificate programs at Cayuga utilizes the same process as associate degree programs ([Curriculum Guidelines revised November 07](#)). Certificate programs associated with degree programs typically share program goals and objectives. Five-year program reviews, required of all academic programs, typically include an evaluation of associated certificates as part of the review process. ([2014 Program Review - Early Childhood Ed AAS](#)). In other cases, a certificate program will be reviewed alone, yet still following a consistent review process ([2015 Program Review – Accounting AAS](#)).

### ***Prior Learning Assessment***

Cayuga ascribes to the philosophy that Prior Learning Assessment (PLA) can be a valid form of college-level learning gained outside traditional coursework. The College has established policies and procedures that enable students to earn academic credit toward associate degree completion through PLA. The College's present policies can be found on the College Intranet under College policies 100.105 (Credit by Published Examinations), 100.106 (Challenge Exams), and 100.113 (Transfer Credit). The introductory paragraph on these policies speaks to the framework that has been adopted through which experiential learning is defined. Credit will only be awarded for published examinations recommended by organizations nationally recognized for their expertise in evaluating college-level learning gained outside a traditional college course (e.g. ACE and CAEL) ([2014-2015 Student Handbook](#)).

### ***Challenge Exams***

Challenge Exams at Cayuga are not widely utilized and are subject to restrictions. Candidates may not take an examination at a level of subject proficiency lower than courses the candidate has already passed. Candidates may not repeat challenge examinations they have failed. Candidates may not take challenge examinations for courses they have failed within the past 5 years at either Cayuga or an equivalent course at any other college and students may not repeat any course they have successfully challenged ([2014-2015 Student Handbook](#)).

Eligibility of candidates to take the examination and the degree of proficiency which is required to obtain credit for the course they are challenging are determined by the department faculty member along with their Division Chair. The challenge exam may be a specific comprehensive exam created by a faculty member of the department or may consist of a previously created departmental final exam. After review of examination or of examination reports, the faculty member, in concert with their Division Chair, will assign the candidate a grade. No grade lower than a C will be recognized for credit through this process. A student's successful completion of a challenge exam demonstrates they have met all of the learning outcomes for the particular course.

### ***Non-Credit Offerings***

Since Cayuga's 2006 self-study, there has been significant structural changes in the area of non-credit offerings. At the time of the 2006 Middle States Review, the Office of Continuing Education and the Business and Industry Center were two separate entities. The Office of Continuing Education offered a variety of non-credit personal growth/enrichment classes, as well as courses for

professional certification (infection control, child abuse identification, etc.). The Business and Industry Center offered Workforce Development Training Programs in those areas that met the needs of the business/professional community.

Comments from the 2006 Middles States evaluation team included developing and expanding non-credit and contract training course enrollments. This suggestion has been accomplished with the merger of the Business and Industry Center (BIC) and the Office of Continuing Education into a single entity called Community Education and Workforce Development, and is overseen by the Executive Dean of Community Education and Workforce Development, Carla DeShaw. While physically at the Auburn site, Dean DeShaw oversees operations at both campuses. She also oversees grant funded programs: Regional Education Network, Cayuga Institute for Learning and Living, and the TAACCTP Counselor.

The Office of Community Education and Workforce Development offers non-credit, interest-based courses and a wide variety of opportunities for lifelong learning. Courses are developed based on interest and need which is determined in two ways.

1. Assessments of Community Trends.
2. Annual solicitation of proposals which includes a rationale and community population served, which is further verified by the Community Education and Workforce Development Office.

Additionally, the Office works closely with College administration and community labor leaders to ensure its vocational programming meets the needs of area businesses for a skilled labor supply. The Community Education and Workforce Development staff regularly meet with regional employers to solicit their needs. The office also receives proposals from employers, which bring emerging needs to the College’s attention. The Table below displays the total number of interest-based and workforce development courses and the total number of students served.

**Table 50: Interest Based and Workforce Development Courses, 2012-2014**

	Interest-Based Offerings	Number of Student Registrations	Workforce Development	Number of Student Registrations
<b>2014</b>	192	1,842	224	394
<b>2013</b>	220	2,744	82	621
<b>2012</b>	253	2,667	92	852

Presently, the Office of Community Education and Workforce Development is collaborating with the College Assessment Office to develop an effective follow up employer survey to assess the effectiveness of its educational programming. The survey will be piloted in the Medical Coding program in the summer of 2016.

***Non-Credit and Workforce-Development Course and Program Oversight***

Students enrolled in credit-free courses have access to the same College services provided to residents of Cayuga and Oswego counties. Career and Technical courses are run exactly like credit courses, with the equivalent level of tests, quizzes, and exams given. Some vocational courses also culminate in testing for State or other industry certificates or credentials. Student evaluations are



completed for each course, whether vocational, non-vocational, or life-long learning ([Carla DeShaw, Email Communication, 02/11/2015](#)).

All non-credit offerings undergo rigorous oversight including faculty appointment and review, course/program content, evaluation of student work, and assessment of learning outcomes. Moreover, the Office of Community Education and Workforce Development hold ongoing meetings with workforce managers to ensure that course and program content are consistent with the needs of industry. Such measures include monthly meetings, a checks-and-balances system in cooperation with Cayuga's Business Office, and Banner to ensure fiscal and data alignment.

*Appointment and Evaluation of Instructors.* Measures to oversee the appointment and efficacy of instructors include a review of instructors' credentials to make sure they are discipline appropriate and/or the instructor has at least three years of experience in the field (career or leisure). This is similar to credit-bearing programs that hire for career-technical courses. Exit surveys and course-and-instructor evaluations help determine whether course content and instruction are in line with course goals and ensure that course content and instruction align with workforce needs. Non-credit instructors are required to have thorough knowledge of subject via current or previous vocation. Prior experience as an educator is preferred, and external certification is required when appropriate.

In order to ensure that course offerings are in line with workforce needs, the Dean of Community Education and Workforce Development schedules monthly meetings with one-stop partners to review these goals. The Dean also engages in an ongoing dialogue with employers that allows for the continual revision and development of courses and programs that suit the needs of the workplace. Assessment of these courses and programs include personal interviews with workplace managers, meetings with program team leaders, meetings with the Department of Labor and the Workforce Investment Board (WIB), and Out-of-School Youth. Course and program outcomes are determined in cooperation with employers and funding agencies, e.g. "One-Stop Centers" who develop evaluation measures.

Community members from the public/private sphere in both Cayuga and Oswego counties provide input as to what type of vocational programs are needed. There are various Advisory Committees that are composed of major employers in the area (such as Welch Allyn, ITT Goulds, Currier Plastics, Oswego Health).

Course and program outcomes are assessed by a student's ability to pass exams, successfully complete the course/program, and obtain a job. The appropriateness of the courses and programs is measured by the ability to be cost effective (in line with the community's ability to afford), and the ability to provide a wide range of access (multiple pathway entries) and allow for career pathway movement. These goals appear in line with the College's previous mission to address community needs through targeted training and personal enrichment programs ([2014-15 CCC Catalog](#)), and are evaluated through course evaluations and surveys with students and employers. Furthermore, instructor selection criteria and evaluation ensures "academic excellence within a supportive learning environment" ([2014-15 CCC Catalog](#)).

## ***Contractual Relationships and Affiliated Providers***

In addition to its credit-free course offerings, The Office of Community Education and Workforce Development has separate five-year contracts to direct two New York State Education Department (NYSED) Adult Literacy Programs: RAEN, the Central Southern Tier Regional Adult Education Network; and NRS, the National Reporting Service. The Central Southern Tier RAEN is responsible for providing professional development and technical assistance to 27 adult literacy programs throughout the 16 county service areas. NRS monitors the performance of adult-literacy programs across the State ([Interview, Dean DeShaw](#)).

*Adult-Literacy Program.* Cayuga's adult-literacy contracts target the needs of community members from over a dozen school districts across the State. Meetings with workforce managers help evaluate job placement and determine the cost of courses and programs. Course evaluations, surveys, and student success rates help maintain academic excellence.

The RAEN Director is in charge of staff development and technical assistance for the following:

- One "Big Five" school (Syracuse City School District)
- Six small school districts (Afton, Binghamton, Fulton, Norwich, Oneonta, and Utica)
- Three large BOCES schools (OCM BOCES, Madison Oneida BOCES GST BOCES)
- Seven middle size BOCES (Broome-Tioga, Cayuga-Onondaga, DCMO, Herkimer, Otsego/Catskill, and TST BOCES)
- 10 Literacy NY volunteer affiliates

## ***Additional Locations, and Other Instructional Sites***

*River Glen Campus.* In the fall semester of 2012, Cayuga's Fulton Campus moved to its new location at River Glen Plaza. This new, larger location allowed the Fulton Campus to increase the number of classrooms and allowed for the creation of science labs for chemistry and physics. Much of the surrounding property was also purchased to allow for the future growth.

Of Cayuga's 25 degree program offerings, 17 (68%) can be completed entirely at the Fulton Campus (with the exception of the 3 credit hours of Health and Physical Education that can be completed off site, online). The breakdown of Cayuga's degree programs offered at the Fulton campus are: 100% of the A.A. programs, 75% of the A.S. programs, and 57% of the A.A.S. programs. Of the 10 Certificate Programs, 6 (60%) of them can be completed entirely at the Fulton campus. For the remaining programs and certificates, 50% to 90% of the degree or certificate requirements can be completed at the Fulton campus. ([Cayuga Community College Website](#))

As with all programs at Cayuga, regardless of campus location, the process of course assessment is the same. Course syllabi, which include student learning outcomes, come from the same source document, and faculty from the Fulton campus participate in Assessment Day activities with their related Auburn campus faculty. In the case of disciplines like mathematics, all students take the same departmental final exam. Full time and adjunct instructors are also observed under the same policies and procedures as Auburn campus faculty and adjuncts. For each degree and certificate

program, its five year program review is done simultaneously between campuses. ([Cayuga Community College 2011-2016 Faculty Contract](#)) ([Cayuga Community College Adjunct Handbook](#)) ([Program Reviews](#))

The Center for Academic Success (CAS) has facilities on both the Auburn and Fulton campuses. As detailed in Standard 9, the CAS provides individual, group, in-class, and online tutoring options. The Office of Accessibility Services, a division of the CAS, ensures accommodations to students with documented disabilities, mental health diagnoses, autism spectrum disorders, physical disabilities, visual impairments, hearing impairments, and attention deficit disorders ([Center for Academic Success Functional Area Review Guide 2015](#)).

As outlined in Standard 11, the College's library services support all students and offer a range of resources, educational services, and facilities/technology that support student learning. One-on-one instruction is provided by a reference librarian, and all students can obtain assistance through the "Ask Us 24/7" live chat service. Librarians also make space available for a variety of student learning needs. The Fulton campus move to River Glen Plaza allowed Fulton library space to expand to 8,000 square feet. Library space for open computing, quiet study areas, and group meetings can be arranged through the Library. In addition, the Library provides technological resources that support library material access such as desktop computers, laptops, and iPads. Library services are reviewed and assessed through the functional area review (FAR) process outlined in Standard 7, which includes a 5-year cycle of self-study and peer external review. ([Cayuga Community College Assessment Plan](#)) ([Functional Area Review Guide](#))

The administrative structure in Fulton has remained intact with the move to River Glen. The Interim Associate Vice President & Dean of the Fulton Campus reports directly to the College president. A Director of Operations oversees an Evening Administrator, Office Manager, and several typists. Fulton campus functions include registrar, financial aid, admissions, health services, building & grounds, and public safety. Fulton's Chair of the Division of College Studies oversees academic programs and faculty at the Fulton campus. Technological support at Fulton is handled by the Network & Desktop Support Specialist. ([Organizational Chart](#)) ([Faculty Association Contract](#))

### ***Cayuga Advantage Educational Offerings***

The Cayuga Advantage Program is a concurrent enrollment program for high school students in the College's service area. In the past five years, over 50 different courses from more than 20 different disciplines have been offered through Cayuga Advantage. Students participating in the program are held to the same academic expectations and standards as other Cayuga students and must abide by the same prerequisite and placement testing requirements. ([Cayuga Advantage Handbook](#)) ([Cayuga Community College Website](#))

High school teachers who wish to teach advantage courses must submit their credentials (resume, transcripts, certificates) to the Cayuga Advantage Coordinator. The credentials are then forwarded to Cayuga faculty in the relevant academic division to be reviewed for competency requirements. All advantage instructors must also attend at least one of the two professional development opportunities that Cayuga offers to advantage instructors each year. ([Admin Instructor Guide revised 2014-2015](#))

Cayuga Advantage courses utilize the same master syllabi templates, including student learning outcomes, as regular Cayuga courses. Advantage instructors are assigned a Cayuga faculty mentor in their discipline who reviews the course content and pedagogy to ensure that equivalent standards exist for quality of instruction. Additionally, Cayuga Advantage recently outlined policies for classroom observations, ongoing mentoring, training, orientation, and professional development to further define the mentoring roles and responsibilities to meet National Alliance of Concurrent Enrollment Partnership (NACEP) accreditation standards. Cayuga fully embraces these standards and seeks to align with them as evidence of consistency in instructional quality. Consistent with on-campus courses, students complete evaluations of CA courses at the end of each semester. Instructor credential review, course syllabus review, classroom observation reports and student evaluations are on file in the Cayuga Advantage office. ([Email Interview with Coordinator Yaw, dated 3/9/15](#)) Additional details about Cayuga Advantage can be found in the Cayuga Advantage Handbook, ([Cayuga Advantage Handbook](#))

In 2015, a cost-benefit analysis of the Cayuga Advantage program was carried out. As Appendix O details, Advantage provided revenue in excess of \$1,137,000 during the 2014-2015 academic year.

