2012 Self-Study Report for the
Middle States Commission on Higher Education

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Chapter 2

FLCC students take advantage of a variety of learning environments.
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President Risser ensures that students remain the primary focus at FLCC.
Executive Summary

Major Findings and Recommendations

Chapter One: Mission, Goals and Integrity

Finger Lakes Community College has clear, appropriate mission and vision statements that were updated in 2008 through an open, collaborative process on campus and in the community. The College document *Emergent Potential FLCC 2008-2013 Strategic Plan* outlines four strategic goals and metrics associated with each goal. Goals set a clear direction for the College and metrics were developed within the College governance system. The strategic plan is widely disseminated, both within the College and in the community, and is used to guide decision making and resource allocation at the College. The College also works in support of *The Power of SUNY*, the 2010-20 strategic plan of the State University of New York.

The College’s stated mission, vision and goals accurately reflect FLCC’s purpose and were developed in a principled way, using a process that was transparent and inclusive. The College consistently adheres to its own policies and procedures, which are detailed in a comprehensive policy manual.

Recommendation:

- The College should use the recommendations and suggestions for improvement that result from the 2012 Middle States Self Study as a key component in the development of institutional goals to be included in the FLCC 2014-2019 strategic plan.

Chapter Two: Leadership, Governance and Administration

Finger Lakes Community College is led by qualified, experienced professionals. The organizational structure of the College is designed specifically to support the goals of the strategic plan. The Board of Trustees is actively involved in policy making and has recently completed a multi-year project to create a comprehensive policy manual. The trustees are well-informed about key issues at the institution and are knowledgeable regarding financial matters. The board guides the strategic direction of the College and has fiduciary responsibility for the institution.

Historically, the development of a consistent, effective internal governance structure at FLCC has been a long-standing issue. The College’s governance constitution delineates clearly the purpose, roles and responsibilities of governance groups at the institution and is reviewed periodically. The structure of governance as outlined in the governance constitution has been modified many times over the years. Currently, College Council and the Academic Senate, the College’s two primary governance bodies, are working productively using established bylaws that guide their structure and responsibilities. One lingering governance issue at the College is a lack of clarity on what sort of issue should be resolved by a management decision and what issues are best handled through the governance structure.

A number of suggestions emerged from the College’s exploration of leadership, governance and administration. FLCC has a well-defined governance system that is codified in the College constitution and in the bylaws of governance bodies. However, to strengthen internal governance, members of the College community who are involved actively in
representative roles need to identify efficient and timely ways to communicate the status of governance deliberations and actions to the members of their constituency groups or departments. The College should define the parameters of the constituency groups that play roles in governance and should explore the relationship between unions and constituency groups in representative governance. Annually, the structure, roles, and responsibilities of College governance bodies should be outlined clearly and communicated widely. Periodically, major achievements made through the governance system should be communicated to the entire College community by major governance bodies.

Recommendations:
- After the 2014-2019 strategic plan is finalized, the College's organizational structure should be evaluated and adjusted, as needed, to ensure that it is appropriately aligned in support of the College's new strategic goals.
- In cooperation with the College president, the Governance Executive Committee should develop guidelines regarding the type of issues that should be addressed through management decisions and the type of issues that should be considered within governance bodies. The guidelines should be communicated to the College community.

Chapter Three: Planning, Resources, Institutional Renewal and Institutional Assessment

The College has a comprehensive, integrated planning system in place, which drives action in support of the strategic plan and is functioning well. This includes divisional multi-year master plans, annual operating plans for divisions and departments, and individual measurable goals. The College administration has developed a resource management plan with eight components, designed to identify long-range budgetary needs as well as trends in revenue. The College makes prudent financial decisions in line with budgetary realities and successfully identifies and funds strategically important initiatives. FLCC's annual budget process is transparent and inclusive. A five-year budget model based on key revenue and expense projections is in place and is used to guide long-term fiscal planning.

Use of institutional effectiveness assessment measures to drive productive change is embedded within the culture of the organization. Assessment of progress toward strategic plan measures is tracked, updated and distributed widely on a regular basis through the FLCC Strategic Plan Measurement Matrix. Progress toward key strategic measures drives operational changes. Department-level assessment occurs in many areas of the organization and continues to expand. Increasingly, data drives decision making at the College.

As a result of the examination of current planning, resources, institutional renewal and institutional assessment practices, the College identified several suggestions for continuous improvement. The College should continue to engage in extensive planning efforts to ensure the best use of all resources. This includes ongoing updates of the resource management plan components. The College's five-year budget model should be updated regularly and should continue to be shared with the College community in a transparent way. Given that state and local financial support is likely to remain challenging, the College should continue to seek efficiencies to reduce costs and continue to develop additional sources of revenue. Measures to identify efficiencies and control costs should be a standard part of all operational plans. The College should continue its current formalized assessment of institutional effectiveness. The results of efforts thus far are plentiful and encouraging.
Recommendation:

- The College should develop a formal policy on assessment of all programs and services, with accompanying procedures and timelines. While significant assessment is already in place, this policy will provide clear expectations that FLCC is an institution that routinely examines all aspects of its operation and makes changes guided by an examination of data.

Chapter Four: Student Admissions, Retention and Support Services

As an open-admission institution, Finger Lakes Community College supports student success for those who can benefit regardless of prior preparation or educational history. The mission of student success is integrated in all areas of the College and drives the development of student services and programs designed for retention. Student learning is at the center of the FLCC culture.

The College has made a number of operational improvements designed to make the enrollment process more efficient and student-friendly. FLCC implemented a One Stop enrollment center pilot in February 2011, in anticipation of the move to a new Student Center in spring 2012. Workflow and procedural changes, as well as expanded use of technology to provide self-service options to students, have been put in place in the College's enrollment offices. The FLCC orientation-registration model enables students to complete pertinent enrollment functions in one visit to the College, and an online concierge position has been established to offer online support services, assisting the growing number of distance-learning students.

A variety of initiatives are in place to support student retention at the College. Project Success, a TRIO-funded project, offers academic coaching, workshops, tutoring and mentoring for students who are academically and economically disadvantaged. The Academic Commons provides both professional and peer tutoring for students, and experienced professionals provide services for students with special needs. All student athletes participate in the Winning with Character program. A strong professional development program supports the College's faculty-based academic advising model. In addition, the Parents as Partners program is an extension of the orientation program. The College also participates in the National College Depression Project (NCPD), sponsored by New York University. FLCC is one of two community colleges in the nation participating in the project designed to identify and assist students suffering from depression. Student recreational programs have been expanded to enhance student life and support the residential life program. Despite many efforts to support students to graduation, declining retention rates remain a concern on campus and a more comprehensive, data-driven approach is needed.

Suggestions to improve student admissions and support services emerged from this self study. It is clear that one electronic method is needed to enable the College to clearly communicate with students from initial admission and throughout the registration process. Non-traditional students should continue to be actively recruited through attractive course offerings, such as alternative scheduling and accelerated models. An exit survey is needed for when students leave the College before completing their educational goals and could potentially be accomplished in conjunction with the Financial Aid Office exit interview. This would offer valuable information to further develop and improve retention strategies. The Academic Senate should revisit the recommendations that remain unaddressed from the 2008 Academic Advising Ad Hoc Committee. Departments should utilize existing data from sources such as CCSSE and SOS as they develop their department action plans.
Recommendations:

- The College should transition the academic advising system from a paper-based model to an electronic model and provide professional development opportunities for academic advisors to become proficient in the use of the new system.
- The College should develop and implement a comprehensive retention plan with goals and strategies that align with the Enrollment Management Plan and the Strategic Plan.

Chapter Five: Faculty

This chapter explores the processes that are in place to ensure that the College faculty is prepared, qualified, and sufficiently numerous to carry out its assigned roles and responsibilities. In line with collective bargaining agreements, procedures and criteria for reviewing faculty for promotion, tenure, grievance, discipline, and dismissal are clear and communicated broadly. The College fosters opportunities for professional growth and its connection to teaching, research, scholarship, and service in a variety of ways. The College's professional staff members play critical roles in supporting student success and work alongside the faculty as educators outside of the classroom.

The College's faculty is devoted to serving community college students and takes great pride in FLCC's caring, "small college" atmosphere, both in and out of the classroom. The faculty is actively involved in academic governance through the work of the Academic Senate. Faculty members are well-credentialed, with appropriate degrees and/or professional certifications in their specialty areas. Professional development for faculty is provided through a bequest from the Gladys M. Snyder Trust, which has supported the operation of the College's Center for Teaching and Learning since 1991. Significant additional professional development funds for conference attendance and coursework are provided through the College. Full-time faculty members mentor, nurture and support new faculty through the reappointment and tenure process by participating in the work of tenure teams. A consistent evaluation process is in place for faculty, including a process for formative post-tenure review.

The self study identified several concerns related to the support that is provided to adjunct and concurrent enrollment (Gemini) faculty. Although mentoring, communication, performance evaluation and professional development for adjunct and concurrent enrollment faculty members occurs, it can be strengthened and made more consistent in a variety of ways.

Recommendations:

- The College should develop and implement an evaluation process to ensure that the standards to which adjunct faculty are held are consistent with those of full-time faculty with respect to classroom instruction.
- The College should develop and implement an adjunct mentoring initiative to promote the integration of adjuncts into academic departments.
- The College should increase the compliance rate of We Comply training from 80 to 100 percent.
- The College should require formal professional development training for concurrent enrollment faculty.
Chapter Six: Educational Offerings, General Education and Student Learning Assessment

FLCC offers a wide range of academic programs, in support of regional educational needs. Signature programs in Environmental Conservation, Music Recording Technology and Viticulture and Wine Technology have established the College as a unique learning environment. FLCC's largest academic programs are in liberal arts and sciences and business, with most of the graduates of those programs intending to transfer to baccalaureate-granting institutions. The College worked with local partners to develop new academic programs in Culinary Arts (developed in cooperation with the nearby New York Wine and Culinary Center) and Instrumentation and Control Technologies (developed with a cluster of local high-tech firms called the Finger Lakes Advanced Manufacturing Enterprise). The Viticulture and Wine Technology program was created in cooperation with an advisory committee of regional wine experts.

The College's educational offerings are reviewed annually to ensure that the mix of programs offered continues to meet community needs and to identify emerging trends that may signal the need for new academic programs. The FLCC Program Mix Report is an administrative review of all programs and is developed by the vice president of academic and student affairs, working closely with faculty who serve on a program mix subcommittee of the Academic Senate.

The College has made significant progress in the past five years in the area of assessment of student learning. FLCC participates in the SUNY general education program and has submitted annual assessment reports for general education student learning outcomes for more than 10 years. The College uses an established schedule for academic program reviews, facilitated by the coordinator of academic assessment and the Academic Assessment Committee. The focus of the College's program review and assessment work is on using data to drive programmatic changes. External reviewers provide feedback and recommendations as part of the program review process. Faculty members who have completed a program review report to the Board of Trustees on their findings and the changes that have occurred or are in process as a direct result of the findings.

In recent years, faculty members have worked to develop and implement an assessment plan for the College's institution-specific general education program. While results are promising, additional work is needed on this project.

A number of suggestions emerged from the College's study of educational offerings, general education and assessment of student learning. Faculty should continue to communicate student learning outcomes clearly and to use assessment data to improve courses, programs and general education offerings. In addition, specific information about the College's general education requirements should be included in new student orientation. The College should also complete and act on findings of the comprehensive assessment of Student Affairs offices that is currently under way.

Recommendations:

- The College should track and document results for the following established FLCC learning outcomes: ethics and values, citizenship, reading and global concerns.
- The College should implement the elements contained in the 2010 addendum to the FLCC SUNY General Education Assessment Plan.
Chapter Seven: Related Educational Activities

FLCC’s mission and vision call for the College to serve multiple constituencies, including underserved communities, underprepared students, workforce needs, and concurrently enrolled students. Given the breadth and diversity of needs in the College’s service area, the College has a number of efforts in place designed to reach beyond the campus to serve these various groups. Activities falling under “related educational activities” reflect the College mission of providing a supportive, learning centered environment that empowers students and enhances the quality of life throughout the community, and the vision that learning is central to all College activities.

FLCC is engaged in a broad array of related educational activities and has allocated personnel and resources appropriate to these enterprises. Online education has grown tremendously and provided new and returning learners with flexibility and opportunity. The concurrent Gemini program meets the needs of school districts within the College’s service area and has been responsive to “out of district” needs as well. Non-credit offerings are mostly self-supporting and add value to the College’s commitment to community and workforce development. Developmental studies provide important support to student success. Experiential learning, while under-utilized, has great potential to help students in meeting degree requirements and developing meaningful careers. The campus centers and other sites address unique curricular or community concerns and align well with the College mission of access and opportunity.

Several suggestions to improve related educational offerings resulted from the self study. The College should publicize internship and credit for experience opportunities more broadly and encourage students to take greater advantage of these offerings. Workforce development non-credit offerings that may attract credit-seeking students should be reviewed periodically by related academic departments for possible career ladder opportunities. The three campus centers should continue to look for new ways to expand their level of service, including areas such as child care, improved food service and transportation.

In order to address the needs of underprepared students, the College has a well-established developmental studies program and affiliated academic support services. Some GST courses that students are required to take based on placement testing results currently offer academic credit.

Recommendation:
- The College should no longer apply academic credit toward degree completion for GST courses that are determined to be remedial or pre-college.