### ***Cornell Prison Education Program (CPEP)***

The mission of the Cornell Prison Education Program (CPEP) is to provide courses leading to college degrees for people incarcerated in upstate New York State prisons. This program allows CPEP students to build meaningful lives inside of prison and to prepare for successful re-entry into civic life. The Program seeks to inform thought and action on social justice issues among past and present CPEP students, volunteers, and the wider public. The first commencement for CPEP students was held in June, 2012 with the conferral of sixteen associate degrees from Cayuga Community College. ([Cornell University Prison Education Program](#))

Courses in the CPEP program are primarily taught by Cornell University faculty and graduate students. Before a CPEP course is built or offered, both instructor credentials and course outline are reviewed by the appropriate Cayuga Community College Division Chair to ensure the instructor has met competency requirements in the course content area and that the course outline matches Cayuga's syllabus for that course. ([Janet Nelson Email, May 2015](#))

### ***Distance Education, Distributed Learning, and Correspondence Education***

Distance education is a powerful tool to combat historical barriers that prevent equal access to educational opportunities. Online learning coursework comprised over 30% of Cayuga's FTE for the 2014-15 academic year. As with all academic programming at Cayuga, distance education is designed and overseen by College faculty. The Director of Distance Education administers the online learning environment and Learning Management System, Blackboard.

Need determines which of Cayuga's courses are taught online or in a hybrid format. For example, the English faculty approves what English courses can be taught online. English 221: Public Speaking, is not currently approved to be taught online because it was determined to not demonstrate a structure designed to support ways content can be completed outside of a classroom setting.

Assessment of student learning follows the same practice as on-campus courses. The College has an annual Assessment Day where departments share and analyze information from both on-campus and online courses. For instance, science courses use embedded questions in online sections that relate to student learning objectives. These questions, or similar ones, are also used in on-campus sections. Division chairs observe full-time and adjunct faculty teaching online courses in accordance with established College policies and procedures and in adherence to collective bargaining agreements. Those policies do not distinguish between in-person and online classes. The course and instructor are evaluated in regards to course goals and objectives, structure, content, engagement, teaching quality, and outcomes.

Through the SUNY Learning system, online students and faculty have 24-hour a day access to technical assistance. Additionally, comparable resources are available to online students, including access to admissions, financial aid, registrar, as well as academic and transfer advisement, placement testing, orientation, tutorial services (NetTutor), library services including online full text resources, and College technical support services. ([See Standard 7 of the Distance Learning Report 2014](#))

*Legal and Regulatory Requirements.* On October 29, 2010, the U.S. Department of Education published in the Federal Register final rules under the "Program Integrity" strand of the negotiated rule making. Under the rules, colleges and universities that participate in Title IV funding and operate in multiple states via distance learning must comply with whatever "authorization to operate" regulations are in place in those states where the institution has enrolled students or is otherwise active, based on state definition. The SUNY Learning Network has obtained exemptions in Colorado, Hawaii, Indiana, Michigan, Montana, South Dakota, Virginia, and Wisconsin. Cayuga has restricted registrations for online courses and degrees from students residing in the states of Maryland, Arkansas, Minnesota, Utah, and Wyoming. ([Cayuga's Online Options Brochure](#)) ([SUNY Distance Learning/Out of State Authority- CCC Online Options](#))

*Demonstrated Program Coherence.* Distance learning courses and degree programs have the same learning outcomes as those courses and degree programs taught through the traditional on campus format. All of Cayuga's courses and programs, regardless of delivery method, are held to the same standards as those set by the documented program goals and master syllabi learning outcomes. Each academic division determines which courses and programs can be offered through the distance learning format.

*Congruent Rigor.* Academic rigor for online courses is congruent to those courses taught through the on-campus format. Courses in a range of areas (science, English, mathematics, etc.) employ assessment methods that mirror their related on-campus course. On Cayuga's Assessment Day, departments share and analyze information from both onsite and online courses. Science courses use embedded test questions in online sections that relate to master syllabi template student learning objectives. Test questions, or very similar ones, are also used in their on campus sections. ([2014 Distance Learning Report](#))

*Time Frame to Complete Online Courses.* The online course offerings for the six online degree programs are made available each semester or on a yearly cycle to allow students to complete their program within the same time frame as on-campus students.

*Course Materials Development.* Course lectures for distance learning courses are developed by Cayuga faculty ([Cayuga Community College Faculty Contract](#)). Cayuga does not employ any specific course materials (lectures, etc.) that are created by sources outside of the institution. However, for some distance learning courses, technological resources developed by textbook companies (Pearson, etc.) may be employed. For example, in mathematics, the MyMathLab and MyStatLab programs by Pearson are utilized for online homework, quizzes, and in some occasions, examinations. However, students in these mathematics courses must take their departmental final examination under proctored conditions by taking the exam either at the Center for Academic Success or by using an approved off campus proctor. ([Math Department Online Policy](#)). Approval of course based materials for distance learning courses are done by their respective faculty members.

*Training and Support for Online Teaching.* All faculty are provided training in Blackboard to enable them to web enhance their courses. Faculty who teach online or hybrid courses participate in an extensive SUNY Learning Network 3-day training on curriculum design and pedagogy in the online environment. Blackboard also includes yearly training programs for experienced faculty on enhancing pedagogy in the online environment and updates to the LMS features. Cayuga's Director of Distance Learning also conducts in-house training on new LMS features during Assessment Day and other events. ([Distance Learning Committee Report](#))

*Resources and Financial Impact.* Cayuga prepares a multi-year budget for distance learning. This budget includes resources for assessment of program demand, appropriate levels of faculty and staff, faculty and staff development, library, information resources, SUNY Learning Network maintenance fees, and technology infrastructure. Overall, distance learning is a growing segment of Cayuga's student population. Financially, it not only supports the distance learning faculty and director's salaries, but also additional instructional costs such as necessary software. As a whole, the distance learning program provides positive revenue to Cayuga's budget. ([Diane Hutchinson Email, May 2015](#)) ([Distance Learning Report](#))

### ***Summary***

Cayuga offers a rich array of related educational activities which are delineated by their particular content, focus, mode of delivery, and sponsorship. While these programs supplement traditional educational offerings, their credibility and integrity are designed as gateways and supports for students in realizing their full potential by building skills, providing enrichment, and preparing them to succeed in college. Cayuga meets the criteria of Standard 13 because its educational practice systematically identifies students who are not fully prepared for college and provides pathways to succeed. Certificate programs are required to meet the same quality standards as degree programs with several meeting national criteria for excellence. Cayuga Advantage partners with local school districts to allow high school students a jump start on their college careers. Finally, Cayuga's related educational activities include making available high quality, non-credit course offerings that meet the needs and interests of the greater community.

### ***Suggestions:***

1. Investigate what effect the *online* developmental math classes have on retention and success rates for a student's first credit bearing math class.



2. Analyze MATH 070/099 redesign, MATH 070/099 split semester format and ENGL 098/101 Advanced Learning Program assessments by tracking success of students in their subsequent math and English classes after completing these programs.
3. Clarify the purpose and learning outcomes of certificate programs in the College Catalog and brochures.

***Recommendation:***

1. Clarify in the College Catalog that non-credit courses do not count as “credit-bearing” in a degree program.
2. Clearly articulate the Challenge Exam policy in Cayuga publications (catalog and student handbook).

## STANDARD 14: ASSESSMENT OF STUDENT LEARNING

The College employs a faculty led cycle of learning outcomes assessment to ensure curricula provides students with the knowledge, skills, and competencies needed for success. As outlined in the [Institutional Assessment Plan](#), the cycle of course assessment, academic program review and general education measures allow for an organized approach to both the assessment of student learning outcomes, and the linking of assessment findings to academic improvement projects. Assessment of student learning focuses on defining the most important goals for students to achieve, evaluating how well students attain those learning outcomes, and using assessment findings to evaluate the quality of the College's curricula and instruction. The sharing of assessment results demonstrates how the College's educational practice remains consistent with its mission.

### *Defining Outcomes*

Effective student learning outcomes assessment begins with defining the most important goals for students to achieve as a result of their participation in the academic experience. Student learning outcomes are clearly stated and distributed throughout course and program materials.

*Master Syllabi Templates.* Since the Fall of 2010, specific student learning outcomes have been included on all course syllabi. Master syllabi templates for each course clearly state the specific student learning outcomes that result from successful completion of the course, such that students can fully understand the teaching and learning expectations placed upon both instructor and student. (Master syllabi templates are available in the College's Learning Management Systems, Blackboard).

*General Education Plan.* At Cayuga, General Education outcomes are Institutional Learning outcomes and reflect faculty's authentic expectations for students (see Standard 12). Cayuga's [General Education Assessment Plan](#) is aligned with SUNY's general education requirements. The learning objectives and the courses where objectives are measured are listed in the plan. Methods for sampling and defined benchmarks for success provide evidence that course learning goals and general education requirements are aligned.

*Program Curriculum Maps.* Program curriculum maps state the degree-level knowledge, skills and attributes a graduate will possess, and indicates where in the program the outcomes are introduced, reinforced, and applied. Currently, over 80% of Cayuga's degree programs have completed a curriculum map, and the College now considers curriculum mapping a required component of the program review process. ([Curriculum Maps](#)).

*Program Outcomes.* Each degree program is listed on the College's web site and in the College Catalog with a description and articulated learning outcomes. Students can find a list of the knowledge and skills they will gain from the coursework and from completing a Cayuga degree. (College Web Site - [Academic Programs of Study](#))

### *Assessing Student Learning*

The College continues to make great strides in developing and implementing sustainable learning outcomes assessment processes and to build upon these activities. Direct Measures of student learning are found in [Course Assessment Reports](#), [General Education Reports](#), and [Degree Program](#)



Reviews. “Assessment Day” is a regular feature of Cayuga’s College Calendar and continues to be an event in the assessment cycle that provides uninterrupted time for faculty and staff to review respective program goals and objectives; review and revise course assessment plans, and critically analyze information obtained throughout the year ([Assessment Day Reports](#)). Within the 5-year program review process, a “closing the loop” report provides a platform to interpret assessment findings, address external recommendations, and design improvement projects in response. A regular cycle of student satisfaction surveys are administered, providing an important source of indirect measures and an additional student-level perspective.

*Course Assessment.* On Assessment Day each year, faculty members meet to review and analyze course assessment results using the following questions. Faculty share the specific evaluation measures (test questions, projects or assignments) used to assess student learning for each course-level outcome ([Course Assessment Template](#)).

- Do the assessment instruments effectively measure student learning for each outcome?
- What modifications are required?
- To what extent are each of the course learning outcomes achieved?
- Are learning outcomes not being achieved? If so, would any course changes (syllabus, presentation methods, instructional time, etc.) address this problem?

As evidenced in the [Curriculum Committee Summary Table 2010-2015](#), since 2010, course level assessment has led to the revision or creation of coursework in over 25 different subjects to better address program needs.

*General Education.* The general education curricula at Cayuga is guided by SUNY General Education requirements and assessed following a 3-year cycle. In a November 2014 Middle States Faculty Survey, in which 85% of teaching faculty participated, faculty members reported making revisions to their educational practice based on general education reports, which included changes to course content, syllabi, assignments, and incorporating creativity into the classroom. Standard 12 provides a summary of general education assessment outcomes since 2011. Completed General Education Reports are available on the College intranet site. ([General Education Assessment Reports 2011-2015](#)).

*Program Review.* All degree programs within the State University of New York undertake a comprehensive assessment review every 5 to 7 years. This assessment is structured in the form of a self-study and peer review. Guidance and criteria for the assessment are found in the [SUNY Guide for the Evaluation of Undergraduate Academic Programs](#), [SUNY Guidelines for the Implementation of Campus-based Assessment of the Major](#), and the College’s [Program Review Template](#). Program self-studies require macro-level performance indicators of student learning, including program graduation rates, percent of students studying full and part-time, and trends in transfer rates. Programs are encouraged to include full-time faculty-to-adjunct ratio, student demographics (age, diversity, academic background, etc.), and a full analysis of the specific core courses and their learning outcomes. Additionally, programs are encouraged to include in their plans a strategy for measuring change in students’ knowledge and skills over time, and to specifically designate improvement projects.

As part of the program review self-study, faculty members in the program address the following questions:

- What are the intended educational outcomes of the program? How does the program assure that these outcomes are appropriate to prepare students for the future?
- What assessment procedures are used to measure SLOs, and to what extent are outcomes achieved? Describe all assessment tools used to assess SLOs (i.e. capstones, projects, portfolios, value added, embedded assessment, or other assessments).
- What data are used to measure the level of success?
- How is advising monitored and evaluated?
- What opportunities exist for informal interaction between faculty and students?
- Does the program collect post-graduation information regarding graduate education and/or employment and licensure?
- Who are the program faculty and what is their academic background?
- How does the program support and encourage teaching effectiveness and other aspects of faculty development?
- How does the program support faculty scholarship?
- Are the program's facilities, technical support, and library holdings adequate?
- Is the program budget adequate to meet program goals?

Once the self-study is complete, an external review team is invited to participate, including a review of the self-study and a campus visit resulting in a written report to the Provost and Vice President for Academic Affairs. External reviewers are typically faculty from other colleges and universities within the same discipline. They are invited to campus to share their insights and cultivate a set of recommendations the program can then consider. External review teams often ask for an opportunity to meet with students during their visit. Traditionally, external review teams are provided student work for evaluation. For example, during the Mechanical Technology program review, external reviewers were invited to meet students, review their professional portfolios, and score the student work on a rubric outlining mastery of the program goals.

In Fall 2013, the Provost and Vice President for Academic Affairs and former Director of Assessment instituted a “closing of the loop” report that was incorporated into the academic program review process. This change provided a platform from which to design and implement academic improvement projects. Upon completion of the program review by external reviewers, faculty liaisons and the division chair meet with the Provost and Vice President for Academic Affairs and the Director of Assessment to review recommendations and determine next steps. “Closing the loop” reports are now an important source for initiating curricular and pedagogical change, as well as addressing materials and facilities updates. [\*Examples of Closing the Loop \(CTL\) Reports\*](#)

*Advisory Committees.* Another process for curricula assessment is through degree program advisory committees. All A.A.S. degree programs at Cayuga maintain an advisory committee made up of local industry representatives from their particular field. Each year, A.A.S. programs hold an Advisory Committee meeting. The main purpose of these meetings is to review program curriculum to determine if program graduates possess the necessary skills and knowledge to be successful as entry level employees in their field. This curriculum review involves some discussion or application of student learning outcomes assessment. Often, the Advisory Committee meetings include student

project presentations, or samples of student work provided for the purpose of demonstrating the extent of student learning in the degree program. A full listing of Advisory Committee Members and their associated organizations can be found on page 74 of the [2015-2016 College Catalog](#).

### ***Changes to Curriculum***

*College Curriculum Committee.* The process by which all new curriculum, or changes to existing curriculum become approved at Cayuga, follows a consistent application of standards. Faculty members proposing or revising curriculum must complete the appropriate course or program “checklist form” in which they present justifications in writing. The proposal checklist requires clear articulation of learning outcomes, changes to outcomes, and a strategy for assessment. Proposals involving designations to the General Education curriculum, must also include the SUNY General Education checklist. Proposals then move to the Division level and any impact to degree programs are deliberated among faculty, the Division Chair, and the College Provost and Vice President for Academic Affairs. If changes are initiated based on findings of a Program’s 5-year review, comments and recommendations from external reviewers are included. Changes impacting A.A.S. degree programs typically include supporting comments from the program’s Advisory Committee. If the proposal is approved at the Division level, it then moves to the Curriculum Committee. A complete picture of the Curriculum Committee’s work is evidenced in the [Curriculum Committee Guidelines](#), the [Curriculum Committee Forms](#), and the [Curriculum Committee Summary Table, 2010-2014](#).

### ***Indirect Measures***

Several indirect measures in the form of student satisfaction surveys are part of the assessment cycle and provide an important student-level perspective. Information from surveys assists in evaluating the extent that institutional and program level learning experiences are being achieved.

*Graduate Surveys.* As detailed in Standard 7, graduate surveys are administered by the Office of Institutional Research and Planning. Of particular note is Question #4 on the survey, which asks students about core competencies aligned with General Education outcomes. Question #4 asks students, “How much did your educational experience at Cayuga contribute to your growth in each of the following areas: Written Communication, Locate/Interpret/Analyze and Apply Information, Oral Communication, Creative Works of the Imagination, American History, Use and Application of the Scientific Method, Mathematical Equations, World History, Development of Well-Reasoned Arguments, Basic Operation of a Personal Computer, Personal Physical and Mental Health, Rights and Responsibilities as a Citizen, Global Issues, and Diversity within our Culture. Students answer on a scale that presents the following options: Very Much, Somewhat, Very Little, Does Not Apply.

*Student Opinion Surveys.* The student opinion survey is also administered by the Office of Institutional Research and Planning. As detailed in Standard 7, surveys were conducted in 2006, 2010, and 2013, and findings were used as a source of data to evaluate programs and services, highlighting areas where the College is doing well, and more importantly, identifying

areas that need to improve. Because the student opinion survey is administered SUNY-wide, it provides the College with a robust source of system-wide comparison data.

*Community College Survey of Student Engagement (CCSSE).* The CCSSE measures students' experiences in the classroom. The most recent survey was completed in Fall 2015. Previous surveys were administered in 2009 and 2014. Because the CCSSE is administered nationwide, it offers a strong source of national-level comparison data ([Graduate Survey Report Final 12-14-15](#)), *Student Opinion Surveys for previous years:* ([2006](#)), ([2010](#)), ([2013](#)).

In sum, the assessment of student learning outcomes at Cayuga follows a systematic cycle which includes annual course level review, a 3-year cycle of general education outcomes assessment, and a 5-year academic program review process. Changes to curricula become approved through a consistent application of standards led by the College Curriculum Committee. Degree program advisory committees, made up of industry professionals, add a critical “external perspective” to student learning outcomes assessment by bringing outside expertise, professional experience, and knowledge of current labor conditions to the review of skills and competencies that make up program level outcomes. Student satisfaction surveys bring the perspectives of recent graduates, current students, and national-level comparison data to bear on direct assessment findings.

### ***Using Assessment Results***

The assessment cycle is more likely to lead to improvements when it is part of a larger set of conditions that promote positive change. The use of assessment findings within program review and in the “closing the loop” process has developed into a sustainable platform from which to use assessment findings and design and implement academic improvement projects.

Since Fall 2013, the “closing of the loop” process has been a regular feature of program reviews. This action-oriented practice occurs upon completion of the program review, when the Division Chair and program faculty meet with the Provost and Vice President for Academic Affairs and Director of Assessment to interpret recommendations, estimate resources, and create a timeline for implementing improvement projects that address the review process findings. “Closing the loop” continues to contribute to important program level renewal. Recent examples include:

*Liberal Arts & Sciences: Mathematics and Science.* In 2015, the Liberal Arts & Sciences: Mathematics and Science program addressed the findings of its 5-year program review and redesigned the curriculum to better reflect the academic expectations of 4-year institutions. Among the findings were that although students were advised to take additional mathematics and science courses as part of their elective credits, the minimum number of required Math/Science credits was the lowest of any other SUNY community college. As a result of the findings, degree requirements were revised to increase the minimum number of required Math/Science credits from 20 to 28 credits.

*Accounting.* In the Accounting Program, the Program Review process revealed strengths and weaknesses in accounting software applications training. Evidence from Accounting

Advisory Committee comments, course level inquiry, and instructor's practical observations indicated a greater need for Excel software training and recommendations to de-emphasize Peachtree software training. As a result, faculty have increased the instruction time given to Excel software training.

*Business Administration.* The Business Administration Program Review process revealed a gap in ethics education, and Program faculty are currently considering options to address the finding. Suggestions include designing a Business Ethics course, or having greater emphasis on business examples used in existing ethics courses. Additionally, Program faculty have begun exploring the possibility of developing an advisory board comprised of the 5 to 6 top transfer schools to solicit input for subsequent changes to the program.

*Mechanical Technology.* Based on findings from the program's review, it was determined that the curriculum would be strengthened by the addition of coursework in physics, and greater exposure to work in electronics. PHYS 103 was added to the program requirements and courses in electronics were made available to the Precision Machining and Mechatronics concentrations. These changes positively impact students who transfer because they receive credit for physics, a common requirement in 4-year technology programs. Additionally, grades in ENGR 203: Applied Statics have improved due to a greater understanding of mechanics.

*Early Childhood.* The Early Childhood Program, having completed a Program Review and accreditation self-study for the National Association for the Education of Young Children, determined that evidence linked field experiences and/or hands-on practical experience to student success. They used this information to revise assignments to include practical application components. For example, instead of only writing their thoughts about advocacy, students now research advocacy opportunities in the State, choose a topic to advocate for, and develop, as a class project, *The Early Childhood Advocate* newsletter (ECH 101). Another example involves family involvement; instead of writing their thoughts about the importance of family engagement, students actually participate in events for families and then reflect on the value of these events (ECH 103 & 104).

*Seamless Transfer Initiative.* Another program-level improvement project drawing on assessment findings developed out of the SUNY, "Seamless Transfer Pathways" initiative. Responding to the call to establish transfer pathways that directly aligned with four-year institutions, faculty undertook a multi-year project to review curriculum and evaluate degree requirements. Changes and revisions were undertaken in several programs and numerous degree concentrations were modified--all with the goal of establishing guaranteed credit transfer in the designated major and meeting credit caps to guide on-time degree completion for students. ([Curriculum Committee Meeting Minutes, November 2010-November 2014](#))

*Faculty Survey.* Another source of improvement project evidence is provided by faculty. In November 2014, a Middle States Faculty Survey was made available to all full-time teaching and full-time professional (non-teaching) faculty at Cayuga. 55 of the 63 total full-time faculty (87%) participated in the survey with 41 out of 48 (85%) of teaching faculty responding. Faculty commented on a range of uses of assessment findings.

Just over 70% of the full-time teaching faculty who participated in the survey responded to the question that addressed changes in their non-General Education courses based on assessment. Of these responses, approximately 83% indicated making changes to their courses, with about one-third of them relying heavily on assessment results as a means of making changes to their courses. Reported improvements to pedagogical strategies and student learning in non-general education courses as a result of assessment were varied and fell generally, into three categories:

1. Changes in instructor presentation and course structure
2. Changes that encouraged student engagement and interactivity
3. Changes to student assignments and assessment strategies

*Suggested Improvements to Course Based Assessment Processes.* Faculty members were also asked to provide comments. Many related to improving course-based assessment. Among the suggestions were:

1. Making the process of assessment easier on instructors, including the analysis and interpretation of assessment information.
2. Consistency of the assessment process for all faculty (including adjunct faculty).
3. Increases in full-time faculty for relevant course development.
4. Administrative support and increased budgetary support.

For course-based general education assessment processes, respondents indicated that an adoption of a College-wide system of general education assessment, which included the use of computer technology would be helpful. There were also some dissenting opinions among teaching faculty on the present framework used in course level general education assessment processes, indicating that at times feels “rushed” and done more for the purpose of “meeting compliance requirements” than deriving added value.

Approximately 85% of the full-time teaching faculty responded to what has worked well for them in regards to assessment of student learning in their non-general education classes. Exams (including final exams) were utilized most by faculty in assessing student learning performance with projects, quizzes, and written assignments included as other highly used types of acceptable measures. The results for general education specific courses showed that about half relied on exams and departmental final exams for assessment of general education learning outcomes with projects (including group projects) being used by a smaller proportion of instructors.

*Institutional Effectiveness.* Student learning assessment information is used as part of the formal assessment of institutional effectiveness. As outlined in the [\*Institutional Assessment Plan\*](#), each year, senior administration review macro-level academic performance indicators such as graduation rates, transfer out rates, progress in remedial education, success in remedial education, retention rates, course completion rates, and licensure program pass rates, to determine to what degree the mission, vision and priorities of the College are being met.

*Directing Institutional Resources.* Student learning assessment information is also used to direct and re-direct resources to improve educational practice. At the course level, faculty



members have received technical and pedagogical support to carry out improvement projects. At the program level, course reductions have been approved for faculty carrying out curriculum development and program assessment. The College provided stipends for faculty implementing flipped class redesign in Mathematics courses, and science lab and technology fees have addressed material needs in certain areas. At the institutional level, student learning information reported in the program review process has assisted senior administration in setting academic priorities, developing academic initiatives, and in measuring institutional effectiveness, all with the aim of advancing the College's strategic teaching and learning goals.

### ***Communicating Results***

Assessment data and analyses are used first and foremost by faculty and staff to review and revise curricula, communicate clear expectations to students, and update and improve degree programs. However, good assessment practice not only focuses inward for self-study -- but outward to share assessment results. By communicating assessment findings to external constituents, the College demonstrates it is fulfilling its responsibilities to students and the public.

*Specialized Accreditation and Association.* Assessment information is shared in the cycle of special accreditation processes. Cayuga's Nursing program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN). The A.A.S. in Early Childhood degree is accredited by the National Association for the Education of Young Children (NAEYC). Cayuga's Mechanical Technology program is affiliated with the New York State Engineering and Technology Association (NYSETA) and the Society of Broadcast Engineers is the accrediting body for Cayuga's Broadcast Media programs.