Conclusion
The College’s 2012 Middle States self study process was productive and useful in determining both institutional strengths and areas for improvement. Members of the College community look forward to working with the Middle States visiting team and hope to gain further insight with the assistance of external reviewers as we work to continuously strengthen the institution.
Certification Statement:
Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements
Effective November 8, 2011

Finger Lakes Community College
(Name of Institution)

is seeking (Check one):

X Initial Accreditation

Reaffirmation of Accreditation through Self Study

Reaffirmation of Accreditation through Periodic Review

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution’s self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

___ Exceptions are noted in the attached memorandum (Check if applicable)

[Signature]
(Chief Executive Officer)

1/3/12
(Date)

[Signature]
(Chair, Board of Trustees or Directors)

1/11/12
(Date)
As campus offerings grow, FLCC preserves the natural beauty of the campus.
Introduction

The Community College of the Finger Lakes (CCFL) was established in 1965 as a unit of the State University of New York, under the sponsorship of Ontario County. It was created as a two-year, co-educational institution of higher learning serving the citizens of Ontario, Seneca, Wayne and Yates counties in the Finger Lakes region of New York state.

The College opened in September 1967 offering specialized, non-credit courses under the Division of Continuing Education. The first full-time freshman class entered in January 1968. At that time, enrollment totaled 85 full-time and 125 part-time students. There were seven full-time faculty members. The College was renamed as Finger Lakes Community College (FLCC) in 1992.

Today, more than 6,800 full- and part-time students are enrolled in the College's 57 degree and certificate programs, and the College boasts that approximately 75 percent of the 22,000 degree- and certificate-bearing alumni reside in the nine-county Finger Lakes region. The College now employs approximately 320 full-time and 250 part-time faculty and staff.

Finger Lakes Community College provides an opportunity for students and faculty to work together to accomplish educational goals. Each student is seen as an individual, with diverse needs and unique strengths.

The 250-acre park-like main campus is adjacent to the scenic and recreationally-rich Canandaigua community, 45 minutes southeast of Rochester, in the heart of the Finger Lakes region. The multi-level campus includes science and computer laboratories, a simulated hospital nursing station, a recording studio and control room, a large music rehearsal hall, greenhouse, television studio, gymnasium, and fitness center. It also houses a state-of-the-art library, art gallery, bookstore, and cafeteria. The College has embarked upon a major building project which includes a new Student Center and a renovation of our main classroom building which will add modern classrooms and laboratories. The Student Center will include a 410-seat auditorium, an expanded cafeteria and bookstore, and space for student activities and the College's Student Life Office. In addition, all enrollment services – Admissions, Financial Aid, Registrar, Bursar and the Center for Advisement – will be reorganized into a One Stop Center, offering students a convenient, centralized location to address all of their enrollment needs.

The beautiful foliage and tranquil setting of the campus have been preserved. Campus grounds include streams, ponds, nature trails, wooded areas, outdoor classrooms, athletic fields, and a number of scenic study spots, including an arboretum, gazebo, and picnic pavilion. A child care center is also located on campus grounds. Additionally, the 48-acre Muller Field Station, located near the southern end of Honeoye Lake, and the College's new East Hill Campus in Naples provide students with unique outdoor experiences.

Finger Lakes College Suites offers modern, apartment-style student housing just a short walk from classes and college activities. Finger Lakes College Suites is privately owned and operated by Association Housing, L.L.C.

Finger Lakes Community College operates campus centers in Geneva, Victor and Newark, thereby serving the populations in the eastern and northern sections of its four-county service area.

The campus is also the site of the Constellation Brands Marvin Sands Performing Arts Center (CMAC).
Chapter 2

Dr. Risser awards a degree to an FLCC student.

This chapter explores the extent to which Finger Lakes Community College, in the conduct of its programs and activities involving the public and the constituencies it serves, demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom. An essential aspect of institutional integrity involves a clearly defined mission which articulates the College's purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. In addition, the College's goals must flow logically from the mission and express how the College will fulfill its mission. An institution with integrity reviews its mission, vision and goals on a regular basis in an open, transparent process with participation from both internal and external constituencies. This chapter provides the College with the opportunity to explore fundamental questions of institutional integrity: “Do the College’s stated mission, vision and goals accurately reflect FLCC’s purpose and what we intend to accomplish? Were our mission, vision and strategic goals developed in a principled way, using a process that was transparent and inclusive? Are our actions consistently true to our mission and goals, and to our own stated institutional policies? How effectively does the College adhere to its own ethical standards and stated policies, providing support for academic freedom?”

**Integrity of Purpose**

**Historical Background on Mission**

In 1965, Community College of the Finger Lakes was established to provide educational opportunity for students in Ontario County who could not otherwise afford a college education. Founding documents did not articulate a specific mission statement, but focused on “…the teaching of American heritage, good citizenship, and social dignity.” (1.1) The 1980 humanistic revision of the College mission expanded these values to emphasize the College’s commitment …
Chapter 1

The 1980 mission voiced a belief that education could “liberate” individuals so that they could fulfill their “human potential.” During its first quarter century, College goals, when they were articulated, emphasized the provision of transfer degree programs, one and two-year career preparation programs, continuing education and responsiveness to the needs of the Finger Lakes region. (1.2)

In February 1997, after a nearly five-year process of identifying and revising institutional priorities, the Finger Lakes Community College Board of Trustees approved an updated mission, vision and philosophy statement. The College's 1997 mission statement read, “Finger Lakes Community College – a public, open access institution – provides quality education within a student-centered, college environment devoted to promoting long-term student success.” The vision statement that was approved in 1997 offered the rather unimposing aspiration of “…Finger Lakes Community College aspires to provide the highest quality education of which the institution is capable.” No institutional goals were established in 1997, although the process yielded a lengthy institutional philosophy and several statements outlining how the College intended to fulfill its mission through various types of academic and non-credit programming. (1.3)

The 1997 mission, vision and institutional philosophy remained in place until 2007. While the College's stated mission and its vision for the future have evolved over the years, there is no evidence that there was a link between these statements and resource allocation during the period from 1997-2006. (1.4)

**Integrity of Process in Strategic Plan Development**

In August 2007, Barbara Risser, Ed.D., became the College's fourth president. Within weeks of her arrival, Dr. Risser began a year-long process that would ultimately lead to the creation of a strategic plan that includes a clear, updated mission statement, a vision statement and four strategic goals. In addition, the plan provides measurable outcomes associated with each of the College's strategic goals.

The process used to create *Emergent Potential: FLCC 2008-2013 Strategic Plan* was transparent, inclusive, and completed with openness and integrity. During fall 2007, the focus was on creating new mission and vision statements intended to guide the College for the next five years. (1.5) On Aug. 29, 2007, FLCC’s faculty, staff and administrators met for Opening Days activities. The mission and vision review began with a workshop in which faculty and staff discussed the purpose and operational implications of a well-crafted mission statement, the difference between mission and vision, and a history of the Finger Lakes Community College mission. Then, cross-functional groups worked on activities designed to offer key areas for consideration in our new mission and vision statements. The groups reported out their findings and many offered eloquent possible language related to mission and vision. A compilation of the results was shared with the campus community two days later, and there was a great deal of consensus regarding elements that should be included in future mission and vision statements.

The president held a series of 16 large and small group meetings, focus groups, forums, and workshops, all focused on identifying key aspects that should be included in updated mission and vision statements for the College. The groups discussed possible elements to be included in the new mission statement and considered how each might be operationalized. In other words, if the College decided that sustainability were to be a key element in the
mission, how would that drive action and resource allocation? What projects would be associated with a campus that is committed to a mission of sustainability? Results of the small group meetings were shared with the College community on an ongoing basis through the intranet.

Those who participated in these groups and workshops at various stages in the process included FLCC faculty, staff and administrators; members of the FLCC Board of Trustees; members of the Ontario County Board of Supervisors; FLCC students; community and business leaders from the College's service area; and local high school superintendents, principals and guidance counselors. (1.6)

The College Council was involved in the mission statement and strategic goal process because it is the governance body that consists of equal representation from the College's five constituent areas: administration, faculty, professional staff, support staff, and students. A subcommittee of the College Council reviewed the materials collected through the planning process and drafted new mission and vision statements for consideration. Stakeholders were given the opportunity to review and comment on the draft statements, which were revised based on that feedback. The College Council endorsed new mission and vision statements, which were subsequently approved by the Board of Trustees in December 2007. (1.7)

With newly adopted mission and vision statements in place, the next task in the creation of the College's strategic plan was to develop strategic goals and identify measurable outcomes for each goal. The president drafted four strategic goals based on the new mission and vision, and these were reviewed and endorsed by the College Council and the Board of Trustees early in spring 2008. During the spring semester, the College Council created four subcommittees and charged them with identifying measurable outcomes for each goal. This was a challenging process because there was considerable confusion about what constitutes a "measurable outcome," and there were a variety of opinions on the appropriate five-year target for each measure. Each subcommittee was led by a member of College Council, with representation from various constituency groups. Measures were identified for each goal, reviewed by College Council and recommended to the president. Ultimately, Emergent Potential: FLCC 2008-2013 Strategic Plan was approved by the Board of Trustees in August 2008. (1.8)
The College’s mission, vision and strategic goals were developed using a principled process that was open, transparent and inclusive. The plan was distributed widely both internally and within the community. Copies of the plan were sent to all employees in fall 2008, and again in fall 2009 when new baseline information was in place for several of the measures. (1.9) It was sent to employees again in fall 2010, simply as a reminder. In addition, the plan is available on the College website and on the intranet.

In 2008, the strategic plan was mailed to an extensive list of alumni; community leaders; local corporations; government officials at the local, state and federal level; school district superintendents and guidance counselors. (1.10) The plan was also posted to the College website with a link from the home page. The president and members of the Cabinet met with civic organizations throughout the College’s service area to acquaint community members with the College’s new strategic plan and to discuss the key elements of the College’s mission, vision and strategic goals. (1.11) The president also met with editorial boards of local newspapers to communicate the College’s new direction. A substantial article on the newly developed strategic plan was included in the 2007-08 Report to the Community, which was distributed widely. (1.12) Since 2008, the plan continues to be distributed regularly to community-based organizations and business leaders.

**Integrity in Action: Mission, Vision, Strategic Goals**

**The Power of SUNY**

Finger Lakes Community College is one of 30 comprehensive community colleges within the State University of New York (SUNY). In her efforts to advance the mission and vision of SUNY, Chancellor Nancy Zimpher led a strategic planning process that began in 2009 with visits to all 64 campuses within the system. From September 2009 until March 2010, a series of statewide meetings occurred in order to gather the best strategic thinking on the future of SUNY. *The Power of SUNY*, a strategic plan which guides the university from 2010-2020, was unveiled in spring 2010. (1.13) This plan outlines SUNY’s mission, vision and core values. It also includes six “big ideas,” which will be implemented systemwide in the next 10 years. These ideas are as follows:

- **SUNY and the Entrepreneurial Century**
  We will cultivate entrepreneurial thinking across our entire learning landscape, helping new and existing businesses innovate, prosper, and grow.

- **SUNY and the Seamless Education Pipeline**
  SUNY sees education in New York state as a pipeline that extends from birth to retirement years – and finds ways to close the gaps that impede success.

- **SUNY and a Healthier New York**
  A fully integrated SUNY healthcare enterprise has enormous potential – in terms of public health, economic impact, and global influence.

- **SUNY and An Energy-Smart New York**
  Achieving sustainability demands action on multiple fronts at once. SUNY’s collective intelligence makes it New York’s renewable resource for ideas.

- **SUNY and the Vibrant Community**
  As other entities cut or loosen local ties, SUNY’s role as an enduring, enriching presence in communities becomes even more critical.

- **SUNY and the World**
  We will nurture a culturally fluent, cross-national mindset and put it to work improving New York’s global competitiveness.
Shortly after the SUNY strategic plan was unveiled, FLCC worked to identify ways that the College's efforts support systemwide direction as outlined in The Power of SUNY. A cross-walk document specifies how FLCC's strategic plan is consistent with The Power of SUNY and notes strategic priorities and direction at the College which are in line with SUNY's priorities.

Emergent Potential: FLCC 2008-13 Strategic Plan
Finger Lakes Community College is guided by its mission, vision and strategic goals as outlined in the College's strategic plan.

Mission
The College's mission statement reads: “Finger Lakes Community College is a supportive, learning-centered environment that empowers our students, provides enriching life experiences, and enhances the quality of life throughout our community.”

The College's mission statement specifically defines FLCC's purpose: to provide enriching life experiences and enhance the quality of life in our community. It states whom the College serves: students and the community. It specifies how the purpose will be achieved: by being supportive and offering a learning-centered environment. As a comprehensive community college, FLCC joins other institutions in our sector in a traditional mission that centers on providing access to higher education for any student who is willing to work hard. Access is about more than our efforts to keep tuition reasonable for our students and their families, and it is not simply about having an open admissions process. At FLCC, access to higher education means providing the type of environment where our students can receive the academic and personal support they need to meet their educational goals, both within and outside of the classroom.
Our tagline, “Success. It’s in our Nature,” makes a promise to our students and to the community we serve. The College is committed to our students’ long-term personal success through our efforts to retain students to graduation, which are described throughout this self study. In addition, a major initiative to address concerns regarding student work ethic and personal responsibility is under way at FLCC. This is a significant societal issue that faculty and staff at the College believe is undermining student success. Members of the College community have been asking the question: “How do we create an environment at FLCC, both within and outside of the classroom, that is characterized by high standards and clear expectations, and builds a strong work ethic in our students?” A strong work ethic will serve our graduates well as they pursue career success, and it can only be accomplished by a comprehensive, intentional, unified effort. While faculty and staff members understand this is a cultural issue that extends in scope far beyond the walls of FLCC, if we take no steps to address the problem, then we are part of the problem. We consider it a matter of institutional integrity.

**Vision**

The College’s vision statement reads: “Finger Lakes Community College will be the college of choice for students and a dynamic regional learning resource, central to the cultural and economic vitality of the area.” The vision includes three components and outlines a series of elements associated with each component. The three primary components of the vision are that FLCC fosters a learning-centered environment, FLCC empowers our students and provides enriching life experiences and FLCC enhances the quality of life throughout our community.

FLCC’s vision statement sets a clear aspirational destination for the College. Its focus on the College’s role as a community asset complements our student-centered mission statement. It is especially important for FLCC to embrace its role as a dynamic regional learning resource during these very challenging economic times. Our community looks to the College to support and enhance the cultural and economic vitality of the area, and it is important for us to articulate that promise to the community through our vision statement.

**Strategic Goals**

While the mission statement clearly asserts the College’s purpose and the vision statement points to the future, the strategic goals specifically describe what must be accomplished to fulfill the mission and guide the College toward achieving its vision.

The College’s four strategic goals are:

- **Strategic Goal #1: Learning and Student Success**
  To improve engagement, learning, and successful transfer/employment.

- **Strategic Goal #2: Strategic Growth**
  To increase the enrollment of traditional and non-traditional students within the College service area by identifying and addressing emerging educational needs and new markets.

- **Strategic Goal #3: Efficient and Effective Operations**
  To strengthen the College’s financial position by improving the efficiency and effectiveness of programs and operations.

- **Strategic Goal #4: Community Value**
  To increase the College’s cultural and economic impact on the service area.
Integration of Planning and Action

A college with integrity acts in a way that is true to its stated mission, vision and goals. At FLCC, the strategic plan drives the College’s organizational structure, is a critical component in resource allocation and is a fundamental element in all aspects of the planning and implementation process.

In spring 2008, the College’s organizational structure was realigned to support its newly identified strategic goals. (1.15) While all divisions work collaboratively to support the strategic plan, each of the four divisions is closely aligned in purpose with one of the four strategic goals:

- Student and Academic Affairs: Learning and Student Success
- Enrollment Management: Strategic Growth
- Administration and Finance: Efficient and Effective Operations
- Advancement: Community Value

The five-year divisional master planning process and the annual operational planning process support and bring to life the College’s strategic plan. (1.16) Progress on strategic planning measures is reported to the president three times each academic year, and division heads track progress carefully. (1.17) When outcomes on a particular measure do not meet the established targets, division heads work with staff members in their area to identify and implement action steps to address the problem. For example, under the second goal of strategic growth, the College has been falling behind its annual targets for measure 2.4: “Increase the first-time, full-time fall to fall retention rate to 63 percent by 2012-13.” In working to address this issue, Student Affairs staff members identified that particular cohort groups are less likely to be retained at FLCC than other groups, including first-generation college students, low-income students and students who test into two or more developmental courses on admission. Project Success, a TRIO grant-funded program implemented in spring 2011, targets students with one or more of these characteristics and provides academic coaching, peer mentoring, academic tutoring and workshops called “SuccessShops.” In targeting the cohort groups that data indicate are the least likely to be retained, Project Success’ goal to retain 69 percent of students in the program from year to year will support the College’s efforts to meet measure 2.4. Online students were also identified as less likely to be retained. As a result, additional resources were directed to this program, with the hiring of a “concierge” to help online students navigate what is often an unfamiliar environment. The established goal is to have retention in online courses move to within 5 percent of face-to-face courses. Both of these programs, along with other retention efforts, will be monitored to determine whether they are effective in increasing retention among the cohort groups they serve.

College Policies: Integrity through Consistency

In 2008, the College embarked on a lengthy process of policy review. At the time, the College did not have a comprehensive policy manual, and although there were many clear policies and procedures being routinely followed across campus, those documents were scattered in various offices rather than consolidated in one place. It was necessary to search the archives of the Board of Trustees to determine exactly what policies were currently in effect and when those policies were last updated. That task was accomplished in fall 2008. (1.18) After collecting the tables of contents of comprehensive policy manuals in place at other SUNY community colleges and reviewing state education law, the Cabinet and Board of Trustees created a list of policies that should be included in the College’s comprehensive policy
It became clear that many of the necessary policies were in place, but others needed to be updated and a number of policies did not exist at all. In addition, policies were not in a consistent format, and some documents labeled as policies were actually procedures.

Over the course of the next three years, the Cabinet worked with governance groups and the Board of Trustees to develop a comprehensive policy manual. The project was divided into three phases: first, policies that by state law must be approved by the Board of Trustees; next, policies that were time-sensitive to complete or were already established and simply needed review or updating; finally, more complex policies that required considerable thought and discussion. Cabinet members with relevant responsibilities first drafted each policy, which was reviewed by the full Cabinet and revised. Then, the Governance Executive Committee determined whether each policy should be reviewed by the Academic Senate or College Council, or perhaps by both. 

Draft policies were posted internally so all members of the College community had access to them, and governance groups reviewed each draft policy with the input of the members of their constituency groups. The governance groups either endorsed the proposed policies or offered suggestions for changes. Finally, a subcommittee of the Board of Trustees reviewed each policy and made recommendations to the full board. The policies were then approved by the Board of Trustees in three sections, in May 2010, March 2011 and September 2011.

As policies were approved, they were posted to the College intranet. Policies include, as attachments (links on the intranet), the relevant procedures and related documents or forms for easy reference. A communications plan has been developed and will be implemented during the 2011-12 academic year to provide easy access to College policies for all employees and to educate the campus community on policies that are in place, particularly those that specifically impact their job responsibilities. 

In addition, information that reflects updated policies has been included in the employee handbook, the student code of conduct, the College catalog and other College documents. An enrollment manual is currently being created to consolidate all enrollment policies. As part of the policy review process, the College developed a “policy on policies” that requires ongoing review and updating of the policy manual.

An institution with integrity strives to follow its own policies and procedures consistently. The new comprehensive policy manual will raise awareness of policies and procedures among employees. While there was no evidence of inconsistency of action in the past, the College is now in a better position to ensure it is acting with integrity in the implementation of its stated policies and procedures.

The president invited the entire College community to take part in the review and update of College policies. The resources allocated to developing the new comprehensive policy manual suggest that FLCC is committed to developing a strong foundation for ethical, honest, and professional operations and management. Old policies have been studied and updated, and new policies have been researched and formed to address changes in the workplace. All policies are easily accessible. Email posts by the president, open forums for presentation and discussion, solicited input from the College community, and the participation of governance groups in the development of the manual all point to transparency and ethical disclosure by the administration to create a climate in which policies are known and taken seriously.

Clear policies and procedures promote integrity and honesty in human resources, academic affairs, student conduct, admissions, special considerations for students with disabilities, research, facilities, purchasing, financial
management, advancement, fundraising, academic freedom, and more. The policies found in the comprehensive policy manual set the professional standard for ethical operation of the College. (1.24)

The FLCC policy on Academic Freedom states, "Academic freedom is an essential characteristic of an institution of higher education that encompasses the right of faculty to full freedom in the classroom in discussing their subject, freedom in research and in the publication of results, and the right to be free from institutional censorship or discipline when they speak or write as citizens." (1.25)

The College's policy on academic freedom articulates key principles in a thoughtful way that recognizes the responsibilities of College employees. The policy states, "All members of the FLCC faculty are citizens, members of a learned profession, and officers of an educational institution. When faculty members speak or write as citizens, they shall be free from institutional censorship or discipline; however, they must recognize that their special position in the community imposes special obligations. As teachers and persons of learning and educational officers, FLCC faculty members must remember that the public may judge their profession and institution by their words. Therefore, FLCC faculty should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are speaking as private citizens and without reference to their position within the institution."

The College supports faculty research through its Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC) policies and procedures. (1.26) Faculty's role in the curricular process is clearly articulated in the FLCC Governance Constitution and in the bylaws of the Academic Senate. (1.27)

**Conclusion:**
The issue of a college's integrity is multi-faceted and touches nearly every aspect of the institution from academic freedom to recruitment materials to judicial procedures. In this self study, integrity is explored in many of the chapters, allowing us to highlight the critical importance FLCC places on the matter of institutional integrity.

**Recommendation:**
- The College should use the recommendations and suggestions for improvement that result from the 2012 Middle States Self Study as a key component in the development of institutional goals in the FLCC 2014-19 strategic plan.
The main campus was built in the mid-1970s.
Chapter Two: Leadership, Governance and Administration

**Standard 4: Leadership and Governance**
The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

**Standard 5: Administration**
The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

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In this chapter, standards four and five, dealing with leadership and governance and administration, respectively, are considered as they relate to the College’s integrity at its foremost level. For a college to be successful, there should be transparency and clearly defined roles for all those who comprise the college community. FLCC’s leading governing body is the Board of Trustees, and there is a clear pattern on how policies and procedures are implemented. Upon her arrival in 2007, President Barbara Risser, Ed.D., engaged the entire College community in the development of Emergent Potential: FLCC 2008-2013 Strategic Plan. This plan has been published and drives all decisions at the College. It is discussed openly, and responsibility for implementing the strategic goals is well understood by all groups within the College and executed through the governance system. This chapter is dedicated to exploring questions such as: What is the College’s current governance system? What mechanisms are in place to define the roles of governance bodies in policy development and decision making? How has the institution’s governance structure evolved over the last five years? Does the institution have policy documents that clearly articulate the roles of trustees, administration, faculty and staff in decision making? How effectively does the administrative structure support the College’s strategic plan? How does the administrative structure foster an environment of integrity?

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**Active Leadership**

**Integrity in Governance**
FLCC’s current governance system includes the Board of Trustees, the president of the College, the Academic Senate, College Council, and the administration. Decision-making at its highest level, institutional policy, is specifically vested in the Board of Trustees. The responsibility for other decisions of a collegewide nature is shared by the Board of Trustees and the president. The task of making recommendations to the president is that of the Academic Senate and College Council. The Board of Trustees charges the president, and she charges the administration with the implementation of the board’s policies and the development of administrative procedures that promote the mission of the College.
The FLCC Board of Trustees

Directly responsible to the citizens of Ontario County and New York state, the board operates with integrity according to New York State Education Law, which asserts that the Board of Trustees shall provide standards and regulations covering the organization and operation of community colleges. The State University of New York trustees clearly define duties and responsibilities of the local Board of Trustees in accordance with these laws.

Specifically, the College board works to develop an institutional plan, to approve programs and degrees consistent with the mission of the College, and to establish standards for granting degrees. The board is vested with statutory authority for the supervision of the College's fiscal affairs, employment, compensation for College staff, and the establishment of student tuition and fees. The board also has the final authority in matters relating to tenure of faculty, investment of institutional funds, and the retention of legal counsel. The compensation and term of office of the president are determined by this body. The Board of Trustees plays a pivotal role in setting the leadership standard at the College. Ultimately, the board is accountable to the public for the fulfillment of the College's mission and goals. (2.1)

In regard to composition, the board consists of nine Ontario County citizens and one FLCC student. Five members are appointed by the College's sponsor, Ontario County, and four members are appointed by the governor of the state of New York. (2.2) Through its committee structure (Education and Planning and Finance and Facilities), the Board of Trustees provides input and guidance to the College's leadership team to ensure that the FLCC mission and vision statements are successfully carried out. College staff liaisons also play a consulting role to both of these committees. The administrative heads of each major division of the College are charged to advise their respective committees. These administrators act as consultants to the committee and help the committee establish policy and make decisions. (2.3)

Additionally, trustees have liaison appointments to the FLCC Association, FLCC Foundation Board, and the Student Corporation, all affiliated organizations to the College. Two trustees serve on the FLCC Projects Committee, a special committee of the Ontario County Board of Supervisors charged with oversight of facilities projects at the College. This exchange of liaison positions helps keep the board current and knowledgeable in College activities.

As a governing body, the board approves College policies. To ensure integrity, draft policies are reviewed, revised, and initially approved by the president's Cabinet. The College Council and/or Academic Senate review proposed policies, share them with members of the College's constituency groups, and either endorse the policies as presented or recommend changes. Then the Board of Trustees' ad hoc committee reviews draft policies and leads full board discussion. Finally, the board approves policies which become official and are included in the FLCC Comprehensive Policy Manual.

The College President

The president is the chief executive and administrative officer of the College and is responsible for providing leadership for all operations as well as for the institution's growth, development, effectiveness, and response to community needs. She makes recommendations to the Board of Trustees concerning educational programs, staffing, facility and budget, and assists the board with the development of goals and policies. Within the governance structure, the president receives and acts on recommendations from the Academic Senate and College Council. (2.4)
The Vice President of Academic and Student Affairs
The vice president of academic and student affairs has broad responsibilities for the planning, development, and administration of the College's educational programs and services. As chief academic officer, the vice president ensures the academic integrity of the College and supports innovations in programs and methods of delivery that respond in a timely manner to a rapidly changing environment. His role in the governance structure is to be a member of the Academic Senate and review and forward recommendations to the president regarding academic issues. (2.5)

The Academic Senate
The Academic Senate makes recommendations on academic matters to the president. The Academic Senate consists of one faculty member elected from each academic department, a representative elected from the library, a representative elected from the Center for Advisement and Personal Development, the vice president of academic and student affairs, the associate vice president of instruction and assessment, and a student representative elected from the Student Corporation Board. (2.6)

The College Council
The College Council makes recommendations to the president on collegewide matters including, but not limited to, institutional planning and resource development and allocation. Furthermore, the College Council facilitates all proposed amendments to the governance constitution. The College Council consists of four representatives elected from each of the constituency groups (full-time faculty, administration, professional staff, support staff, and the elected membership of the Student Corporation Board). College Council has four standing committees: Sustainability, Food Service, Employee Engagement, and Middle States. College Council also appoints ad hoc committees to consider and make recommendations regarding specific collegewide issues, such as whether College peace officers should carry arms. (2.7)

Governance Executive Committee
An integral part of the governance structure is the Governance Executive Committee. It is co-chaired by the chairpersons of the Academic Senate and College Council. This committee consists of the president and a representative each from the full-time faculty, the professional staff, the Student Corporation Board, and the support staff. This group meets approximately once a month to set agendas, communicate recommendations to the president, and to differentiate between policy and operational issues.