*Advisory Committees.* As stated above, A.A.S. degree programs maintain Advisory Committees made up of industry professionals and community leaders with expertise in program areas. Advisory Committees are at once a source of assessment information and offer a critical perspective on assessment findings. They may provide expertise to ensure that the program curriculum is aligned with industry standards and practices, and offer their professional opinion as to whether our students have the skills necessary for local industry needs. Committee members have also provided opportunities for students to tour their facilities, they have served as mentors, offered internship opportunities, and have donated equipment in response to assessment findings.

*Grant Participation.* Through participation in grant funded projects, programs share assessment findings to improve and strengthen partnerships. Cayuga is a primary partner in the TAACCCT grant funded SUNY Training & Education in Advanced Manufacturing (T.E.A.M.). The TAACCCT grant has provided a framework to review and renew the Mechanical Technology curriculum. Meetings were held with industry representatives in different sections of the State to gather input on the skills and training required of entry level engineering technicians. A summary of these curriculum changes is provided in the Program Description section of the recent Mechanical Technology Program Review report. The grant has also provided funds to expand and improve program facilities and to purchase equipment that broadens and enhances the quality of students' academic experience.

*Board of Trustees.* A recent addition to the assessment cycle is an annual meeting with the Educational Services and College Development Committee of the Board of Trustees. This group meets annually with program faculty and Division Chairs who have completed a 5-year Program Review in the past year. The Committee is particularly interested in the “Closing the Loop” report of program reviews and the meeting is an opportunity for academic programs to present the report. Facilitated by the Provost and Vice President for Academic Affairs, the purpose of the meeting is informational, however the viability of the program, its alignment with College priorities, and to what extent the program meets the needs of the regional community are discussed.

*Student Liaisons.* Student liaisons are appointed to the College Curriculum Committee by the Student Government Association. Additionally, a student trustee is elected annually to the Board of Trustees. One of the important responsibilities of these student leaders is to report back to their student constituents, informing them of assessment findings, results and their uses.

*Campus Presentations.* Finally, sharing assessment summaries among the campus community and across academic and student affairs units, as well as the operational areas of the College has assisted Cayuga in highlighting particular findings and focusing on specific issues. Campus presentations also summarize assessment activities and help communicate the strengths and weaknesses of the institution as a whole to audiences who may not be inclined to read a full, detailed report ([\*Transitional Studies Presentation, June 2014\*](#)).

### ***Summary***

Cayuga Community College continues to make great strides in developing sustainable processes for student learning outcomes assessment. The coordination of assessment activities is well-planned and on-going. Assessment processes are faculty-led and enjoy the support and collaboration of administration and the Office of Institutional Assessment. The campus community is engaged and informed of assessment outcomes. Through reporting and sharing student learning outcomes and assessment findings, the College demonstrates it meets its responsibilities to students and to the public.

### ***Commendation:***

1. “Closing the Loop” reports have become a required feature of the 5-year Academic Program Review cycle and serve as a platform for Programs to interpret results and recommendations and to develop improvement projects. The Educational Services and Development Committee of Cayuga’s Board of Trustees is particularly interested in this aspect of program review and have invited programs to present their CTL reports (Appendix P).

### ***Suggestion:***

1. Leverage collaboration between the Office of Institutional Assessment and the Office of Institutional Research and Planning to continue to improve the collection, interpretation, and communication of meaningful data about student learning outcomes.



***Recommendations:***

1. Review course level assessment instruments on a 3-year cycle to verify the effective measure of student learning outcomes.
2. Complete curriculum maps for all academic programs.

## **APPENDICIES**

## Standard 2 – Appendix A

Evidence from the Strategic Plan Process Grid of Strategic Plan implementation.

### ***Implementation Highlights***

Goal #1: Communicate the distinctive identity that is Cayuga Community College

- Student housing market assessment completed in 2015
- Greater consistency with branding, marketing, and messaging - *ongoing*
- New vision, mission and values statements revised and approved - 2015
- Inclusive discussions with academic program areas related to marketing and recruitment for targeted message – *2014-ongoing*
- Well-attended open houses in fall and spring reflect enhanced marketing techniques – *2014-15*
- Way-finding signage vastly improved on both campuses - *2014-15*
- Program title change from telecommunications: radio and tv, to media production approved
- The college now has distinct schools of study identified in the Course Catalog and with individualized marketing plans and promotional material

Goal #2: Foster and sustain a supportive and satisfying student experience that engenders success, inspires lifelong learning, and promotes a global perspective

- Development of CAY 101: Foundations for College Success course, now required for students enrolled in developmental courses – *2012-ongoing*
- Course designations for Writing-intensive, experiential, and honors program allow students to choose challenging coursework – *2011-ongoing*
- New internship opportunities in the business and computer science disciplines
- Availability of online tutoring via NetTutor - *2014-15*
- Implementation of integrated academic support strategies - *ongoing*
- Added orientation dates, and the availability of an online orientation
- Development of a comprehensive transitional studies program - *2011-ongoing*
- Revision of College web presence underway
- Update to the facilities master plan underway
- Numerous improvements and user enhancements to College technology, including use of a portal via Banner to provide access to online services and support - *2014*

Goal #3: Develop and modify programs and their delivery modes based on needs assessment and resource viability

- Occupational therapy assistant program under development - *2014-ongoing*
- One year online event management certificate – *2014-15*
- One year plastics manufacturing certificate – *2013-14*

## Standard 2 – Appendix A (continued)

- Plastics technology option and four concentrations under the mechanical technology program approved – *2014-15*
- A revised honors program of study to encourage a cohort experience for honors students – *2014-15*
- Additional nursing cohort offered in Fulton on Sundays
- Seamless transfer initiatives accomplished - *2013-2015*
- Retention and Completion Report with specific recommendations -*2013*
- Student Success Team established to implement recommendations from the Retention and Completion Report – *2014-15*
- Accelerated courses in developmental math now available for suitable students – *2014-15*
- Module-based math courses created - *2013*
- Select courses cross-listed in the schedule of classes – *2011-ongoing*
- Partnerships with Keuka College, Excelsior College, and Empire State College provide baccalaureate opportunities for students - *ongoing*
- Emerson-endowed chair created to support infusion of entrepreneurship across the curriculum – *2009-2014*
- Writing-intensive and experiential learning designations are now available on academic transcripts – *2011-ongoing*
- A co-curricular transcript implemented in 2015
- Course withdrawal policy adjusted to 60% of course term - *2013*

Goal #4: Establish and sustain partnerships that are responsive to the diverse aspirations, values and demographics of our communities

- Redesigned the education partnership agreement with Excelsior College emphasizing transfer pathways from business administration and computer information system degree programs - *ongoing*
- Partnerships with Cayuga-Onondaga BOCES and Oswego BOCES expand opportunities for members of the communities in which they serve
- Shared staff, space, and costs via the Center for Technology and Innovation (CiTi) -*2014-15*
- Provided space in Fulton for the Central New York Arts Council – *2014-15*
- A partnership with Cornell’s Prison Education Program (CPEP) enables qualified Auburn Correctional Facility inmates to take courses and earn an associate’s degree via Cayuga Community College - *ongoing*
- FSA partnership with Barnes and Noble and purchase of a Subway franchise provide additional sources of revenue to support student activities - *2013*
- Over 200 students/year commit a cumulative of 1,000 hours in service learning and community service projects partnering with non-profit such as the American Red Cross, United Way, and Hospice – *ongoing*

## Standard 2 – Appendix A (continued)

- Newly established business and computer science internship programs have recruited over 20 students into internships that forged new partnerships with local small businesses and non-profits – *2011-ongoing*
- The Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, SUNY Works grants awarded to Cayuga - a partnership with local manufacturing industries that provides program input and advice and the equipment needed for training students in the latest technologies – *2013-ongoing*
- Technical Training Partnership with Novelis in Oswego County is providing the training needed for company expansion and new mechanic and electrician positions – *2011-ongoing*
- Cayuga served as the lead agency for a Regional Adult Education Network Literacy grant program and adult transition to college program with sixteen other counties - *2009-2014*
- Partnership between Cayuga and the Onondaga County BOCES: Shared resources for Machine Tools and Networking course and exploration of Culinary Arts

Goal #5: Develop, manage, and invest resources in support of the college's strategic goals and institutional renewal

- A completed energy performance contract will result in replacement of old boilers and windows, and lead to greater energy efficiency – *2014-2015*
- An updated, prioritized facilities master plan will identify strengths and opportunities - *2015*
- Performance evaluations conducted annually for administrative/professional bargaining unit staff – *2011 - ongoing*
- Two-year, \$200,000 Foundation commitment for full-tuition Presidential Scholarships – *2014- ongoing*

Goal #6: Implement organizational structures that are transparent, flexible and responsive to the needs of the college and its partners

- Expansion of President's Executive Team now includes a faculty division chair representative, Comptroller, Director of Institutional Research and Director of Assessment – *2013-ongoing*
- Academic and student affairs council provides a forum for discussion of academic and student services issues – *2013-ongoing*
- Revised enrollment council charge and composition to provide a forum for discussion of issues related to enrollment and student engagement – *2014-15*
- New College planning council institutionalizes planning activities, monitoring, and oversight - *2015-ongoing*

## Standard 2 – Appendix A (continued)

- Student success team oversees implementation of retention and completion report recommendations - *2014-ongoing*
- Interactive video conferencing services enable faculty and staff to interact and participate in College discussions and meetings without incurring travel costs – *2011-ongoing*
- College intranet now provides password-protected access to internal documents – *2013-ongoing*
- Redesign of the College’s web presence to include easy access to assessment data and institutional effectiveness - *2015*

Objectives in Goals 2, 3 and 4, which center on “expanding awareness of and involvement in global issues” and “securing partnerships that expand global and cultural awareness,” were not recorded on the grid but pursued by a series of meetings between senior administrations and universities in India. Members of the College community traveled to India multiple times in order to explore partnerships with Indian institutions. For example, in March 2012, the President (2007-2013), the Dean of Enrollment Management and a faculty member made a 10-day trip to India, where they discussed collaborations, including student and faculty exchanges, with two universities--North Maharashtra University and Nagpur University in the Maharashtra region of India. This initiative was put on hold when financial challenges led the College to focus on local mission specific projects.

## Standard 2 – Appendix B

### Timeline of Key Action and Events

Date	Event/Action	Evidence
Summer, 2001	Cayuga moves Fulton Extension Site to a larger facility (50,000 sq ft) at 806 West Broadway, Fulton, NY (Oswego County)	Lease agreements
2003-2004; 2004-2005	In two years, headcount at the Fulton facility increases by 55%, from 686 to 1,065; in three years, headcount increases by 67%, from 686 to 1,146	Table 1
July, 2005	SUNY Board of Trustees approves request for Fulton Extension Site becomes a SUNY-designated Branch Campus	President’s Cabinet Meeting Minutes
April, 2006	NY State Education Department approves request for Fulton Extension Site becomes a Branch Campus	President’s Cabinet Meeting Minutes
December, 2006	President Dennis Golladay takes new position at SUNY System Administration	<a href="https://www.cayuga-cc.edu/pdf/alumni/newsletter-2007-spring.pdf">https://www.cayuga-cc.edu/pdf/alumni/newsletter-2007-spring.pdf</a>
December, 2006	Dr. Philip Gover appointed interim President by Board of Trustees	<a href="https://www.cayuga-cc.edu/pdf/alumni/newsletter-2007-spring.pdf">https://www.cayuga-cc.edu/pdf/alumni/newsletter-2007-spring.pdf</a>
April, 2007	Board approves 2007 Facilities Master Plan Update	<a href="https://www.cayuga-cc.edu/people/trustees/minutes-2011-09-21.php">https://www.cayuga-cc.edu/people/trustees/minutes-2011-09-21.php</a>
August, 2007	Dr. Daniel Larson becomes President of Cayuga Community College	<a href="https://www.cayuga-cc.edu/pdf/alumni/newsletter-2007-fall.pdf">https://www.cayuga-cc.edu/pdf/alumni/newsletter-2007-fall.pdf</a>
August, 2007	Facilities Master Plan updated to include options related to expansion of Fulton campus	<a href="#">Board Resolution</a>
October, 2007	President Larson forms the Fulton Campus Ad-Hoc Committee to ‘explore the expansion of the Fulton campus and examine the available options to meet its need.’	<a href="#">Fulton Ad-Hoc Committee Final Report</a>
May, 2008	Fulton campus Ad-Hoc Committee submits its report, recommending ‘expansion at its current location,’ and ‘establish an additional extension site in Pulaski, NY’	<a href="#">Fulton Ad-Hoc Committee Final Report</a>
2008	The College enters into negotiations with Michael Falcone, owner of Broadway property, to expand Fulton campus into the Tractor Supply store	President’s Office Records
October, 2009	2009-2012 Strategic Plan approved	<a href="#">October, 2009 Board Minutes</a>
October, 2009	Board hears proposal to partner with Musical Theatre Festival; theater offerings and construction of a theatre in downtown Auburn were broached	<a href="#">October, 2009 Board Minutes</a>