Effectiveness of the Governance Structure
Mechanisms are in place to define the roles of governance bodies in policy development and decision making. FLCC is governed by the Board of Trustees whose role is defined by state education law; it operates under a formal code of ethics. (2.8) The FLCC Governance Constitution defines and drives the workings of the governance system. The two representative governance bodies, Academic Senate and College Council, each perform according to its own set of bylaws, which are consistent with the articles of the governance constitution. (2.9)
The Characteristics of Excellence in Higher Education document notes that “institutions should seek to create a governance environment in which issues concerning mission, vision, program planning, resource allocation and others, as appropriate, can be discussed openly by those who are responsible for each activity.” To this end, Dr. Risser engaged the College community in the development of the strategic plan after her arrival in 2007. (2.10) This plan has been published and drives all decisions at the College. It is discussed openly, and responsibility for implementing the strategic goals is well understood by all members of the College community and executed through the governance system.

Since 2007, the Board of Trustees has played a much larger and more integral role in the development of policy. Prior to Dr. Risser’s arrival, the College lacked a comprehensive policy manual. Over a two-year process, the board has considered and approved a wide range of policies to provide consistent guidance for the College. (2.12) The Board of Trustees has also played more of a role in the development and implementation of the collegewide strategic plan, as compared with previous planning and implementation efforts. The tangible leadership role of the Board of Trustees for the College provides explicit evidence of the institution’s upholding of Standard Four: Leadership and Governance in members’ support of these initiatives, as well as their interest in academic program review and assessment, assessment of institutional effectiveness, and resource allocation.

Governance bodies are given sufficient autonomy to assure institutional integrity. Characteristics of Excellence in Higher Education notes: “Integrity is a central, indispensable, and defining hallmark of effective higher education institutions, and it can be manifested through the institution’s conduct within Standard Four: Leadership and Governance, as well as each of the other standards.” The Academic Senate and College Council are elected bodies that have the autonomy to elect their own presidents and chairs. The College Council also has four student members whose role is to ensure that the students at the College are given a voice in decision making. The governance system at FLCC is well-defined and has a written constitution that explicitly outlines the responsibilities of all groups within the structure. These documents assign the appropriate authority and accountability for policy development and approval. These documents are readily available to all members of the campus community on the College’s intranet, as well as in written form from the leadership in all constituency groups.

The College board of trustees operates under a formal code of ethics, which states the following: “A community college trustee is a member of a board empowered to hold the real and personal assets of the community college for the benefit of the students and other citizens of the community and state.” As keepers of the public trust, board members pledge to support and uphold all duties with integrity and honesty in a trustworthy fashion.

In the past five years, the governance system has played an effective role in the selection of the president and other high-ranking administrators. Written procedures for these searches have been made public and have been followed. (2.13) Representatives from the Board of Trustees, College Council, Academic Senate, and community members sat on the search committee for the president. The selection committee also consisted of representatives from constituency
groups such as the Finger Lakes Administrative Group (FLAG), faculty, and civil service. The committee set the rules for the search and developed applicant criteria, standards, and interview questions. All members of the search committee interviewed each candidate, and progress was reported back frequently to each representative group and the entire College community. During the interview process, open forums were held, allowing all interested members of the College community to interact with the candidates and offer input to the committee. The selection committee forwarded its recommendation to the Board of Trustees for its ultimate approval and hiring.

A formal annual evaluation of the president's performance is carried out by the board, which also determines reappointment. The president completes an annual formal evaluation of each member of the Cabinet: vice president of academic and student affairs, vice president of administration and finance, vice president of enrollment management, vice president of advancement, director of human resources, director of information technology, and executive assistant to the president. The evaluation form is consistent for all senior administrators and includes a review of stated measurable outcomes and progress on the Cabinet member’s annual operational plan.

The Board of Trustees is given sufficient autonomy to fulfill its responsibilities of policy and resource development. The board also has a written agreement with Ontario County that recognizes that state education law defines their legal relationship. This document is intended to clarify specific roles and responsibilities of the FLCC Board of Trustees and the Ontario County Board of Supervisors to promote a positive and cooperative working relationship between the College and the county. The 1998 agreement remains in effect and is currently under review to ensure it reflects current practice.

FLCC Strives for Integrity in Governance

Finger Lakes Community College has policy documents that clearly articulate the role of trustees, administration, and faculty and staff in decision making. These include the governance constitution, Academic Senate and College Council bylaws, organizational charts, and Board of Trustees bylaws. All policy documents are readily accessible on the College's intranet.

The governance structure has evolved into its present form as the result of the need by the FLCC community to define the role of governance in a changing environment, continuously refine the structure to increase its effectiveness and usefulness, and increase confidence and participation. In addition, recent reviews of the governance constitution helped clarify the roles and responsibilities of participants while attempting to integrate governance and strategic planning. The recent history of governance at FLCC bears witness to this task.

In the Middle States Institutional Self Study of March 2002, the following two recommendations were made:

- Completely redesign the internal governance system at Finger Lakes Community College. Create a task force with membership from all College constituencies to develop and recommend a new system to the College community.
- The task force should consider revising/streamlining/eliminating the current unwieldy governance committee structure.

At that time, the Middle States visiting team concurred with the above recommendations. As a result, in the academic year 2003-04, an extensive collegewide study and redesign of governance took place. In April 2003, ratification of the new governance constitution occurred, and in fall 2003 it took effect. Since then, the College has continued to make adjustments to this governance system to increase its efficiency and usefulness. The College has made significant
progress since 2003. Some concerns regarding the effectiveness of the governance system remained at the time of the Middle States Periodic Review Report of 2007, and since then FLCC has made additional positive advancement. (2.19)

FLCC has a healthy approach to collegewide decision making. Each governance component: the Academic Senate, College Council, Governance Executive Committee, Board of Trustees, and the president play a role in decision making. Any member of the College community can approach members of the Governance Executive Committee, any administrator, any constituency leader, or the president with an issue to begin formal consideration of that issue and initiate the decision-making process. Ultimately, governance issues are forwarded to the Governance Executive Committee, which directs the matter to the appropriate College governance body for deliberation, e.g. Academic Senate or College Council.

Many attempts have been made at the College to employ an efficient decision-making process. For example, the Academic Senate has recently increased its meetings to twice a month and encourages senators to communicate with their individual department members. This helps to create a more efficient representative process. Additionally, minutes from all governance groups are posted on the College's intranet. At the first meeting of each academic year, members of College Council and the Academic Senate review their specific responsibilities as representatives of their constituency groups and the role of College Council as outlined in the governance constitution.

Through the research process performed for this self study, some concern was voiced by members of the College community who feel the decision-making process is not always as collaborative as it needs to be. A matter of continuing concern is the limited amount of time available for governance meetings. There is interest in exploring whether it is possible to increase “college hour,” which occurs on Tuesdays and Thursdays from 12:30 to 2 p.m., when most meetings are held, to a daily common hour. This could provide the opportunity to involve more constituencies and encourage activities in which more participants are available.

As the College grows in size and complexity, inclusion by all parties concerned in the decision-making process becomes more challenging. The College community must realize that if too much focus is put on participative decision making (including all points of view), the process may become unwieldy and counterproductive. Still, the opinion of some is that a few recent important academic and collegewide decisions should have been brought to the appropriate governance group for discussion and input. The following are some examples of these decisions:

- The relocation of the Academic Commons to the third floor of the library. This was discussed in the Academic Senate and concern was raised by the process. However, it was not formally voted upon by the Senate. There was a Senate resolution written about the lack of feedback from the Senate on this decision. (2.20)
- Changing the name of the period between fall semester and spring semester from “Jan plan” to “winter session.”
- New policies with online courses such as the start of winter session courses before fall semester ends, and grouping all online sections into one for registration purposes, then disbursing to instructors shortly before the semester starts.

One of the other governance and leadership concerns that emerged through this self-study process was the forming of committees outside of the formal governance structure. The governance structure provides for ad hoc committees to be formed to study and make recommendations to the president on College and/or academic issues. Some members of the College community expressed concerns that committees have been established by the administration independent of the governance structure. For example, in 2006 the Sustainability Committee was established as
a group of volunteers interested in advancing green practices on campus. In 2008, the president issued an open invitation for any member of the College community to participate in an Employee Engagement Committee, a group focused on improving the campus climate. Several years ago, the Sustainability Committee became a standing committee of College Council, as did Employee Engagement in 2010. There remains some confusion regarding when, if ever, it is appropriate for the administration to seek volunteers from the College at large to offer feedback regarding an operational issue.

In terms of College leadership, concern was voiced that some Cabinet-level decisions are being made with little or no input from faculty and staff. For example, reorganization and altering of the reporting structure at the campus centers recently occurred. Many individuals were affected and were told of the change after the decision was made. Granted, this may have been a prerogative of the administration and Cabinet, but consultation with the academic department chair(s) affected before the announcement was made would have been welcome.

In light of the above discussion, it seems appropriate for the Governance Executive Committee and the president to develop guidelines regarding the type of issues that should be addressed through management decisions and the type of issues that should be considered within governance bodies. In addition, consensus should be reached on when it is appropriate for members of the administration to establish work groups outside of the formal governance structure.

**Clarity of Governance at FLCC**

In January 2011, a survey was conducted to discover to what extent the institution's distinct elements of the governance structure are understood by respective constituency groups. The survey was distributed to the constituency groups (faculty, staff, administrators, students) via email and ANGEL (collegewide course information system) to determine their understanding of the governance structure. Two hundred sixty-seven surveys were collected from the constituency groups (185 employees, 82 students).

The majority of those surveyed correctly identified the appropriate body that would address specific College issues or topics. However, a large percentage of the constituency groups believe that the faculty, professional staff and CSEA unions and FLAG are a part of FLCC's governance structure. (34.1 percent believe CSEA is a part of the governance structure; 49.2 percent believe the faculty union is part of governance; 40.2 percent believe the Finger Lakes Administrative Group is part of governance; and 35.8 percent believe the professional staff union is part of governance). Confusion regarding the internal governance structure has historically been an issue at FLCC, despite the well-defined College constitution and the specific bylaws of governance bodies. Part of the confusion can be attributed to the fact that the governance structure has changed a number of times over the years. In addition, there is confusion about the relationship between unions and constituency groups in representative governance. The Professional Association and CSEA are both responsible for collective bargaining agreements, but representatives to College Council are selected by those groups. The Faculty Alliance is a group that addresses academic issues and is also responsible for the faculty collective bargaining agreement. The four faculty members who sit on the College Council are elected from the Faculty Alliance. Representatives to the Academic Senate are selected by departments, not by the Faculty Alliance.
Conclusion

College growth presents a challenge to governance because as an organization increases in size, it becomes increasingly difficult to ensure an environment of inclusion and participative decision making. FLCC is experiencing a large growth period in student population, infrastructure, and physical facilities. This poses challenges for governance and the decision-making process.

Overall, the College governance structure functions with integrity as it was intended. The current governance decision-making process can be an efficient one. Everyone at the College has opportunities to participate in governance. It is sometimes challenging to find volunteers to become involved in the various aspects of governance at the College. In addition, it is very important for all representatives to communicate governance policies and decisions to their respective constituency groups, and consistent communication remains a challenge. What is most needed is for all individuals within the College community to accept and utilize the structure while effectively performing the roles within it.

FLCC’s Strategic Administrative Structure

The overall administrative structure of Finger Lakes Community College includes the president’s office and four divisions led by vice presidents: Academic and Student Affairs, Administration and Finance, Advancement, and Enrollment Management. In addition, the Information Technology Division, Human Resources Office and the executive assistant to the president report directly to the president.

Within each of the four major divisions:

- **Academic and Student Affairs**
  Associate vice presidents are responsible for three subdivisions: Academic Initiatives, Instruction and Assessment, and Student Affairs. Directors, coordinators, and department chairpersons are housed within these three subdivisions.

- **Enrollment Management**
  Directors of admissions, financial aid, marketing, the One Stop Center, athletics and the three campus centers report to the vice president of enrollment management, who is also designated by position to serve as chair of the FLCC Association Board of Directors.

- **Advancement**
  Directors of community affairs and resource development report to the vice president of advancement, and operations housed within this division include sustainability, workforce development, fundraising, grants, and alumni affairs.

- **Administration and Finance**
  This division oversees finances as well as essential operations, including facilities and grounds, business services, and campus safety and security. The executive director of the not-for-profit 501(c)(3) affiliate FLCC Association reports to the FLCC Association Board of Directors but has a dotted-line relationship to the vice president of administration and finance.

The president’s Cabinet meets weekly to coordinate administrative efforts, collaborate to achieve strategic goals, discuss collegewide issues, participate in policy formulation, consider resource allocation priorities, problem solve, and offer advice and counsel on the implications of institutional decisions. This is a very active group that plays a critical role in the administration of the College.
The administrative structure is designed specifically to support *Emergent Potential: FLCC 2008-2013 Strategic Plan*. In 2008, shortly after the strategic plan was approved, the president presented to the Board of Trustees a proposed change in the administrative structure designed to operationalize each of the four goals outlined in the plan. Dr. Risser has focused on creating and implementing a shared vision and direction for the College since her tenure began at FLCC in August 2007. In a September 2007 letter to Ms. Jean Avnet Morse, president of the Middle State Commission on Higher Education, Dr. Risser reported that FLCC was taking specific actions pertinent to the 2007 Periodic Review Report, which included updating the mission and vision and developing a strategic plan. (2.24) Dr. Risser’s academic background and professional experience, outlined in the letter referenced above, is the foundation to a strong track record of instituting progress at FLCC and moving the College toward a shared vision. One outcome of such leadership is the changes that were made to FLCC’s administrative structure.

A strong correlation exists between the strategic plan’s four strategic goals and FLCC’s administrative structure. (Table 1) The administrative structure of FLCC is purposefully arranged to support the institution's mission, vision, and current strategic goals.

### Table 1: Correlation between FLCC Administrative Structure and Strategic Goals

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Administrative Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Student Success</td>
<td>Vice President Academic/Student Affairs</td>
</tr>
<tr>
<td>Strategic Growth</td>
<td>Vice President Enrollment Management</td>
</tr>
<tr>
<td>Efficient and Effective Operations</td>
<td>Vice President Administration/Treasurer</td>
</tr>
<tr>
<td>Community Value</td>
<td>Vice President Advancement</td>
</tr>
</tbody>
</table>

In spring 2008, major changes to the administrative structure included the creation of nine positions and the elimination of eight positions. (Table 2) Other changes incorporated altering position titles, reorganizing offices to reflect best practices, and aligning the four divisions of the administrative structure to parallel the four strategic goals outlined in the strategic plan. Administrators responsible for collegewide departments, Information Technology, Institutional Research and Human Resources, report directly to the president. The executive assistant to the president, responsible for institutional research and planning, was created to elevate the importance of statistical data in decision making, and the Advancement Division was created to support the fourth strategic goal of community value.

### Table 2: Structural Changes in 2008

<table>
<thead>
<tr>
<th>New Positions</th>
<th>Eliminated Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vice president of advancement</td>
<td>• Vice president of planning and facilities (director)</td>
</tr>
<tr>
<td>• Executive assistant to the president</td>
<td>• Director of continuing education (dean)</td>
</tr>
<tr>
<td>• Director of community affairs</td>
<td>• Special assistant in academic affairs (Special assistant to the vice president for academic affairs)</td>
</tr>
<tr>
<td>• Associate vice president for student affairs</td>
<td>• Dean of student services</td>
</tr>
<tr>
<td>• Associate vice president for instruction and assessment</td>
<td>• Assistant to the dean of student services</td>
</tr>
<tr>
<td>• Vice president of enrollment management</td>
<td>• Director of college relations</td>
</tr>
<tr>
<td>• Director of athletics</td>
<td>• Coordinator of institutional assessment</td>
</tr>
<tr>
<td>• Director of marketing</td>
<td>• Associate dean of instruction</td>
</tr>
</tbody>
</table>
Strategic Goal #1: Learning and Student Success
Each administrative division and each employee is, in some capacity, responsible for student learning and success. However, the Academic and Student Affairs Division has primary responsibility to support this key strategic goal.

Academic and Student Affairs
The vice president for academic and student affairs reports directly to the president and serves as officer-in-charge when the president is away from campus. The vice president is a member of the Cabinet and participates in collegewide decision making. According to the position description for this post, (2.25) the division has “broad responsibilities for the planning, development and administration of the College's educational programs and services.” A primary responsibility is the support of student learning. This division is responsible for the academic integrity of the institution and ensures that appropriate student support services are in place. Student development and success are priority areas of concern in this division. Academic and Student Affairs includes three subdivisions led by associate vice presidents: Academic Initiatives, Instruction and Assessment, and Student Affairs. (Figure 2)

![Figure 2](image)

The associate vice president of academic initiatives is primarily responsible for curriculum development, as well as academic initiatives such as online learning and concurrent enrollment. The associate vice president works closely with the faculty in developing new academic programs and revising courses and programs to meet current needs. Other responsibilities include fostering professional development for employees, communicating with SUNY and the state Education Department to ensure academic reporting compliance, and managing educational partnerships. (2.26)
The associate vice president of instruction and assessment is responsible for assisting with the administration of academic departments and programs of the College. Responsibilities include oversight of assessment activities, academic departments, the Gladys M. Snyder Center for Teaching and Learning, and the Charles J. Meder Library. Additional responsibilities for this office include maintaining all documentation related to academic programming, coordinating all aspects of academic scheduling, interpreting and applying student academic policies, providing leadership and support for academic services and supporting the work of adjunct faculty. The associate vice president is also responsible for implementing the academic assessment plan, reporting on the findings of academic assessment and working with faculty to ensure that changes in academic programming occur, as needed, in response to assessment findings. (2.27)

The associate vice president of student affairs is responsible for the direction and leadership of the offices of Student Life, Health Services, Community Standards, Project Success, and the Center for Advisement and Personal Development. Other responsibilities for this office include coordinating the College's retention efforts, leading the crisis response team, coordinating the student intervention team and implementing appropriate community standards through consistent application of the student code of conduct. (2.28)

**Integrity in Academic and Student Affairs**

The Academic and Student Affairs Division is guided by a team of experienced professionals who work closely with the faculty and staff to ensure that the curriculum is reviewed and updated regularly based on best practices in higher education and changing community needs. The tagline that accompanies the College logo – “Success. It’s in our Nature” – promises a commitment to student success. FLCC’s philosophy in Student Affairs is focused on helping students learn from every experience at the College, both in and out of the classroom. Faculty and staff in the Academic and Student Affairs Division work hard to ensure that the academic program is strong, academic standards are clear and consistently followed, opportunities for academic support are available, and extracurricular activities support student personal development and success. These themes are discussed in depth in later chapters of the self study.

**Strategic Goal #2: Strategic Growth**

The vice president for enrollment management reports directly to the president and is a member of the Cabinet. According to the position description for the vice president for enrollment management, this division “leads and executes an integrated strategic enrollment management plan for the College.” (2.29) This division coordinates the major functions pertaining to the recruitment, admission, enrollment, and retention of students, and includes the management and development of assigned areas including: One Stop Center, Admissions, Financial Aid, Registrar (Student Records), Athletics, Marketing, and campus centers. (Figure 3)
The Enrollment Management Division works to increase the enrollment of traditional and non-traditional students within the College service area by identifying and addressing emerging educational needs and new markets. The FLCC Enrollment Management Plan (2.30) projects growth based on known internal and external factors that are likely to impact enrollment and is an important planning document for the College.

**Integrity in Enrollment Management**

Since 2007, the College's enrollment has grown dramatically. Part of that growth can be attributed to specific strategic steps that are included in the enrollment management plan, such as the addition of a residence hall, a more robust marketing plan, and increased online offerings. However, much of the growth is no doubt a result of the economic challenges faced by our region and state, including high unemployment.

Like many other community colleges across the country, FLCC has come to understand the importance of strategic enrollment management. Enrollment growth can be a key indicator of the health of a college, but unless it is managed appropriately, students can find themselves in large classes or waiting in lines to complete routine enrollment functions. FLCC has long positioned itself as a college that has maintained a “small-college feel” despite rapid enrollment growth.
One way the College has been true to that promise is with the addition of a One Stop Center, which provides a single point of contact for students as they engage in the enrollment process. FLCC campus centers are now served by One Stop specialists as well. The online learning staff has added a “concierge” charged with providing personal guidance to students as they navigate a new learning environment. The College has managed the academic schedule with the goal that while more classes are filled to the designated class size, very few are overenrolled.

The primary goal of the College’s marketing efforts is to ensure that prospective students have accurate information about FLCC in order to make educated decisions about whether this is the right choice for them. Information about College programs and services, including opportunities for online courses and community-based programming at campus centers, helps students make good decisions. Students who enter the College with an accurate understanding of what is offered at FLCC will experience few surprises and are more likely to be retained. Our marketing materials are created and updated with the utmost integrity.

The FLCC logo tagline – “Success. It’s in our Nature.” – promises that the College’s focus is not just on growing enrollment, but also on ensuring that the students who enroll at FLCC are successful in meeting their educational goals. The College has developed and expanded a variety of programs in recent years to promote retention. In order to further build the integrity of its enrollment efforts, the College should consider crafting a goal in the 2014–19 strategic plan that centers on retaining increasing numbers of students to graduation, rather than simply growing enrollment.

**Strategic Goal #3: Efficient and Effective Operations**

The vice president for administration and finance reports directly to the president. According to the position description for this post, (2.31) the division has “responsibility for financial and business services, budget, facilities and grounds, and campus safety,” in addition to maintaining a positive working relationship with the FLCC Association. (Figure 5)

![Figure 5](image.png)

The Administration and Finance Division has primary responsibility for guiding the efficient and effective operation of the College. In these challenging economic times, it is extremely important that the College’s financial position is monitored closely. The College is in the midst of several large building and renovation projects, which are overseen by
the Administration and Finance Division in cooperation with Ontario County. In addition, College efforts regarding
campus safety, emergency management, and disaster recovery are under the auspices of this division.

The FLCC Association Inc. is not officially part of FLCC’s administrative structure. However, the association provides
critical services that support the mission of FLCC. This not-for-profit 501(c)(3) organization is contracted by FLCC to
provide auxiliary services: a campus bookstore, child care center, food services, student housing, inter-collegiate athletic
programs, student health and accident insurance, graduation activities, and SUNY ID cards. (2.32) The executive
director of the FLCC Association Inc. has a dotted reporting line to the vice president of administration and finance.

Integrity in Administration and Finance
There is no area of the College in which integrity and trust are more critical than in Administration and Finance. The
College undergoes routine annual audits by an external auditing firm and consistently receives management letters with an
unqualified opinion that includes no findings of material weaknesses. (2.33) Integrity and trust in financial matters begins
with transparency, and that has been a hallmark of Administration and Finance at FLCC. The budget process includes
several collegewide open forums that identify budget priorities, revenue and expense assumptions, and provide an
opportunity for members of the College community to offer input and ask questions. Under the leadership of the current
vice president, the College’s five-year financial model has been shared openly on campus on several occasions, both
in open meetings and with specific departments. The model is explained as a “living document” and is revised in response
to changing external and internal factors. The College’s goal of achieving a 5-percent unencumbered fund balance by 2014
is well understood because of the strong level of communication regarding financial matters. The elements of the FLCC
Resource Management Plan are shared with the College Council and the Board of Trustees annually.

Strategic Goal #4: Community Value
The vice president for advancement reports directly to the president. According to the position description for
the post, (2.34) this division is “responsible for the planning and implementation of a comprehensive institutional
advancement strategy designed to enhance the image of the College in the community, foster college-community
partnerships, and ensure a strong base of ongoing financial support for the College.” The division continually
communicates the pivotal role that FLCC plays in our community and facilitates institutional improvements
by capitalizing on collaborative and strategic partnerships. The manager of advancement initiatives reports
directly to the vice president and is responsible for a variety of advancement projects, as well as managing the
College’s sustainability program. The sustainability coordinator oversees the daily operations and initiatives of the
sustainability program and reports to the manager of advancement initiatives. Below are brief descriptions of the
offices that comprise this division: Community Affairs and Resource Development.

- **Community Affairs** strategically positions the College to enhance the quality of life throughout the community.
  This office supports economic development and economic growth through Professional Development and
  Continuing Education (PDCE) workforce development offerings. In addition, the College’s public relations office
  and community partnerships such as FLTV (public access television) and the George M. Ewing Canandaigua
  Forum lecture series, are housed in Community Affairs. This office also produces the weekly internal electronic
  newsletter, eNews, which is modified and shared with the community every month. Unique to this office is the
  fostering of relationships with the Constellation Brands Marvin Sands Performing Arts Center (CMAC), located
  on the main campus of FLCC.
• **Resource Development** is responsible for fundraising and sponsored programs that support the mission of FLCC, including but not limited to, alumni programming and grants development. The executive director of the not-for-profit 501 (c)(3) FLCC Foundation, a charitable corporation, oversees the Resource Development Office. The FLCC Foundation is currently in the midst of a major gifts campaign with a goal of $5 million. In addition, the foundation manages scholarships, facilitates alumni relations, and oversees real property donations such as the Muller Field Station and the East Hill Campus. The director of resource development also serves as the College's government relations liaison.

**Figure 4**

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**Integrity in Community Value**

The Advancement Division is responsible to ensure that the College interacts with the community with utmost integrity. Press releases and information provided to the media are vetted carefully to ensure accuracy. It is important that the College, as a public institution, communicates regularly with residents of the service area and works hard to be recognized as a valuable community resource and partner. Since the Advancement Division was created in 2008, the College has made great strides in this area. The members of the Advancement Division listen carefully to the needs of both internal and external constituencies and facilitate open and honest communication. They also foster community partnerships and work to elevate the role of the College in the community. One tangible result of the increased presence of the College in community activities is evident in recent success in fundraising, including the College's first $1 million donation, two $500,000 donations and the East Hill Campus life estate and estate plan gift, valued at approximately $2.3 million. These contributions, along with many other smaller donations, are made possible because the College is viewed as a strong community partner that operates with integrity.

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From the back fields at FLCC, nearby Canandaigua Lake is visible on the horizon.
Additional Key Administrative Roles

Three offices that report directly to the president also play key roles in the administrative structure. (Figure 6)

**Executive Assistant to the President**

The executive assistant to the president reports directly to the president and is a member of the Cabinet. This is a senior-level administrative position responsible for management of major institutional projects, coordination of accreditation activities and institutional effectiveness measures, and other tasks as directed by the president. The executive assistant facilitates the work of senior staff to ensure the College meets its strategic and operational objectives and works with senior staff to determine the data and information needs of the College. The executive assistant serves as the chief information source for official statistics about the College. As a member of the Cabinet, the executive assistant participates in strategic planning, policy formulation, and problem solving, and offers advice and counsel on the implications of institutional decisions. (2.35)

**Director of Human Resources**

The director of human resources reports directly to the president and is a member of the Cabinet. The director offers advice and counsel on the human resource implications of institutional decisions. The director ensures that appropriate legal and ethical principles are applied to the College’s recruitment and selection process, benefits administration, and affirmative action plan. The director participates in contract negotiations and monitors the administration of all labor contracts to ensure compliance. The director of human resources also provides leadership and direction in collegewide personnel areas, including recruitment and staffing, benefits and salary administration, labor and employee relations, training and development, and records management. (2.36)

**Director of Information Technology**

The director of information technology reports directly to the president and is a member of the Cabinet. The director is responsible for all aspects of computing and network resources, including instructional technology, media productions, IT Help Desk, instructional computing, business systems analysis, administrative computing, network administration and enterprise technology. (2.37)
Conclusion

The administrative structure effectively supports the strategic direction of the College. The structure is clearly communicated through the administrative organizational chart and is designed to facilitate implementation of the strategic plan. The structure is assessed based on the extent to which the strategic goals of the College are being met. Decisions about the organizational structure are made by the president and the Board of Trustees.