## Standard 2 – Appendix B (continued)

### Timeline of Key Action and Events

Date	Event/Action	Evidence
2009	Negotiations with Broadway owner stall over lease costs; College pursues alternatives; Director of Institutional Research and Planning provides data analysis to College leaders	<a href="http://www.cayugacounty.us/DesktopModules/Bring2mind/SimpleDownloads/Download.aspx?tabid=502&amp;mid=1317&amp;file=2009%5c15-June+23%2c+2009.pdf">http://www.cayugacounty.us/DesktopModules/Bring2mind/SimpleDownloads/Download.aspx?tabid=502&amp;mid=1317&amp;file=2009%5c15-June+23%2c+2009.pdf</a> ;  Fulton Campus Expansion Data Analysis Report
December, 2009	Board adopts 'option 3' of the updated Facilities Master Plan (move entire Fulton campus operation); authorizes purchase of former P&C property; Project cost estimate is set at \$11.23 million (acquire, purchase, design, build out, equip)	<a href="https://www.cayuga-cc.edu/people/trustees/minutes-2011-03-23.php">https://www.cayuga-cc.edu/people/trustees/minutes-2011-03-23.php</a>
December, 2009	Board amends 2007 Facilities Master Plan to acquire former Kalet's department store to construct the Schwartz Family Performing Arts Center	December, 2009 Board of Trustees Minutes
November, 2010	Memorandum of Understanding Between Cayuga Community College, Foundation, and Musical Theatre Festival, Inc. to construct a theater in downtown Auburn	MOU
December, 2010	Cayuga County Legislature approves resolution authorizing the purchase and demolition of the former Kalet's department store in downtown Auburn	<a href="http://auburnpub.com/news/local/agreement-reached-on-kalet-building/article_8e6f8a9a-0a5f-11e0-bb89-001cc4c03286.html">http://auburnpub.com/news/local/agreement-reached-on-kalet-building/article_8e6f8a9a-0a5f-11e0-bb89-001cc4c03286.html</a>
2011	College Foundation creates River Glen Holdings, Inc. and purchases River Glen storefronts	By-Laws
March, 2011	Board of Trustees approves purchase of P&C for \$950,000; 45 acres of adjacent land is also purchased at a cost of \$495,000	<a href="https://www.cayuga-cc.edu/people/trustees/minutes-2011-03-23.php">https://www.cayuga-cc.edu/people/trustees/minutes-2011-03-23.php</a>
April, 2011	Board of Trustees purchases 45 acres of land adjacent to the River Glen property for \$495,000, amends Facilities Master Plan	<a href="https://www.cayuga-cc.edu/people/trustees/minutes-2011-04-20.php">https://www.cayuga-cc.edu/people/trustees/minutes-2011-04-20.php</a>
August, 2011	Board approves motion to name theatre 'Schwartz Family Performing Arts Center'	<a href="https://www.cayuga-cc.edu/people/trustees/minutes-2011-08-17.php">https://www.cayuga-cc.edu/people/trustees/minutes-2011-08-17.php</a>
September, 2011	Board and County approve increase in River Glen project cost estimate from \$11.23 million to \$16.1 million; County authorizes issuance of bonds	Board Resolution
2011	Cayuga begins paying rent to River Glen Holdings for 'storefronts' connected to the P&C	American Arbitration Association Opinion and Award AAA Case No. 15 20 1300 0754 (Intranet)
December, 2011	Renovation of former P&C supermarket at River Glen Crossing commences	<a href="http://www.cayuga-cc.edu/fulton/pages.php?p=39">http://www.cayuga-cc.edu/fulton/pages.php?p=39</a>
February, 2012	Faculty-Student Association donates \$126,000 for architect fees to renovate River Glen storefronts	FSA Board Meeting Minutes (Intranet)
April, 2012	Board of Trustees is updated by Dean of Enrollment on a recent trip to India	<a href="https://www.cayuga-cc.edu/people/trustees/minutes-2012-04-25.php">https://www.cayuga-cc.edu/people/trustees/minutes-2012-04-25.php</a>



## Standard 2 – Appendix B (continued)

### Timeline of Key Action and Events

Date	Event/Action	Evidence
May, 2012	Board of Trustees discuss India initiative, international recruitment	<a href="https://www.cayuga-cc.edu/people/trustees/minutes-2012-05-08.php">https://www.cayuga-cc.edu/people/trustees/minutes-2012-05-08.php</a>
June, 2012	College creates 2012-2013 budget based on FTE of 3,650 with high expectations of increased FTE to cover increased costs	<a href="https://www.cayuga-cc.edu/people/trustees/minutes-2012-06-20.php">https://www.cayuga-cc.edu/people/trustees/minutes-2012-06-20.php</a>
July, 2012	Monthly enrollment report projects a shortfall of 115 FTE for 2011-2012 (3,460 -3,345 = 115)	<a href="#">July, 2012 Enrollment Highlights Report</a>
August, 2012	\$3,106,701 drawn from fund balance, leaving \$1,236,722	Table 5
September, 2012	Board extends contract for President Larson through July of 2016	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2012_09_19.php">https://www.cayuga-cc.edu/people/trustees/minutes_2012_09_19.php</a>
Fall, 2012	College moves into its new River Glen campus, increasing square footage to 81,000 square feet	<a href="http://oswegocountytoday.com/cayuga-cc-dedicates-its-new-fulton-campus-at-river-glen/">http://oswegocountytoday.com/cayuga-cc-dedicates-its-new-fulton-campus-at-river-glen/</a>
December, 2012	Board reviews draft articulation agreement with North Maharashtra University (India)	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2012_12_19.php">https://www.cayuga-cc.edu/people/trustees/minutes_2012_12_19.php</a>
December, 2012	In response to cash flow challenges, College and County agree to delay payment of approximately \$1 million to County for employee retirement system	
February, 2013	Board discusses setting tuition rates for international students from India	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2013_02_20.php">https://www.cayuga-cc.edu/people/trustees/minutes_2013_02_20.php</a>
Spring, 2013	President Larson commences discussions with collective bargaining units to seek input and support to close budget gap	
May, 2013	Board of Trustees and three/four collective bargaining units come to agreement on furloughs	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2013_05_13.php">https://www.cayuga-cc.edu/people/trustees/minutes_2013_05_13.php</a>
May, 2013	Board approves motion to halt all capital projects with the exception of the theater project and the Fulton expansion; asks administration to develop a 2013-2014 budget based on 2,900 FTE	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2013_05_22.php">https://www.cayuga-cc.edu/people/trustees/minutes_2013_05_22.php</a>
June, 2013	President Larson requests \$400,000 in writing (and verbally requests an additional \$1 million) in support from Cayuga County to balance the College budget; County denies both requests	Larson Letter to Chairman Chapman; Chapman response
June, 2013	2013-2014 budget based on an FTE of 2,900	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2013_06_26.php">https://www.cayuga-cc.edu/people/trustees/minutes_2013_06_26.php</a>
July, 2013	Financial exigency declared by Board of Trustees to permit reductions in staffing	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2013_07_17.php">https://www.cayuga-cc.edu/people/trustees/minutes_2013_07_17.php</a>
August, 2013	Layoffs and position eliminations announced	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2013_08_21.php">https://www.cayuga-cc.edu/people/trustees/minutes_2013_08_21.php</a>
August, 2013	Final 2012-2013 FTE lands at 3,137; 512 FTE lower than budget	<a href="#">August, 2013 Enrollment Highlights Report</a>

## Standard 2 – Appendix B (continued)

### Timeline of Key Action and Events

Date	Event/Action	Evidence
August, 2013	\$1,290,976 drawn from fund balance to balance 2012-2013 budget	Table 5
August, 2013	Hueber-Breuer representatives attend Board of Trustee meeting; request payment of pre-construction costs of \$612,148.35 less amount paid of \$98,294.17, which was advanced by FSA	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2013_08_21.php">https://www.cayuga-cc.edu/people/trustees/minutes_2013_08_21.php</a>
October, 2013	College audit determines reserve fund at negative \$54,252	<a href="#">Audited Financial Statements For the Year Ending August 31, 2013</a>
October, 2013	President Larson retires	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2013_10_02.php">https://www.cayuga-cc.edu/people/trustees/minutes_2013_10_02.php</a> ;
November, 2013	Dr. Gregory DeCinque begins tenure as interim President	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2013_11_13.php">https://www.cayuga-cc.edu/people/trustees/minutes_2013_11_13.php</a>
March, 2014	Arbitrator determines College met its burden of proof that it was indeed financially exigent.	American Arbitration Association Opinion and Award AAA Case No. 15 20 1300 0754
May, 2014	Compass Consulting submits 'A Review of the Financial and Business Operations of Cayuga Community College'	<a href="https://intranet.cayuga-cc.edu/Committees/MSSS/Shared%20Documents/Financials%20and%20Budgets/Compass%20Report/Compass%20Consulting%20Final%20Report%20June%202014.docx">https://intranet.cayuga-cc.edu/Committees/MSSS/Shared%20Documents/Financials%20and%20Budgets/Compass%20Report/Compass%20Consulting%20Final%20Report%20June%202014.docx</a>
June, 2014	Interim President DeCinque announces MGT decision to end theater project, citing an expectation of continued resistance and further legal costs	<a href="http://www.syracuse.com/news/index.ssf/2014/06/merry-go-round_playhouse_board_canceling_auburn_theater_project.html">http://www.syracuse.com/news/index.ssf/2014/06/merry-go-round_playhouse_board_canceling_auburn_theater_project.html</a>
August, 2014	Actual FTE for 2013-2014 lands at 3,030.7, 130.7 FTE over budget; Interim President DeCinque announces \$2.3 million addition to reserve fund	<a href="#">Audited Financial Statements For the Year Ending August 31, 2014</a>
September, 2014	Financial exigency removed	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2014_09_17.html">https://www.cayuga-cc.edu/people/trustees/minutes_2014_09_17.html</a>
February, 2015	Board declares that it has no interest in, use and purpose for the property where the Schwartz Theatre would have been constructed	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2015_08_19.pdf">https://www.cayuga-cc.edu/people/trustees/minutes_2015_08_19.pdf</a>
September, 2015	Interim President DeCinque concludes term; Dr. Brian Durant begins term as President of Cayuga Community College	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2015_06_17.pdf">https://www.cayuga-cc.edu/people/trustees/minutes_2015_06_17.pdf</a>

## Standard 2 – Appendix C

### On-Campus Housing Timeline

November, 2007	President Larson creates Student Housing Ad-Hoc Committee to explore housing on the Auburn campus	<a href="#">Ad-Hoc Committee Appointments Memo</a>
August, 2008	Student Housing Ad-Hoc Committee submits report on feasibility of student housing, impact on operations	Student Housing Ad-Hoc Committee Report (Intranet)
April, 2010	MGT, America submits feasibility study for on-campus housing at the Auburn, NY campus; study does not recommend on-campus housing	<a href="https://www.cayuga-cc.edu/people/trustees/minutes-2011-01-26.php">https://www.cayuga-cc.edu/people/trustees/minutes-2011-01-26.php</a> Feasibility Study PPT (Intranet)
January, 2011	Board of Trustees establishes Student Housing Task Force as a sub-committee of Buildings and Grounds Committee	<a href="https://www.cayuga-cc.edu/people/trustees/minutes-2011-01-26.php">https://www.cayuga-cc.edu/people/trustees/minutes-2011-01-26.php</a>
April, 2012	Buildings and Grounds Committee updates Board on Student Housing Task Force	<a href="https://www.cayuga-cc.edu/people/trustees/minutes-2012-04-25.php">https://www.cayuga-cc.edu/people/trustees/minutes-2012-04-25.php</a>
May, 2012	Design, build, finance, manage Request for Proposals (RFP) released	RFP for Design, Build, Finance, Manage (Intranet)
July, 2012	Board's Housing Task Force reviews proposals, identifies four finalists	<a href="https://www.cayuga-cc.edu/people/trustees/minutes-2012-07-18.php">https://www.cayuga-cc.edu/people/trustees/minutes-2012-07-18.php</a>
Fall, 2012	Hueber-Breuer selected as successful housing proposal; pre-construction conversations commence	Housing Recommendation from Task Force (Intranet)
October, 2012	Faculty-Student Association establishes Cayuga Community College Student Housing Corporation	<a href="#">Student Housing Corp By-Laws</a>
December, 2012	Representatives of Heuber-Breuer make student housing presentation to Board	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2012_12_19.php">https://www.cayuga-cc.edu/people/trustees/minutes_2012_12_19.php</a>
January, 2013	President Larson seeks Foundation support to 'backstop' loan for pre-construction costs, estimated at \$700,000	Larson Request Letter to Foundation (Intranet)
February, 2013	An updated feasibility study is completed to secure financing; study finds a 'significant level of interest in campus housing'	<a href="#">MGT Feasibility Study</a>
March, 2013	Presentation to Standard and Poor's for bond rating	<a href="#">Rating Presentation</a>
May, 2013	Board approves motion to halt all capital projects with the exception of the theater project and the Fulton expansion;	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2013_05_22.php">https://www.cayuga-cc.edu/people/trustees/minutes_2013_05_22.php</a>
May, 2013	Board adopts resolution requiring Board approval of expenditures exceeding \$9,999	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2013_05_22.php">https://www.cayuga-cc.edu/people/trustees/minutes_2013_05_22.php</a>
October, 2013	President Larson retires	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2013_10_02.php">https://www.cayuga-cc.edu/people/trustees/minutes_2013_10_02.php</a>
November, 2013	Dr. Gregory DeCinque begins tenure as interim President	<a href="https://www.cayuga-cc.edu/people/trustees/minutes_2013_11_13.php">https://www.cayuga-cc.edu/people/trustees/minutes_2013_11_13.php</a>
July, 2014	Board of Trustees contracts with Anderson-Strickler to conduct a feasibility study for student housing at Auburn and Fulton campuses	<a href="#">Resolution Student Housing July 2014</a>

## Standard 2 – Appendix C

### On-Campus Housing Timeline

January, 2015	Anderson-Strickler Feasibility Study completed; demand ranges from 90-200 on each campus	<a href="#">CCC Final Report with Attachments 012015</a>
October, 2015	President Durant outlines next steps; Establishes Student Housing Task Force	<a href="#">State of the College PPT</a>

### Standard 3 – Appendix D

Summary table of Revenue and Tuition Rates.