The current administrative structure has been very effective in achieving the mission and goals of the strategic plan. Aligning the administrative structure to specific strategic goals provides clear direction for the institution. When the 2014-19 strategic plan is developed, it would be appropriate for the administrative structure to be reviewed and adjusted to align with the College's new strategic goals.

Suggestions:

- FLCC has a well-defined governance system that is codified in the College constitution and in the bylaws of governance bodies. Members of the College community who are involved in representative roles need to identify efficient and timely ways to communicate the status of governance deliberations and actions to the members of their constituency groups or departments.

- The College should define the parameters of the constituency groups that play roles in College governance and should explore the relationship between unions and constituency groups in representative governance.

- Periodically, major achievements made through the governance system should be communicated to the entire College community by the governance bodies. Annually, the structure, roles, and responsibilities of College governance bodies should be outlined clearly and communicated widely.

- In order to further build the integrity of enrollment efforts, the College should consider crafting a goal in the 2014-19 strategic plan that centers on retaining increasing numbers of students to graduation, rather than simply growing enrollment.

Recommendations:

- When the 2014-2019 strategic plan is finalized, the College’s organizational structure should be evaluated and adjusted, as needed, to ensure that it is appropriately aligned in support of the College's new strategic goals.

- In cooperation with the president, the Governance Executive Committee should develop guidelines regarding the type of issues that should be addressed through management decisions and the type of issues that should be considered within governance bodies. The guidelines should be communicated to the College community.
Students of all degree programs enjoy FLCC’s beautiful natural surroundings.
Chapter Three: Institutional Planning, Assessment, Resources and Resource Allocation

Standard 2: Planning, Resource Allocation, and Institutional Renewal
An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: Institutional Resources
The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Standard 7: Institutional Assessment
The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Chapter 3 examines the extent to which Finger Lakes Community College conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. The chapter explores the College's implementation and subsequent evaluation of the success of the strategic plan and its allocation of resources to support the development and change necessary to improve and maintain institutional quality. The linkages between FLCC's strategic plan and its collegewide planning efforts reflected in the division master plans, collegewide resource management plan, and annual operational plans are also examined to determine the degree to which goals and objectives are clearly stated, reflect conclusions drawn from assessment results, are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels. The chapter is fundamentally concerned with how effectively the strategic plan is aligned to its mission and goals and how effectively the College’s personnel are held accountable for meeting the goals of the strategic plan. In addition, the chapter reviews the College’s master plans, the components of the resource management plan, and the annual operational plans to gauge how well these plans translate the strategic plan into an effective resource allocation approach. Finally the chapter is concerned with the relationship between assessment and institutional renewal and institutional integrity as it is
reflected in the openness of the College's assessment and renewal efforts and the development of an institutional culture in which institutional assessment and renewal is an ongoing process integrated across all levels and activities of the College.

Primary Components of Institutional Planning

Strategic Plan

The College publication *Emergent Potential: FLCC 2008-2013 Strategic Plan* (3.1) was released in spring 2008 and updated in September 2009; it contains a statement of the College mission, vision, strategic goals and the metrics for managing the achievement of those goals. The long-term implementation of the strategic plan goals is accomplished by monitoring the results of the strategic plan metrics matrix and effecting institutional renewal through an integrated system of division master plans, a collegewide resource management plan, and annual operating plans.

The goals and measures included in the College's strategic plan provide guidance to the master plans, resource management plan and annual operating plans, which results in an integrated planning process that supports the College's mission and goals and drives a unified effort of institutional renewal throughout the organization. (Table 1)

![Table 1: Finger Lakes Community College Integrated Planning Model](image-url)
Chapter 3

Resource Management Plan
The College administration has developed the FLCC Resource Management Plan (3.2) to identify significant resources instrumental in the long-range achievement of the institution's strategic goals. During the 2010-11 academic year, the College developed eight components of the comprehensive resource management plan, designed to identify long-range budgetary needs as well as trends in revenue. The components of the plan, which are reviewed and updated annually as appropriate, include:

- **The Strategic Enrollment Management Plan**, updated yearly, identifies annual internal and external enrollment drivers and trends and projects enrollment for the next three years.
- **The Academic Program-Specific Resource Management Plan** outlines resource requirements (staffing, space, equipment, supplies) necessary to increase enrollment in specific academic programs by 25 students.
- **The Long-Term Staffing Considerations Plan** identifies staffing needs in outlying years to achieve goals in the College's strategic plan.
- **The Information Technology Plan** outlines the orderly replacement of aging equipment, including personal computers, peripherals, servers and network equipment.
- **The Building Condition Survey** is a systematic approach to identify long-term facility needs throughout the SUNY system. Updated by SUNY periodically, it identifies the scope of FLCC deferred maintenance and facility needs, offers comparative data from other SUNY institutions, and helps the Facilities and Grounds department prioritize projects.
- **The Furniture Replacement Plan** inventories furniture, labels the quality and remaining useful life of items, and offers a plan for ongoing furniture replacement with annual cost estimates.
- **The Facilities Master Plan**, updated every five years, projects necessary improvements and additions to the College's physical resources over the next 10 years. Projects must be included in this plan to be eligible for state matching funds, and annual capital improvement plan projects are aligned with this long-term plan.
- **The Five-year Financial Model** is based on revenue and expense assumptions in key areas; it provides budget and fund balance reserve projections through 2015-16.

Division Master Plans
The goals of the strategic plan were used to guide the development of five-year division master plans (3.3) for each of the major organizational units of the College, providing a clear vision for the work of each division. These master plans outline how each division intends to support the relevant strategic goals and meet specific metrics through long-term and short-term projects and activities. The division master plans in turn are used to develop each division's annual operating plan, which is structured to identify measurable project outcomes under the relevant strategic plan goals. Divisional master plans guide each division's progress toward accomplishing the goals set forth in the strategic plan. Some of the significant aspects of the individual master plans as they relate to the implementation of strategic plan goals are summarized below.

Enrollment Management
The work of the Enrollment Management Division impacts all four of the College's strategic goals, but the division's primary focus relates to the second goal of enrollment growth. The Enrollment Management Division master plan provides a roadmap to guide the College's progress in meeting this goal, as measured by the four metrics provided in the strategic plan. The plan also identifies ways the division will support the College's other strategic goals.
The Enrollment Management Division encompasses athletics, admissions, marketing, financial aid, registrar, and the One Stop Center. The master plan guides an integrated effort to drive enrollment growth and retention over a five-year period. For example, the plan includes targeted marketing initiatives, a change in the focus of the Admissions Office, construction of phase two of housing, and the addition of new sports in the Athletics Department – all designed to drive enrollment growth. In addition, the development of a One Stop Center is listed under Enrollment Management’s plan to achieve the first strategic goal of learning and student success. The new One Stop Center is designed to allow students to complete the enrollment process in a centralized, student-friendly location. The document-imaging system falls under the third strategic goal of efficient and effective operations; it will assist the College to run more efficiently because it will eliminate the need for paper records and files. The document-imaging system also contributes to the One Stop operation’s success in supporting student learning and success, as efficiency of enrollment services is important to effectiveness in serving students. These initiatives required a major shift in how the College handles students as well as extensive planning and cross-training of staff members.

Academic and Student Affairs
The Academic and Student Affairs Division’s primary focus is on the first strategic goal of learning and student success, although its work spans all four strategic goals and all four goals are included in its master plan document. This division includes all academic departments, concurrent enrollment, distance learning, the library and student life. The division’s master plan for the years 2008-2013 lays out the specific goals and measures it will use in the next five years to make progress toward the College’s strategic goals, and forms the foundation for specific annual operational plans.

In line with the collegewide metrics associated with the first strategic goal of learning and student success, the Academic and Student Affairs master plan includes a commitment to increasing student engagement through opportunities that involve students in both academic and out-of-class activities, including challenging courses and programs and academic support options that employ active and collaborative learning approaches and increased interaction with faculty, professional staff and other students. In addition, the master plan commits to a comprehensive system of assessment of measurable student learning outcomes in both individual courses and academic programs. The division also focuses on retention to graduation, successful transfer and student success as defined by SUNY. The Academic and Student Affairs Division outlines broad goals related to strategic growth, including retention initiatives, new programs, and efforts to target the needs of adult student populations and to remove barriers to access through technology. The division works to increase the third strategic goal of efficiency of operations through monitoring section fill rates and net operating expenses per full-time equivalent student (FTE).

Administration/Finance and Facilities
The Administration/Finance and Facilities master plan highlights the critical support role of this division. In line with the College’s first strategic goal of learning and student success, this division’s master plan calls for ensuring an appropriate link between the application of resources and the functions that support and enhance student learning. The plan also outlines a commitment to maintain and upgrade teaching, learning and athletic facilities to ensure that all facilities support both a safe and excellent teaching environment. The master plan notes that non-instructional experiences are important factors contributing to satisfactory student experiences and success, and focuses on improving the level of satisfaction with personal safety and security on campus, as well as environmental safety. The division commits to supporting the
College's second goal of strategic enrollment growth by ensuring that improvements to campus facilities and equipment are appropriate and relevant to a growing student population and changing curriculum and program needs. The plan has a major focus on promoting the third goal of efficient and effective operations with an emphasis on reviewing and updating College operating policies and management practices, moving to a paperless environment and streamlining delivery of business services. In support of the fourth strategic goal of community value, this division includes a plan to encourage the use of College facilities for community events by establishing a culture of service that is inviting and attractive to organizations wishing to utilize campus facilities for cultural and educational events.

**Advancement**

The Advancement Division was formed in 2009, integrating several College functions under one cohesive organization, including resource development, workforce development, community affairs, public relations, and sustainability. In its first three years, the division has put forth aggressive operating plans focusing on the College's strategic plan, which includes the fourth goal of community value and associated metrics. During years one and two, the division utilized annual operating plans while it aligned key functions and personnel with the College's strategic plan. Its operating plans and measures have been closely tied to the College's strategic plan and community value goal since the inception of the division.

In 2011, the division developed its first five-year master plan. This master plan strengthens the Advancement Division's alignment with the strategic plan and identifies specific goals, initiatives, and measures it will implement in the next five years. The division is closely aligned with the College's goal to increase its cultural and economic impact on the region. Its long-term activities focus on the College's efforts to teach and model environmentally sustainable practices, serve as stewards of the natural beauty of the area, contribute to enriching the cultural life of the region, support involvement in community service activities, develop an educated workforce to support economic growth and assist in attracting and retaining talented workers in the region.

Over the past three years, all key indicators under the College's strategic plan related to Advancement's role have risen to meet “high value” measurements in categories for arts and cultural events, community service, stewardship of natural resources, modeling of sustainable practices, and programming to develop an educated workforce and support economic growth.

**Information Technology**

The Information Technology (IT) master plan addresses how this division will support all four of the College's strategic goals. The plan is used to develop annual operational plans, with individual projects mapped to the goals of the strategic plan.

A major initiative related to learning environments that this division established was to improve wireless networks and to increase Internet bandwidth proactively. In addition, the plan includes a commitment to a phased deployment of standard classroom technology in all learning spaces both on the main campus and at campus centers by 2012-13. The annual operational budgeting process now includes annual funds to increase Internet bandwidth before problems are encountered. This is a positive departure from the past budgeting process. Funds have been allocated to replace 7-year-old wireless equipment with state-of-the-art wireless technology, which has dramatically improved coverage and performance. The division supports the College's second goal of strategic enrollment growth with plans to expand the
availability, diversity, support and training for utilizing Web-based services in instruction, marketing, recruitment and communication. Several long-term IT master plan projects contributing to the College's third strategic goal of efficient and effective operations rely on deploying new types of technology. A thin client technology pilot project has been deployed in the College library. This will help to reduce the costs of supporting desktop deployments in the future. The College anticipates saving on equipment replacement costs with a server virtualization project, in which servers are consolidated and equipment is replaced with software. An additional long-term trend in savings will emerge as desktop thin clients, and eventually servers, are based on solid-state technology leading to a longer lifespan. The IT plan calls for the purchase of equipment that, when possible, is Energy Star compliant in support of the College's fourth strategic goal of community value, specifically modeling sustainability.

**Human Resources**

The Human Resources Office is also using a five-year master plan to develop annual operational plans. The department supports the College's first strategic goal, specifically the improvement of student engagement, learning and successful transfer and employment, by improving employee engagement through efforts to create a collegial culture and environment of mutual support and respect. Human Resources is committed to support the College's second goal of strategic enrollment growth by providing training, professional development, coaching and mentoring as changes occur in campus services, facilities, personnel and technology. As an effort to improve the efficiency of employee training in line with third strategic goal, the Human Resources master plan calls for offering employee training to meet federal and state mandates in a convenient, interactive online format. In addition, Human Resources supports efficient operations through more effective procedures for employee orientation, search processes, and payroll processing. In support of the fourth strategic goal of community value, the Human Resources master plan calls for strategies to attract a diverse, creative and talented pool of candidates for positions at the College by cultivating relationships and networks with business and political leaders, professionals and other educators to produce referrals.