<b>Revenue Trends</b>					
	FY10	FY11	FY12	FY13	FY14
Student Tuition and Fees	\$ 8,180,092	\$ 10,060,294	\$ 10,710,944	\$ 10,696,355	\$ 8,865,767
Federal Grants and Contracts	\$ 681,207	\$ 1,109,920	\$ 564,624	\$ 376,574	\$ 335,351
State and Local Grants	\$ 1,242,462	\$ 2,014,106	\$ 1,941,471	\$ 1,399,978	\$ 1,407,826
Federal and State Financial Aid	\$ 12,049,008	\$ 12,765,797	\$ 12,629,609	\$ 12,159,274	\$ 11,396,197
State Appropriations	\$ 8,366,889	\$ 8,564,974	\$ 8,188,227	\$ 8,762,119	\$ 8,947,489
Local Appropriations	\$ 7,607,021	\$ 7,171,453	\$ 5,907,919	\$ 6,397,874	\$ 9,164,009
Other Non-Operating Revenues	\$ 278,439	\$ 331,657	\$ 220,696	\$ 4,799,956	\$ 1,106,854
<b>Total Revenue</b>	<b>\$ 38,405,118</b>	<b>\$ 42,018,201</b>	<b>\$ 40,163,490</b>	<b>\$ 44,592,130</b>	<b>\$ 41,223,493</b>
<b>Tuition Trends - Cost Per Credit Hour</b>					
	FY10	FY11	FY12	FY13	FY14
In-State - Full time 12 hours	\$ 148.33	\$ 148.33	\$ 159.17	\$ 164.58	\$ 170.42
Out-of-State Full time 12 hours	\$ 296.66	\$ 296.66	\$ 318.34	\$ 329.16	\$ 340.84
Part-time In-State Less than 12	\$ 140.00	\$ 140.00	\$ 150.00	\$ 160.00	\$ 165.00
Part-time Out-of-State Less than 12	\$ 280.00	\$ 280.00	\$ 300.00	\$ 320.00	\$ 330.00

### STANDARD 3 – Appendix E

Grants Awarded to Cayuga Community College  
Community Education and Workforce Development  
Carla DeShaw, Executive Dean  
June 9, 2015

<u>Name of Grant</u>	<u>Funding Source</u>	<u>Amount of Grant</u>	<u>Purpose of Grant</u>	<u>Status</u>
SUNY Contract Training (2014-2015)	SUNY	\$35,000	Fulton Tool Companies Incumbent Worker Training	Completed 8/11/15
SUNY Contract Training (2014-15)	SUNY	\$50,000	Welch Allyn, Inc. Incumbent Worker Training	Completed 8/11/15
SUNY Contract Training (2014-15)	SUNY	\$15,000	Pathfinder Bank Incumbent Worker Training	Completed 8/11/15
Broadband Technology Opportunities Program (BTOP) (Subrecipient)	Portland State University	\$553,000	Increase broadband use among low-income, minorities, and other vulnerable populations by teaching digital literacy along with English literacy, educating participants to become informed consumers, and providing access to career pathways in a digital economy.	Completed 9/30/2014
SUNY Statewide Training & Education in Advanced Manufacturing Educational Pathways Project (T.E.A.M.) (Lead & Subrecipient)	TAACCCTP/ USDOL	\$629,306	Expand and improve our ability to deliver adv. mfg. programs that can be completed in two years or less (noncredit to credit)	Awarded – 10/2012 Contract – 02/2013 Ongoing until 3/2016

**STANDARD 3 – Appendix E (continued)**

<u>Name of Grant</u>	<u>Funding Source</u>	<u>Amount of Grant</u>	<u>Purpose of Grant</u>	<u>Status</u>
SUNY Statewide Training & Education in Advanced Manufacturing Educational Pathways Project (T.E.A.M.) (Lead &Subrecipient)	TAACCCTP/ USDOL	\$510,369	Statewide Learner Web Implementation and Technical Assistance to Community Colleges	Awarded – 10/2012 Contract – 2/2013 Ongoing until 3/2016
Workforce Investment Act Title II – Postsecondary (Cayuga/CiTi)	NYSED	\$50,000	Engage Oswego County TASC students in college planning and preparation as they enter NRS Level 5and before they sit for the TASC exam.	Awarded – 7/1/2013 Ongoing until 6/30/2018 Must write new plan each year
Workforce Investment Act Title II – Literacy (Cayuga/CiTi)	NYSED	\$40,000	Engage Oswego County ABE and TASC students in literacy and job skills classes. We also partner with Oswego County DSS to provide mandated training for cash recipients.	Awarded – 7/1/2013 Ongoing until 6/30/2018 Must write new plan each year
Pathways in Technology Early College High School PTECH	NYSED	\$70,000(1 <sup>st</sup> yr) \$6,000(2 <sup>nd</sup> yr)	Cayuga is a contractor with Auburn CSD for purchased services. Funding Received in the first and Second year will cover Expenses related to staffing, materials, and administration.	Awarded to Auburn CSD (Lead) 7-yr project with budget renegotiated each year depending on work. 7/1/14-6/30/21 FTEs will be generated.

**STANDARD 3 – Appendix E (continued)**

Out-of-School Youth Oswego County	Oswego WIB	\$35,000	Develop I-BEST Model programs for OSY in healthcare and advanced manufacturing. Utilize ITA's for OSY in career-technical programs.	Awarded – 7/2015
Employment Preparation Education (EPE) (CtTi/Cayuga)	NYSED	\$207,126	Provide adult basic Education (ABE) and high school equivalency HSE)to adults over 21 years of age and without a high school diploma. Provide remedial education to adults who have a high school diploma (over 21 years of age) and score below eighth grade level on the TABE.	Awarded 7/2015
REDC (NYSDOL)	NYSDOL	\$100,000	Unemployed Worker Training Grant Advanced Manufacturing	Awarded 4/2015



**STANDARD 3 – Appendix E (continued)**

Contracts Awarded to Cayuga Community College  
Community Education and Workforce Development  
Carla DeShaw, Executive Dean  
June 9, 2015

<u>Name of Contract</u>	<u>Funding Source</u>	<u>Amount of Contract</u>	<u>Purpose of Contract</u>	<u>Status</u>
Regional Adult Education Education Network (RAEN)	NYSED	1.57 Million	Provide technical assistance and professional development for programs that address adult literacy, occupational, and continuing education in sixteen (16) counties throughout upstate New York. The goal is to improve the quality of State-funded adult and family literacy programs and to assist programs in meeting or exceeding Statewide benchmarks. The RAEN is charged with the planning and delivery of high-quality, research-based professional development for twenty-eight (28) programs.	Awarded – 7/2009
		1.57 Million (2 <sup>nd</sup> )		Completed 6/2014
				Awarded – 7/2015
				Ongoing – 6/2019
National Reporting System (NRS)	NYSED	1.5 Million	Provide NRS monitoring and technical assistance to adult Education programs throughout NYS. Deliver interactive staff development workshops and on-site technical assistance for adult educators to improve program performance in	Awarded – 6/2010
		1.5 Million (2 <sup>nd</sup> )		Completed 5/2015
				Extended to 9/2015
				Awarded – 9/2016
		Ongoing to 8/21		

**STANDARD 3 – Appendix E (continued)**

<u>Name of Contract</u>	<u>Funding Source</u>	<u>Amount of Contract</u>	<u>Purpose of Contract</u>	<u>Status</u>
NRS (Cont.)			traditional adult basic education, English as a second language, and GED/TASC preparation classes. The purpose of the professional development is to help adult literacy program staff set local performance standards, improve internal data monitoring and quality, improve data collection procedures and to use NRS data to improve instructional approaches.	

**STANDARD 3 – Appendix E (continued)**

Grants Submitted and Awaiting Reply  
 Community Education and Workforce Development  
 Carla DeShaw, Executive Dean  
 June 9, 2015

<u>Name of Grant</u>	<u>Funding Source</u>	<u>Amount of Request</u>	<u>Purpose of Grant</u>	<u>Status</u>
Healthcare Professionals Opportunity Grant (Lead Agency)	US Dept. of Health & Human Services	\$1.4 Million	Expand and improve our ability to deliver healthcare programs that can be completed in two years or less (noncredit to credit) in high demand occupations in Oswego County.	Application Submitted
REDC CFA (Multiple Agencies)	State of New York	TBD	Renovate existing Dollar Tree space at River Glen Campus into Advanced Manufacturing Institute to deliver Electrical Technology and Maintenance Technician degree programs and noncredit professional development. Novelis, Huhtamaki, Fulton Companies are major partners along with other smaller manufacturers. Program design and approval work should be submitted prior to January 2016 under TAACCCTP fast-track approval process.	Big Idea Submitted

**STANDARD 3 – Appendix E (continued)**

REDC CFA (Multiple Agencies)	State of New York	TBD	Renovate existing storefronts (3) at River Glen Campus into Healthcare Suite for the purpose of relocating the Center for Career and Community Education's (CCCE) Medical Assisting, Certified Nurse Aide, Dental Assisting, Phlebotomy, Home Health Aide, Personal Care Aide and I-BEST classrooms and labs. Renovate bank building to add more office	Big Idea Submitted
REDC CFA (Multiple Agencies)	State of New York	\$100,000	Unemployed Worker Training -Healthcare	CFA Submitted
SUNY Contract Training (2015-2016)	SUNY	\$35,000	Fulton Tool Companies Incumbent Worker Training	Submitted
SUNY Contract Training (2015-16)	SUNY	\$25,000	Welch Allyn, Inc. Incumbent Worker Training	Submitted
SUNY Contract Training (2015-16)	SUNY	\$25,000	Huhtamaki Incumbent Worker Training	Submitted
SUNY Expanded Investment & Performance Fund	SUNY	TBD	Advanced Mfg Institute Fulton	White Paper Submitted

**STANDARD 3 – Appendix E (continued)**

**Donations/No Cost Loans Currently In Pipeline  
Community Education and Workforce Development**

<u>Name of Donor</u>	<u>Amount of Donation</u>	<u>Purpose of Grant</u>	<u>Status</u>
Currier Plastics	\$30,000 (\$10,000 per year)	Plastics Lab (Auburn)	Approved
Currier Plastics	Nissei Injection Molding (Estimated at \$35,000)	Plastics Lab (Auburn)	Received On Site

**Equipment Loan Agreements Currently In Pipeline  
Community Education and Workforce Development**

<u>Name of Corporation</u>	<u>Equipment Value</u>	<u>Type of Equipment</u>	<u>Status</u>
Nigata Corporation	\$95,000	Injection Molding Machine (New) (Auburn Plastics Lab)	Received On Site
Yushin, Inc.	\$50,000	Yushin Robot (New) (Auburn Plastics Lab)	Waiting for Delivery

### **Standard 3 – Appendix F**

Evidence of improvements resulting from the assessment of institutional resources.