**Annual Operating Plans**

While the College's strategic plan is the driving force for the overall planning process, and division master plans provide long-term vision in support of the strategic plan, the annual operating plans (3.4) are a critical mechanism for achieving the goals of the strategic plan. The College's strategic plan informs each division's operational plan and function, as both the benchmark and template for goal-setting. Operational plans are practical, project-based documents that identify specific initiatives with measurable outcomes and target dates when various parts of the project will be completed. These plans are intended to ensure that departmental and individual efforts are focused on priority activities in support of the strategic plan.

Each year, division heads work with their department managers to set and assess specific goals for each division based on the four themes of the strategic plan and the division's master plan. The operational plans developed by department and division staff members must be aligned with the strategic plan. Specifically, staff members prepare departmental and individual measurable outcomes, with projects and activities designed to drive the desired outcome. Plans are then submitted to appropriate Cabinet members to review and approve. Once approved, departmental plans are combined into a divisional operational plan and submitted to the president. Approved plans are then assigned appropriate resources through the budget process. The status of each operational plan is updated by managers and submitted to division heads and to the president three times each year: November, February and May.
A key component of the operational plan is accountability. Department managers and their administrators are held accountable for the completion of their respective operational plans during the performance evaluation process. Each division is responsible for submitting annual operational plans to the president, who meets individually with each division head three times per year to review progress. In addition, Cabinet members review progress toward measurable goals with individual direct reports during their annual performance evaluations.

If an operational goal is behind schedule, discussions occur on how to get the project back on track. If it is determined that a project is impossible to complete because of an unanticipated obstacle, the goal may need to be revised and there is flexibility in the process for that to occur. For example, this occurred in attempting to automate the payroll process. It was determined that the College's payroll process was incapable of accommodating the work schedules of two specific groups of employees. Therefore, that specific operational goal was not accomplished. The division head and manager then worked together to reassess how to accomplish the goal in a different way and set a new path.

**Strategic Institutional Resource Allocation**

*Overview*

Finger Lakes Community College uses a strategic approach to resource allocation, based on long-term planning documents such as the resource management plan, the College's strategic plan and the five-year budget model, which utilizes inputs from these other resources.

The human, financial, technical, physical, and other resources necessary to achieve the College's mission and goals are available and accessible. The College has undergone a period of significant growth amid a recession, resulting in a shift in the balance of its major funding sources. FLCC maintained adequate financial reserves to absorb a sharp reduction in state aid per full-time equivalent student in 2010-11 and made significant progress on meeting the goals of the strategic plan.

It is increasingly important for the College to ensure that funds are allocated purposefully, as New York's financial challenges impact traditional funding patterns and make future funding levels uncertain.

**The Annual Operating Budget**

FLCC has undergone significant enrollment growth in recent years, driving increases in the annual budget and prompting an expansion of facilities. Enrollment has grown from a total of 4,910 full- and part-time students in fall 2005 to 6,935 full- and part-time students in fall 2010, a 41 percent increase. Enrollment is projected to increase to as much as 8,970 by the 2014-15 academic year.

Over five years, the budget has grown from $27,285,600 in 2005-06 to $39,930,611 in 2010-11, an increase of 46 percent. The College's five-year budget projection anticipates a budget of over $48,500,000 by 2015-16. (3.5)

**Operating Budget Revenue Sources**

FLCC's revenue comes from three primary sources: tuition, state aid per full-time equivalent student (FTE), and local financial support from the College's sponsor, Ontario County, and other New York counties through the state-approved
chargeback process. (Table 2) State education law indicates that each of these sources should contribute approximately one third of a full-opportunity community college’s annual operating budget revenue. However, in recent years that formula has been threatened by state budget deficits, which have resulted in declining state aid for community colleges. A 2-percent tax cap without relief from unfunded state mandates has made for a challenging financial picture at the county level, making it difficult for the sponsoring county to provide increases in direct operating support to the College.

Table 2

Finger Lakes Community College 2010-11 Operating Revenue Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>2010-11 Revenue</th>
<th>2009-10 Revenue</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$17,542,920</td>
<td></td>
<td></td>
<td>23.8%</td>
</tr>
<tr>
<td>State Aid</td>
<td>$11,905,624</td>
<td></td>
<td></td>
<td>3.1%</td>
</tr>
<tr>
<td>Sponsor</td>
<td>$3,204,228</td>
<td></td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>Chargebacks</td>
<td>$3,380,090</td>
<td></td>
<td></td>
<td>-28.9%</td>
</tr>
<tr>
<td>Fund Balance</td>
<td>$2,177,392</td>
<td></td>
<td></td>
<td>211.6%</td>
</tr>
<tr>
<td>Sponsor Grant</td>
<td>$248,813</td>
<td></td>
<td></td>
<td>10.6%</td>
</tr>
<tr>
<td>Non Credit</td>
<td>$674,859</td>
<td></td>
<td></td>
<td>-19.2%</td>
</tr>
<tr>
<td>Other</td>
<td>$642,412</td>
<td></td>
<td></td>
<td>15.0%</td>
</tr>
<tr>
<td>Work Study/Grants</td>
<td>$154,273</td>
<td></td>
<td></td>
<td>-18.0%</td>
</tr>
<tr>
<td><strong>Total Budget</strong></td>
<td><strong>$39,930,611</strong></td>
<td></td>
<td></td>
<td>10.3%</td>
</tr>
</tbody>
</table>
Local Share
The county’s local share of revenue includes direct contributions from Ontario County, use of the College’s fund balance to cover operating expenses, and chargeback revenue, which are payments made by other New York counties whose residents attend FLCC. Chargeback rates vary from year to year based upon actual revenues and expenditures for the year. The sponsor’s direct contribution to the College, $3,204,228, has not increased in several years. New York expects "maintenance of effort" with regard to funding provided by sponsoring counties. If at any point the county were to provide less direct support than was made available the previous year, penalties would be put in place. As a result, in budgetary planning the College assumes with some level of confidence that the county’s direct allocation will remain, minimally, at the current level. In the College’s current five-year budget model, the sponsor share is projected to remain stable for the next several years.

State Aid
State aid has been unpredictable in recent years as New York faces a challenging financial picture. Community college state aid per FTE has fallen 21 percent in just over two years, taking it back to the 1999-2000 level. (Table 3) The SUNY Board of Trustees has requested incremental annual increases in state aid to community colleges beginning with the 2012-13 budget year, with the goal of returning state aid to its statutory 33 percent share of community college operating budgets in five years. The College has modeled state aid conservatively, remaining at current levels for several years.

Table 3
New York State Aid to Community Colleges 2007–2012

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>State Aid/FTE</th>
<th>Change from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>$2,675</td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>$2,675</td>
<td>0%</td>
</tr>
<tr>
<td>2009-10</td>
<td>$2,545*</td>
<td>-4.9%</td>
</tr>
<tr>
<td>2010-11</td>
<td>$2,260</td>
<td>-11.2%</td>
</tr>
<tr>
<td>2011-12</td>
<td>$2,122</td>
<td>-6.1%</td>
</tr>
</tbody>
</table>

*T Reduced from $2,675 for last 3 quarters

Tuition
The College has relied on strong enrollment growth and tuition increases (Table 4) to manage shrinking resources available from the state and local sponsor in recent years. As outlined on the table below, the tuition rate has risen steadily in recent years. This is a significant concern for a community college, as it threatens our mission of access. Unfortunately, in order to remain financially strong, the College anticipates additional tuition increases will be necessary in the next few years unless state aid is increased.
Table 4

<table>
<thead>
<tr>
<th>FLCC Five-Year Tuition History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>2007-08</td>
</tr>
<tr>
<td>2008-09</td>
</tr>
<tr>
<td>2009-10</td>
</tr>
<tr>
<td>2010-11</td>
</tr>
<tr>
<td>2011-12</td>
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</tbody>
</table>

Net Share of Operating Budget Support Trends

The slight increase in state aid as a percent of the operating budget (Table 5) is due entirely to the College’s sharp increase in enrollment. As noted earlier, the actual state base aid per FTE dropped from $2,675 at the start of 2009-10 to $2,122 in 2011-12.

Table 5

<table>
<thead>
<tr>
<th>2010-11 FLCC Operating Budget Revenues</th>
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<tbody>
<tr>
<td>Net Share of Operating Budget Support</td>
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<table>
<thead>
<tr>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>39.5%</td>
<td>37.9%</td>
<td>40.0%</td>
<td>39.7%</td>
<td>41.0%</td>
<td>45.6%</td>
</tr>
<tr>
<td>State</td>
<td>32.2%</td>
<td>33.4%</td>
<td>33.7%</td>
<td>32.6%</td>
<td>33.4%</td>
<td>31.0%</td>
</tr>
<tr>
<td>Local Share</td>
<td>28.2%</td>
<td>28.7%</td>
<td>26.3%</td>
<td>27.6%</td>
<td>25.7%</td>
<td>23.4%</td>
</tr>
<tr>
<td>Minimum Local Share</td>
<td>26.7%</td>
<td>26.7%</td>
<td>26.7%</td>
<td>26.7%</td>
<td>26.7%</td>
<td>26.7%</td>
</tr>
</tbody>
</table>
Over the last five years, due primarily to strong enrollment and fiscal restraint, the College's unappropriated fund balance reserve rose steadily from 2.4 percent of the budget in 2005-06 to over 9 percent at the beginning of 2010-11, allowing the College to absorb the 11.2 percent cut in state aid per FTE in that same year. However, flat enrollment coupled with the state aid decrease for the 2010-11 budget year required the College to utilize approximately $2.4 million of fund balance, and it is anticipated that a similar amount will be utilized for the 2011-12 budget year. The College's current five-year budget model is built on conservative assumptions regarding enrollment, sponsor contribution, state aid and tuition. Fund balance reserve will continue to decline sharply if these conservative assumptions become reality, and the College is preparing to deal with operational changes, if necessary.

Sources of Additional Financial Support
In addition to annual operational support, Ontario County provides half (with the other half matched by state funding) of the $1 million annual capital improvement fund. In 2008, the county approved plans outlining $62 million in FLCC capital projects (Student Center, renovations to main classroom building, renovation and construction at the Geneva Campus Center, startup costs of Victor Campus Center) of which 50 percent will be funded by a local share and 50 percent will be funded by the state.

The College receives considerable supplemental support from its not-for-profit affiliates. The FLCC Foundation, with assets of $4.17 million as of June 30, 2011, solicits private donations to support the work of the College. The FLCC Foundation, for example, owns and manages the Muller Field Station and the East Hill Campus, which provide significant field experiences to students in conservation, fisheries, and wildland fire suppression programs. The FLCC Foundation also owns the Honors House, which serves as a home base for FLCC's Honors Studies Program.

The FLCC Association, with net assets of $3.5 million as of August 31, 2011, generates revenue by providing services that support the College's mission, including the bookstore, cafeteria, child care center, and housing. The FLCC Association and the FLCC Foundation will contribute $4 million and $3 million, respectively, to the new Student Center, significantly lowering the local share required from the county sponsor. The Foundation also paid for the construction of the biology laboratory that opened in January 2011 at the Wayne County Campus Center in Newark. Lab equipment was covered by a $238,000 federal grant and a matching $140,000 state grant.

The College also pursues a variety of grant opportunities to help it meet the goals outlined in the strategic plan. For example, the College has received a competitive $1.1 million, five-year grant (entitled "Project Success") from the U.S. Education Department under the TRIO program to provide tutoring, mentoring and other services to first-generation, academically disadvantaged and low-income students to improve retention, transfer and graduation rates among these specific groups. This initiative supports the College's first strategic goal of learning and student success, specifically a measure to increase the first-time, full-time fall-to-fall retention rates to 63 percent by 2012-13. In support of that same strategic goal, the College was awarded a $3.3 million National Science Foundation grant for the national dissemination of a model for teaching community college biology using a hands-on, research-based approach.

Operating Budget Expense Categories
Like most educational institutions, FLCC's operating budget is driven by major expenses to support personnel. (Table 6)
Salaries and benefits make up approximately 80 percent of the College’s operating budget expense. Other major expense categories include equipment and contractual items such as rent and service contracts.

### Five-year Budget Model

The College has developed a five-year budget model which utilizes the information from the other planning documents, such as the strategic enrollment plan and resource management plan, as inputs to provide insight into long-term financial scenarios. The model also provides the ability to run “what-if” scenarios utilizing various levels of funding from the major revenue sources such as tuition and fees, state aid, sponsor contribution and chargebacks.
Financial Audits

A number of methods are used to measure, assess and improve the utilization of financial resources. These include fund balance projections, the annual audit, data comparisons with other community colleges, the successful completion of capital improvement plans, and the strategic plan matrix, which tracks the measurable objectives spelled out in the plan.

The unappropriated fund balance reserve rose steadily from 2.4 percent of the budget in 2005-06 to over 9 percent at the beginning of fiscal year 2010-11, due largely to rising tuition revenue accompanying record enrollment and fiscal restraint in controllable expenses. This was well above the recommended 5 percent of budget and positioned the College positively for the financial uncertainties ahead as the state continues to deal with ongoing budget deficits.

At the conclusion of each fiscal year, independent auditors review the major expense categories of the College (including the FLCC Association, FLCC Student Corporation and Association Housing) and FLCC Foundation for their respective fiscal periods, producing audit reports containing financial statements and commentary based on their findings. The financial statements, auditors’ opinions, and presentations are completed for the College by EFP Rotenberg (3.6) and for the Foundation by The Bonadio Group. (3.7) These annual audits help measure the effectiveness of the FLCC financial process. The College results are printed and bound and presented at a public meeting of the FLCC Board of Trustees, and the FLCC Foundation results are bound and presented at the non-public meeting of the FLCC Foundation Board. Following those presentations, copies of the printed documents are available on request.