#### ***Facilities and Technology***

- An energy performance contract to enhance energy efficiency
- A completed student housing market study
- An updated College's facilities master plan
- A 2012 IT master plan which led to numerous enhancements to technology
- Architectural renderings for an outdoor athletics complex
- Renovated storefronts at the Fulton campus to provide students with a fitness center, student lounge, veteran's-only lounge, and physics lab
- A new plastics manufacturing lab in the old College bookstore that advances the advanced manufacturing program

#### ***Revenue and Expenses***

- Actively exploring alternative sponsorship models with Cayuga and Oswego County leaders, including regionalization, which could stabilize operating revenue and increase capital charge back revenue
- Settled all bargaining unit contracts with budget neutral changes
- Reviewed and revised student fees related to nursing and science lab use
- Cost reduction partnership that shares expenses with Oswego County BOCES Career and Technical Education (CTE) programs (CiTi)
- Secured a new partnership with Barnes and Noble that resulted in a significant increase in commission for the Faculty Student Association (FSA)
- Purchased a Subway franchise that provides healthy, affordable food options for employees and students on the Auburn campus as well as an additional revenue stream for the FSA

#### ***Academic Programs, Student Services and Retention***

- Created part-time student success advocate positions to address student persistence
- Sought and received approval in 2015 for event management and plastics manufacturing certificate programs
- Convened a Program Development Committee to analyze data and workforce development information to make evidence-based decisions on new programs
- Partnered with Central New York Arts Council in 2014 to provide an arts center at the Fulton campus

### **Standard 3 – Appendix F (continued)**

- Assessed the impact of increasing the maximum number of students allowed in online course sections
- Established a modest student success fund to implement recommendations from the retention and completion committee and for special student success projects

### Standard 5 – Appendix G

Senior Leadership Positions	Position		Type of Departure
	Start Date	End Date	
<b>President</b>			
Dennis Golladay	Jul-96	Nov-06	Accepted new position
Philip Gover	Dec-06	Jul-07	Interim
Daniel Larson	Aug-07	Nov-13	Retirement
Gregory DeCinque	Dec-13	Jul-15	Interim
Brian Durant	Aug-15	Current	
<b>Vice President of Administration/Treasurer</b>			
Thomas Nagle	Sep-81	Apr-07	Retirement
Brenda Holland	Apr-07	Apr-09	Retirement
Diane Hutchinson	Jul-09	May-15	Retirement
Daniel DoBell	Jun-15	Current	
<b>Provost/Vice President of Academic Affairs</b>			
Philip Gover	Aug-02	Mar-08	Retirement
Deborah Moeckel	Jan-07	May-08	Interim
Deborah Moeckel	Jun-08	Jun-10	Accepted new position
Jeffrey Rosenthal	Jul-10	Mar-11	Interim
Anne Herron	Apr-11	Current	
<b>Vice President of Student Affairs</b>			
Jeffrey Rosenthal	Apr-11	Current	
<b>Associate Vice President/Dean Fulton</b>			
Cathleen McColgin	Sep-07	Aug-08	Accepted new position
Maggie Killoran	Mar-09	Aug-14	Resignation accepted
John Lamphere	Aug-14	Current	
<b>Dean of Enrollment and Retention</b>			
Kristine Duffy	Dec-00	Jun-06	Accepted new position
Cheryl Anderson Lindsay	Jan-08	Aug-13	Layoff
<b>Exec. Dean of Community Ed/Workforce Development</b>			
Keith Batman	Aug-91	Jun-08	(Dean of Continuing Ed)
Carla DeShaw	Nov-08	Current	
<b>Dean of Technology</b>			
Martin Wisniewski	Jul-95	Oct-09	Retired
John Taylor	Sep-10	Jul-14	Accepted new position
John Kaftan	Sep-14	Current	



## Standard 7 – Appendix H

### Cayuga Community College Strategic Plan Aligned with Key Performance Indicators (KPIs)

#### 1. Provide robust educational programs.

Cayuga will align College programs and services with students' academic needs, diverse interests and passions while satisfying the needs of employers.

**KPI 1.1:** Graduation rates of first-time, full-time associate degree-seeking students

1.1a: Two-Year Rate

1.1b: Three-Year

Rate 1.1c: Six-Year

Rate

**KPI 1.2:** Adequate Preparation

1.2a: Percentage employed in field who feel satisfied/highly satisfied with preparation 1.2b: Percentage successfully transferred to a four-year program: 1-year retention rate

#### 2. Develop engaged citizens.

Cayuga will develop engaged citizens by valuing a shared responsibility for learning in a supportive, accessible environment.

**KPI 2.1:** Persistence rates for first-time, full-time associate degree-seeking students

2.1a: Fall-to-spring

2.1b: Fall-to-fall

**KPI 2.2:** Relevant Community College Survey of Student Engagement (CCSSE) questions/CCSSE Benchmarks

#### 3. Ensure effective leadership.

Cayuga will ensure institutional vibrancy by recruiting, developing and retaining effective, committed leaders.

**KPI 3.1:** Total College funds expended on leadership educational opportunities

**KPI 3.2:** Unduplicated number of participants involved in leadership activities

3.2a: By functional area

3.2b: Total number of participants

**KPI 3.3:** Percentage turnover in leadership positions

3.3a: Senior staff

3.3b: Division chairs

**KPI 3.4:** Community perception of college leadership

#### 4. Deepen community partnerships.

Recognized as an essential resource, Cayuga will respond to community needs and promote mutually beneficial partnerships.

**KPI 4.1:** Relationships with community partners

## Standard 7 – Appendix H (continued)

### 5. Strive for state-of-the-art facilities.

Cayuga will provide facilities that meet institutional and programmatic goals.

**KPI 5.1:** Deferred maintenance

**KPI 5.2:** Facilities master plan  
projects 5.2a: Percentage on-  
time5.2b: Percentage completed

**KPI 5.3:** Percentage of Technology Fee requests granted

**KPI 5.4:** Percentage of equipment requests granted

### 6. Provide responsible management and stewardship of the College's finances.

Cayuga will serve as prudent stewards of the College's financial resources.

**KPI 6.1:** Fund balance (reserve fund)

**KPI 6.2:** Operating expenses per full-time-equivalent (FTE) student

**KPI 6.3:** Budgeted versus actual full-time-equivalent (FTE) student

## Standard 7 – Appendix I

The College units listed below use the Functional Area Review (FAR) process to assess unit level goals.

- Library
- Buildings and Grounds
- Public Safety
- Health Services
- Assessment Office
- Admissions
- Academic Partnerships
- Experiential Learning
- Human Resources
- Institutional Research and Planning
- Center for Academic Success
- Center for Student Engagement and Academic Advising
- Center for Transitional Studies
- Cayuga Advantage Program
- Distance Education
- Information Technology
- Registrar
- Financial Aid
- Athletics
- Auxiliary Operations
- Business Office
- Community Education and Workforce Development
- College Communications

## Standard 7 – Appendix J

Evidence from the Institutional Effectiveness Action Inventory, demonstrating the ways institutional research, benchmarking and comparison data have been shared with the campus community to increase awareness of important issues, help set institutional priorities and to identify how to measure success.

### Institutional Effectiveness Inventory

Objective	Action	Personnel	Items Shared	Date
Communicate IE Concepts	Institutional Effectiveness Presentation-Director of IRP	Collegewide Meeting	IE.ppt	03/10/2010-Assessment Day
Communicate IE Concepts	Institutional Effectiveness Presentation-Director of IRP	Board of Trustees	IE.ppt	03/17/2010
Understand Retention Issues	Review NCCBP Retention/Withdraw rate data and related student policies and procedures-Director of IRP	President/Executive Team/Director of IRP	Handouts/Survey findings	09/20-21/2010-Executive Retreat
Review 2010 IPEDS Feedback Report	Discussion	President/Executive Team/Director of IRP	Handouts	Fall 2010
Introduced Institutional Effectiveness Measures (VFA and NCCBP)	Discussion	Institutional Planning Committee		
Communicate systems-thinking concepts, review retention, transfer, and 2010 student opinion survey data, and understand retention rate definitions	Discussion/Review Data-Director of IRP	President/Executive Team/Director of IRP	Handouts	03/09/2011-Assessment Day
Review 2011 IPEDS Feedback Report	Discussion	President/Executive Team/Director of IRP	Handouts-Report and Key Points	11/07/2011
Introduce Voluntary Framework of Accountability; review 2009 CCSSE findings	Discussion/Review Data-Director of IRP	President/Executive Team/Director of IRP	Handouts	12/05/2011

Objective	Action	Personnel	Items Shared	Date
Develop leadership support for enrollment reporting system	Discussion-Identified 2010-11 data collection improvements; data system structures	President/Executive Team/Director of IRP	Handouts/Data system ppt	12/07/2011
Review 2011 IPEDS Feedback Report-Peers	Discussion	President/Executive Team/Director of IRP	Handouts - Report and Key Item Summary	Annual - Designed Peer Comparison Group in May 2011
Understand Voluntary Framework of Accountability	Discussion	President/Executive Team including Director of IRP and Director of Assessment	Handouts	02/20/2012
Example: Key Performance Indicators	Share KPIS with Board	BOTs, President, VP Finance and Admin	Finance KPIS	05/09/2012--Recurring, Find other dates
Understand key elements of IE, IE models, and KPI development. Review JCC KPIS. Select 'generic' KPIS given impending strategic plan update. Understand SUNY Scorecard	Discussion	President/Executive Team/Director of IRP	Handouts-indicator design concepts	01/14/2013
Retention Data/New Retention Reports	Discussion	President/E-Team	Demo/Handouts	05/06/2013
Update KPIS	SUNY representatives (who?) visit campus	SUNY and VPAA/Pvst and VP/Finance and Admin.	Develop indicators	June 2013
Review NCCBP 2013 and Student Opinion Survey 2013 Highlights	Discussion	President/Executive Team/Director of IRP	Handouts	October 2013
Survey Overview-Introduction to Student Achievement Measure	Discussion	President/Executive Team including Director of IRP	Handout	01/27/2014
Reviewed 2014 NCCBP Key National Benchmark Data Summary; Explained why retention rates vary.	Update	President/Executive Team including Director of IRP	Handouts	05/05/2014
Introduce SUNY Institutional Effectiveness rubric	Discussion	President/Executive Team including Director of IRP	Handouts	07/14/2014

Objective	Action	Personnel	Items Shared	Date
Review National Student Clearinghouse Research Center Completion Rate Pilot Report	Discussion	President/Executive Team including Director of IRP	Handouts	07/28/2014
Understand and review CCSSE 2014 findings. Distribute NCCBP SUNY comparative reports.	Discussion	President/Executive Team including Director of IRP	Handouts	09/04/2014
Revew 2014 IPEDS Feedback Report	Discussion	President/Executive Team including Director of IRP	Report	12/15/2014
Retention Report Highlights: Review graduation, transfer, and re-enrollment rates. Review student in-flow/out-flow paths.	Discussion	President/Executive Team including Director of IRP	Handouts	01/26/2015
Design KPIS	Discussion	Planning Council	Discussion	05/14/2015, 06/04/2015
Communicate IE Concepts; share new KPIS	Strategic Plan/Institutional Effectiveness Update by Jeff Rosenthal, VP of Student Affairs	Board of Trustees Retreat	IE Handouts	08/05/2015

## **Standard 8 – Appendix K**

Evidence of the strategic enrollment management.

### **Enrollment and Student Success Council**

The Enrollment Council will analyze, project, and manage student enrollment, and recommend changes to enhance recruitment, persistence, and completion. Primary functions:

- Collect and analyze enrollment data to identify factors affecting enrollment
- Provide a forum for dialogue related to enrollment management
- Develop a strategic enrollment management plan
- Respond to issues that adversely impact enrollment
- Keep the College community informed of enrollment issues, trends, and best practices

### **Council Composition**

VP, Student Affairs

Provost/VP, Academic Affairs

AVP, Fulton Campus

Dean, Information Technology

Comptroller

Registrar (and Co-Chair, Student Success Team)

Co-Chair, Student Success Team

Division Chair

Director, Admissions

Director, Student Financial Aid and Compliance

Director, Center for Student Engagement and Academic Advisement

Director, Center for Academic Success

ESP member

### Standard 8: Appendix L

Evidence of Institutional Research and Assessment findings used to initiate, justify and design College retention efforts.

<b>Table 8.7 - Retention Effort</b>	<b>Date</b>	<b>Originator</b>	<b>Primary Accountability</b>	<b>Evidence Utilized</b>	<b>Evaluation Plan</b>	<b>Outcome Metrics</b>
Retention and Completion Committee	September 2011	Executive	Executive - VP Student Affairs	Yes	No	No
Student Success Team (Standing body)	June 2013	Executive	Executive - VP Academic Affairs	Yes	No	No
First-year Transition: Orientation	Fall 2012 and Fall 2013	Committee: Student Success Team/Ferrilli Consultants	Student Engagement	Yes	No	Some
First-year Transition: Cayuga 100/101	Fall 2011	Executive: VP Academic Affairs	Coordinator of Transitional Studies	Yes	No	Some
Learning Communities Development	In progress	Executive: VP Academic Affairs	Coordinator of Transitional Studies	Yes	No	No
Early Alert - Student Success Advocates	Fall 2014	Committee: Student Success Team	Executive - VP Student Affairs	Yes	No	No
Early Alert - Developmental Education Student Advisor Assignment	Fall 2014	Committee: Student Success Team	Coordinator of Transitional Studies	Yes	In progress	In Progress
Early Alert - Mid-Term Grade Reports	??	Committee: Student Success Team	Unknown	Yes	No	No
Summer Bridge program	Summer 2012	Department: Coordinator of Transitional Studies/Student Success Team	Coordinator of Transitional Studies	Yes	In progress	No
Online Tutoring	Fall 2014	Department: Center for Academic Success	Center for Academic Success	Yes	No	No
In-class Tutors	Fall 2014	Department: Center for Academic Success	Center for Academic Success	Yes	No	No
Withdrawal Policy Modification	Continuing	Withdrawal Policy Committee	VP Academic Affairs	Yes	No	Some
Advising: Pathways Advisors	Spring 2013/Fall 2014?	Committee: Student Success Team	Student Engagement	Yes	No	No
Student Services Assessment: Admissions, Financial Aid, Business Office, Registrar, Center for Student Engagement and Academic Advisement, and Information Technology	June 2013	Consultants: Ferrilli Consultants	Executive: VP Finance and Administration, VP Academic Affairs, and VP Student Affairs	Yes	No	No



## STANDARD 9 - Appendix M

**NATIONAL JUNIOR COLLEGE ATHLETIC ASSOCIATION**

Men's Golf III  
Sport

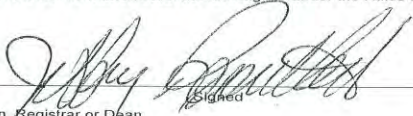

Ending Date of Previous Term 12/18/2014  
 Beg Date of Current Term 01/20/2015  
 Ending Date of Current Term 05/14/2015  
 Date of First Game 04/17/2015  
 Date of Last Game 05/03/2015  
 Form Submit Date 04/17/2015 Orig.  
 Term Spring 2015 - Sem

Cayuga Community College Auburn, NY  
 Name of College

	Athlete Name	High School Graduation	High School	Transfer	College Enrollment	Terms Prev Enrolled	Previous Term		Cumulation		Hours Current Term	Seasons	Date of Physical	Signature	
							Hours Earned	GPA	Hours Earned	GPA					
1															
2															
3															
4															

\*\* Student's signature gives the College permission to release transcript to the NJCAA (Buckley Amendment - Public law 93-380) and it also verifies that all information on the eligibility form pertaining to the student is correct and complete. The Submitted Copy (not the Preview Copy) of the eligibility form complete with college seal, student-athlete signatures, athletic director signature and eligibility chairman, registrar or dean signatures. (NOTE: By signing the NJCAA Eligibility Form, the student-athlete is approving the use and transmittal of all information requested relative to academic compliance, as well as all financial information related to Article VIII compliance which may include but not be limited to: federal, state and local financial aid awards, self-payment documents and/or 3rd party financial documents.)

I hereby certify that the above named students are eligible under the Rules of Eligibility and the provisions of Article VIII of the NJCAA for participation during the Spring 2015 term.

Eligibility Chairman, Registrar or Dean      Athletic Director

**Standard 12 – Appendix N**

In response the following question, “How much has your Experience at This College contributed to your knowledge, skills, and personal development in the following areas?”, students reported the following gains within general education areas:

	<b>General Education Competency</b>	<b>CCSSE/SOSE Questionnaire Item</b>	<b>CCSSE</b>		<b>SOSE</b>
			<b>2009</b> (n= 452)	<b>2014</b> (n = 533)	<b>2015</b> (n = 49)
<b>Overall</b>	Acquiring a broad general education	Acquiring a broad general education	95.1%	96.0%	97.1%
<b>1</b>	Communication skills	Writing clearly and effectively	92.7%	89.1%	88.3%
<b>1</b>	Communication skills	Speaking clearly and effectively	88.2%	86.4%	63.7%
<b>2</b>	Ability to understand and apply mathematical reasoning	Solving numerical problems	79.8%	84.5%	69.8%
<b>3</b>	Ability to use computers and technology	Using computing and information technology	86.4%	87.4%	79.4%
<b>5</b>	Ability to engage in logical, analytical, critical, and creative thinking	Thinking critically and analytically	94.2%	96.8%	91.2%
<b>10</b>	Ability to adapt to our complex and constantly changing world	Learning effectively on your own	95.8%	93.8%	97.0%
		Acquiring job or work-related knowledge and skills	84.2%	84.2%	88.3%
		Developing a personal code of values and ethics	80.0%	77.4%	85.3%
		Working effectively with others	93.3%	88.9%	73.5%
		Gaining information about career opportunities	80.2%	79.3%	64.8%
		Contributing to the welfare of your community	68.9%	62.9%	58.8%
		Developing clearer career goals	85.1%	86.1%	53.0%

## STANDARD 13 – Appendix O

Cost Benefit Analysis of Cayuga Advantage Program.

### Cayuga Advantage Cost-Benefit Analysis 2014-2015

<i>Revenue:</i>	
FTE Funding (310.57 FTE x \$2,497)	\$775,493.29
Tuition Billed to Schools	\$890,008
Rental Aid @ variable tuition (48% of \$796,466)	\$382,303.68
Chargebacks	\$ unknown
<b>Total Revenue</b>	<b>\$2,047,804.97</b>
<i>Expenses:</i>	
Rent	\$796,466
Instructional/General	\$55,492
Coordinator 23,418 x 20% Fringe	\$28,101.6
Clerical \$16,000 x 20% Fringe =	\$18,560
Mentoring	\$15,019
<b>Total Expenses</b>	<b>\$910,638.6</b>
<b>Operating Surplus</b>	<b>\$1,137,166.37</b>
* adding chargeback revenue would further add to the operating surplus.	

## Standard 14 - Appendix P

### Example of a “Closing the Loop” Report. AAS Degree – Mechanical Technology

### “Closing the Loop” Action Plan for External Reviewer Recommendations

Priority	External Reviewer Recommendation	Action Plan	Budget Impact & Resources	Targeted Deadline	Faculty to Coordinate Effort
<b>1.High</b>	Faculty need support setting up the new advanced manufacturing lab. Perhaps an intern provided by industry, or a part time student or retiree could be used.	<ul style="list-style-type: none"> <li>• Determine the responsibilities and competency requirements of a part-time manufacturing lab support person.</li> <li>• Perform a costs &amp; benefits analysis of a part-time manufacturing lab support person.</li> <li>• If warranted submit a new hire request.</li> </ul>	TBD	Fall 2015	C. Waters
<b>2.High</b>	Faculty member serving as Division Chair has significant distraction from a program that will now see a lot of startup issues and increased enrollment. Support is required to make sure the upcoming “details” are promptly taken care of.	<ul style="list-style-type: none"> <li>• Develop an action plan for the Mechanical Technology Program Coordinator to address new program startup details.</li> </ul>		Fall 2015	J. Campbell
<b>3.High</b>	A comprehensive assessment system is required. All program goals have to be supported by course assessment data from every course. The SMART criteria (Specific, Measurable, Attainable, Relevant, Time-bound) is recommended for goals as well as outcomes.	<ul style="list-style-type: none"> <li>• Develop and implement a system for documenting assessment data, results, analysis and modifications. Work with students throughout the year to build portfolios that will demonstrate their achievement of all of the program learning outcomes.</li> <li>• Update all course assessment plans.</li> <li>• Analyze course assessment data on an annual basis, ideally on Assessment Day.</li> </ul>		Fall 2015	C. Waters

**Standard 14 - Appendix P (continued)**

**Example of a “Closing the Loop” Report.  
AAS Degree – Mechanical Technology**

**“Closing the Loop” Action Plan for External Reviewer Recommendations**

<b>Priority</b>	<b>External Reviewer Recommendation</b>	<b>Action Plan</b>	<b>Budget Impact &amp; Resources</b>	<b>Targeted Deadline</b>	<b>Faculty to Coordinate Effort</b>
<b>4. High</b>	ENGR 203 has to be returned to a four credit hour course. Student success is jeopardized by reducing this from 4 to 3 credits. This course is critical to all four concentrations.	<ul style="list-style-type: none"> <li>Investigate program revision options to increase ENGR 203 from 3 to 4 credits.</li> </ul>		Spring 2016	C. Waters
<b>5. Medium</b>	Students should be advised to start thinking about achieving a four year degree in their first semester. Articulation agreements should be established with four year schools. The active and long standing NYSETA relationship both faculty have will facilitate this process. A member of the next review team should be from a four year school.	<ul style="list-style-type: none"> <li>Develop handouts for incoming students on transfer pathways.</li> <li>Review and update existing articulation agreements.</li> <li>Establish articulation agreements with additional 4 year programs.</li> <li>Include a faculty member from a 4 year school on the Industrial Advisory Committee and the external program review team.</li> </ul>		Fall 2015	J. Campbell
<b>6. Medium</b>	Student retention and graduation information (numbers, years to graduate) must be tracked to demonstrate success. A tracking method for student usage of the CAD tutor is recommended.	<ul style="list-style-type: none"> <li>Review and analyze student retention and graduation information as part of ongoing program assessment.</li> <li>Develop an action plan to address any concerns.</li> <li>Set up process to track CAD Lab tutor assistance hours and issues.</li> </ul>		Fall 2015  Fall 2015	C. Waters  J. Campbell

### Standard 14 - Appendix P (continued)

**Example of a “Closing the Loop” Report.  
AAS Degree – Mechanical Technology**

**“Closing the Loop” Action Plan for External Reviewer Recommendations**

Priority	External Reviewer Recommendation	Action Plan	Budget Impact & Resources	Targeted Deadline	Faculty to Coordinate Effort
<b>7. Medium</b>	Adjuncts require mentoring and a formal review especially for courses where concepts are introduced. A course assessment system would facilitate this by providing them with what areas in the course require a formal assessment.	<ul style="list-style-type: none"> <li>• Emphasize the use of the ANSI Y14.5 standards, as well as uniform dimensioning techniques that clearly communicate the dimension specifications. This emphasis should start in ENGR 126 and continue throughout the program.</li> <li>• Update, develop and implement course assessment plans for all courses in the program.</li> <li>• Continue annual classroom observations and reviews for all adjunct faculty.</li> <li>• Continue to involve adjunct faculty in Assessment Day and Industry Advisory Council activities.</li> </ul>		Fall 2015	J. Campbell  C. Waters
<b>8. Medium</b>	The program has high enrollment due to a collaborative effort by the entire college, a model for all SUNY community colleges.	<ul style="list-style-type: none"> <li>• Continue to work with the Dean of Community Education, Academic Programs, and other offices to identify grant opportunities, workforce devolvment partnerships and K-12 collaborations.</li> </ul>	Dean of Community Education	Ongoing	C. Waters
<b>9. Medium</b>	The program concentrations offer students four well thought out options based on industry inputs and should continue to attract new students.	<ul style="list-style-type: none"> <li>• Track enrollment, retention, graduation and employment data for the different concentrations to determine if modifications are necessary.</li> <li>• Work with Publications on marketing materials for the different concentrations.</li> </ul>	Publications Office	Ongoing	J. Campbell
<b>10. Medium</b>	Students are supported in the classroom by highly qualified and dedicated faculty.	<ul style="list-style-type: none"> <li>• Faculty will continue to attend NYSETA conferences and other professional development opportunities to maintain currency in the field.</li> </ul>	\$1800 annually for conference expenses	Ongoing	J. Campbell C. Waters

### Standard 14 - Appendix P (continued)

**Example of a “Closing the Loop” Report.  
AAS Degree – Mechanical Technology**

**“Closing the Loop” Action Plan for External Reviewer Recommendations**

Priority	External Reviewer Recommendation	Action Plan	Budget Impact & Resources	Targeted Deadline	Faculty to Coordinate Effort
<b>11. Low</b>	Student support services are extensive and convenient for access.	<ul style="list-style-type: none"> <li>• Continue to work with the CAS and Library on appropriate student support services.</li> </ul>	CAS	Ongoing	J. Campbell
<b>12. High</b>	The program’s facilities are excellent with a modern computer lab and a new advanced manufacturing location. The BOCES location is also far above expectations.	<ul style="list-style-type: none"> <li>• Update the facilities as necessary to insure that they are sufficient to provide the required skills and training.</li> <li>• Continue to collaborate with the BOCES faculty and administration to share resources.</li> <li>• Work with the Dean of Community Education and Foundation Director to identify appropriate grant opportunities to finance facility and equipment upgrades.</li> </ul>	Dean of Community Education	Ongoing	J. Campbell
<b>13. Medium</b>	The program has a very active Industry Advisory Board composed of a variety of industry professionals. Several are Cayuga graduates giving them insight to the program needs. The dinner meeting as part of the external review is innovative.	<ul style="list-style-type: none"> <li>• Continue to recruit and cultivate an active Industry Advisory Board.</li> <li>• Members should continue to include both graduates and non-graduates of the program, and representatives from a variety of industries to provide a diversity of perspectives and guidance.</li> </ul>	\$250 annually for dinner meeting expenses.	Ongoing	C. Waters
<b>14. Medium</b>	A student opinion survey is used to evaluate the quality of their education. Actions were defined to address concerns.	<ul style="list-style-type: none"> <li>• Continue to review and analyze Student Opinion Survey results and formulate an action plan to address concerns.</li> <li>• Investigate additional direct and indirect methods to assess student learning and student success.</li> </ul>	Director of IR & Planning Director of Assessment	Ongoing	C. Waters

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