The College’s most recent audit was completed in November 2011 and approved by the Board of Trustees in December 2011. This audit found no material weaknesses or significant deficiencies relating to the audit of the financial statements as reported in the Report on Compliance and Internal Control Over Financial Reporting Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards (p. 40 of audit report). It is important to the College’s goal of efficient and effective operations that the Administration and Finance Division operates following Generally Accepted Accounting Principles, or GAAP. The independent audit assures that all appropriate processes are being followed.

Physical Resources

College facilities have grown markedly since the 2005-06 year. At that time, the College consisted of a main campus, campus centers in Newark and Geneva, and the Muller Field Station on Honeoye Lake.

In 2007, the College Suites, a 354-bed residence hall, opened to fill a demand for campus housing. In January 2010, FLCC opened a 26,000-square-foot campus center in Victor, Ontario County’s fastest-growing community. In March 2010, the College broke ground on its first main campus expansion since 1995, a 78,000-square-foot Student Center, which will provide more student space, a centralized enrollment center, a larger cafeteria, a new bookstore and FLCC’s first auditorium when it opens in spring 2012. The space in the current building freed up by the move of facilities and offices to the Student Center will be renovated into additional classrooms and laboratories beginning in 2012.
In June 2010, the FLCC Foundation received a life estate gift of a 30.5-acre property with a main house, large garage, woodlands, and campsite adjacent to a state wildlife management area. The property was renamed the FLCC East Hill Campus and will be used for wildland fire suppression training and camping and conservation classes.

In addition, design work is set to begin on the Geneva Campus Center, currently housed in a rented former middle school, to yield a building more suited to community college needs. A site plan is under development for a second residence hall to meet continued high demand for quality housing close to campus. Plans are also under way for a teaching vineyard and winery to support the College’s Viticulture and Wine Technology program.

**Human Resources**

The College's human resources are managed through planning documents, program reviews, and annual budget requests. Program-specific resource management plans identify staffing needs by academic degree program. The 2010-13 FLCC staffing considerations (3.2) plan identifies specific non-teaching positions that are likely to be needed due to known factors, such as plans to open the Student Center in 2012. It also identifies academic areas where new staff will likely be needed, though it does not identify specific positions. In addition, each division makes staffing requests as part of the annual budget process. These requests, along with justifications based on strategic plan goals, are presented to the College community at open meetings and weighed with collegewide priorities during the budget process.

The College's human resources have grown to keep pace with enrollment, albeit not as rapidly as enrollment growth. Full- and part-time employment has risen by 14 percent from 310 in fall 2005 to 354 in fall 2010. Full-time faculty employment rose 11 percent, from 109 in fall 2005 to 121 in fall 2010. Adjunct employment has risen from 206 to 250 over the same period.

Going forward, each division of the College has identified priorities for future staffing in the FLCC Resource Management Plan Staffing Considerations document for 2010-2013. Projections for additional staff suggest the need for an additional eleven non-teaching positions over the next two years, depending on available funds, to fill projected needs. Additional teaching staff has been identified by program area though no specific number is projected at this time.

**Technology Resources**

The College has a wide range of technological resources and a five-year plan for the replacement and updating of these resources, including telephone equipment, Internet access, classroom technology, computer labs and document imaging and archiving. The College instituted a technology fee in 2004 to provide a dedicated funding source for technology upgrades. The fee is currently $68 per semester for full-time students.

The College's technology resources include information technology (personal computers, networking equipment services, etc.), instructional technology (Smart Boards, projection systems) and software (online bill payment, room scheduling) for improving the efficiencies in daily operations. Planning and implementation of technology upgrades are overseen by the Information Technology Division, which maintains the master plan and has recently developed an IT component of the College's resource management plan.
Annual Resource Allocation

Projecting the Annual Operating Budget

With the institution's annual operating revenues very heavily dependent on enrollment, one of the key factors in effective resource allocation is the ability to accurately project enrollment levels. To assess the effectiveness of this effort, FLCC compares budgeted FTE to actual estimated FTE. The figures have trended together with the greatest variation (4,328 budgeted vs. 4,939 actual estimated) in 2009-10, the year of an unprecedented 17 percent increase in enrollment. (Table 7) Overall, the College has been successful in establishing conservative projected enrollments for use in annual budget planning.

Table 7

<table>
<thead>
<tr>
<th>Year</th>
<th>Budgeted FTE</th>
<th>Actual/Estimated FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>3,000</td>
<td>2,950</td>
</tr>
<tr>
<td>2005-06</td>
<td>3,200</td>
<td>3,150</td>
</tr>
<tr>
<td>2006-07</td>
<td>3,400</td>
<td>3,350</td>
</tr>
<tr>
<td>2007-08</td>
<td>3,600</td>
<td>3,550</td>
</tr>
<tr>
<td>2008-09</td>
<td>3,800</td>
<td>3,750</td>
</tr>
<tr>
<td>2009-10</td>
<td>4,328</td>
<td>4,939</td>
</tr>
<tr>
<td>2010-11</td>
<td>4,500</td>
<td></td>
</tr>
</tbody>
</table>

The Annual Budget Process

The College's financial resources are managed through the budget process and long-term planning, and allocated to support the strategic plan. The annual process is designed to be thoughtful and inclusive, with budget requests backed by divisional goals and tied to a specific portion of the strategic plan. A budget timeline has been established, starting with division meetings to identify priority initiatives in December. Anticipated faculty positions are also announced at this time.

The allocation of funds begins with department managers submitting budget requests to their respective Cabinet members. Budget requests beyond basic operating costs are linked to the strategic plan. If a department wants to add staff or equipment, it must fall under a specific strategic goal for justification and approval. Prior to submission of budget requests, the vice president for administration and finance meets with College Council to review the budget planning schedule. Each Cabinet member compiles his/her respective requests and prioritizes them to the vice president for administration and finance. Collegewide open forums include an overview of anticipated budget assumptions and College and division priorities. When all budget requests have been submitted, a budget document is drafted, submitted to the College president and discussed by the entire Cabinet. This group creates a draft budget, which the president submits to the Board of Trustees for consideration at its annual budget retreat in the spring.
A draft budget is presented to the Board of Trustees for approval at its June meeting. Once approved by the FLCC Board of Trustees, the budget is presented to the Ontario County Board of Supervisors for approval, following a public hearing. The College budget requires approval from both the Board of Trustees and Board of Supervisors.

The College links planning and resource allocation to the mission and goals as well as to the strategic plan. There are a number of processes in place for infusing the College's strategic goals into the budget process. For instance, the budget process includes the development of divisional priorities organized by strategic plan categories, and managers tie funding requests to the strategic plan as part of the request/justification process. Budget submissions from the departments are required to cite the specific strategic plan goal that the expenses support. Any request for additional staffing or equipment must be clearly linked to a strategic plan goal. Department managers are held accountable for goals developed in their operational plans and are responsible to request appropriate funding to support planned initiatives.

Budget requests flow from action steps identified in each department's operational plan. For example, to meet the second strategic plan goal of strategic growth (increased enrollment) and community value (developing an educated workforce to support economic growth), the College has created new academic programs. One example is the Viticulture and Wine Technology program, which supports the rapidly growing wine industry in the Finger Lakes region. Budget needs, such as a full-time viticulture instructor and new equipment, were identified and supported during the budget process for 2010. In its first full year, the program had 28 enrolled students.

Resource Allocation and Strategic Resource Needs
As an approach to analyzing the adequacy of the College's resource allocation process in supporting the College's strategic goals, projects identified under the individual division master plans were examined. Particularly relevant in this consideration is the impact that lack of funding may be having on implementation of the strategic plan through these master plan projects.
Enrollment Management
Currently, a vast majority of Enrollment Management's initiatives are moving forward across the areas with a high completion rate. (Table 8)

<table>
<thead>
<tr>
<th>Project State</th>
<th>Current Project Status</th>
<th>Number of Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>Finished</td>
<td>49</td>
</tr>
<tr>
<td>On Target</td>
<td>Started and on schedule</td>
<td>39</td>
</tr>
<tr>
<td>Delayed</td>
<td>Missing dependencies or funding delayed</td>
<td>3</td>
</tr>
<tr>
<td>Not funded</td>
<td>Funding not allocated</td>
<td></td>
</tr>
<tr>
<td>Not started</td>
<td>Reason not known: funding, relevancy, etc.</td>
<td></td>
</tr>
</tbody>
</table>

Table 8: Project Status of Initiatives for Enrollment Management 2008-2013 Master Plans

Advancement
Advancement has many initiatives identified in its operational plans that are in progress and ongoing in nature. (Table 9) These ongoing projects are counted as "on target," but might not have a completion date since they will continuously be a required function. This might skew the results in comparison to other divisions and require a re-evaluation of how operational functions, as opposed to initiatives, are listed. Other divisions may have ongoing operational functions, which are an integral part of their operation but are not detailed in their operational plans.

<table>
<thead>
<tr>
<th>Project State</th>
<th>Current Project Status</th>
<th>Number of Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>Finished</td>
<td>20</td>
</tr>
<tr>
<td>On Target</td>
<td>Started and on schedule</td>
<td>40</td>
</tr>
<tr>
<td>Delayed</td>
<td>Missing dependencies or funding delayed</td>
<td>1</td>
</tr>
<tr>
<td>Not funded</td>
<td>Funding not allocated</td>
<td></td>
</tr>
<tr>
<td>Not started</td>
<td>Reason not known: funding, relevancy, etc.</td>
<td></td>
</tr>
</tbody>
</table>

Table 9: Project Status of Initiatives for Advancement

Academic and Student Affairs
Master plan projects for the division of Academic and Student Affairs are generally well under way and have not been impacted by an absence of funding. (Table 10)

<table>
<thead>
<tr>
<th>Project State</th>
<th>Current Project Status</th>
<th>Number of Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>Finished</td>
<td>14</td>
</tr>
<tr>
<td>On Target</td>
<td>Started and on schedule</td>
<td>52</td>
</tr>
<tr>
<td>Delayed</td>
<td>Missing dependencies or funding delayed</td>
<td>1</td>
</tr>
<tr>
<td>Not funded</td>
<td>Funding not allocated</td>
<td>2</td>
</tr>
<tr>
<td>Not started</td>
<td>Reason not known: funding, relevancy, etc.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 10: Project Status of Initiatives for Academic and Student Affairs
Technology Resources
To assess the effectiveness of previous planning for information technology needs, a review of the 2008-2013 master plan shows that 31 percent of the projects have been completed, 26 percent are started and on schedule, while another 23 percent are delayed, due in part to funding. Another 17 percent have not been funded. Excluding projects for which no resources were allocated, about 80 percent have been or are being implemented.

Facilities
A review of the facilities master plan shows the Victor Campus Center open, the Student Center construction and main campus renovation under way, and the Geneva Campus Center project ready to enter the design phase. Progress on the capital improvement plan is evident in projects that are completed or on schedule. For example, 12 of 14 capital projects for 2008, including a computer server room upgrade and elevator code upgrades, are complete, and two are in progress. All seven 2009 capital improvement projects are complete, and all five 2010 projects are done.

Conclusion
FLCC provides the financial, human, physical and technical resources to effectively implement the projects identified in the College's master plans. The College is in the midst of a period of significant growth and development, which has enabled the creation of new programs, the construction of new facilities, and the implementation of new technologies. Whether from capital project funding, annual operating budget revenues, fees, grants or FLCC Foundation and FLCC Association sources, the institution's resources are allocated effectively in support of the change and renewal identified in its strategic plan.

Going forward, the College may face the dual challenges of stable or declining enrollment and uncertain or reduced funding. Prudent financial management has enabled the College to absorb significant cutbacks in state support without resorting to drastic measures such as layoffs. The College's ability to plan for the future and assess its progress has been enhanced in the 2008-2013 strategic plan and the resource management plan.
Institutional Renewal and Assessment

Tracking the Strategic Themes: The Strategic Plan Outcomes Matrix

In early 2008, the development of outcome measures for each of the strategic goals was approached in an inclusive fashion. After the mission, vision, and four strategic goals were established, teams were created through College Council and assigned one of the strategic goals. The teams were responsible for identifying the metrics to be applied in measuring the achievement of their respective strategic goal. The metrics allow members of the College community to track progress in achieving each of the four strategic goals. While primary responsibility for each measurable goal is often accepted by a particular division of the College, collaboration is needed across divisions to attain many of these goals. For example, while the Academic and Student Affairs Division has worked to improve the fill rate of classes as one of its measures, the metric cannot be met without working with the offices of the Enrollment Management Division such as the Registrar’s Office with its ability to distribute student registrations across course sections. In addition, while Facilities and Grounds is primarily concerned with energy use, the entire College community needs to be involved in reducing energy consumption.

Effecting Institutional Renewal through the Strategic Plan Outcomes Matrix

Once the strategic plan was finalized and the measures were adopted by the Board of Trustees, the College developed an outcomes matrix. (3.10) This document pulls all of the measures from the strategic plan, organized by strategic goal. For each measure, the outcomes matrix provides baseline data, the specific annual incremental target, the most current data available on the status of the outcome, an up or down arrow to indicate whether the College is on track with that measure and a column that provides additional narrative.

The implementation of the strategic plan is managed by monitoring the outcomes matrix with the progress, and the results are publicized as a standard practice. Clear records of the current status of each measure are kept up-to-date as new data are available and shared publically on a regular basis. Furthermore, the College uses these data to make decisions. For example, in pursuing the second strategic goal of enrollment growth, the College expanded the recruitment area of potential students.
with the decision to open a new campus center in Victor. In addition, the College is not on track to meet its outcome related to retention, and despite several new initiatives the College seems to be continuing to lose ground in this area. As a result, the president requested that each division head include at least one major initiative related to retention in his/her operating plan for 2011-12, and also asked that the initiative be highlighted in red ink so it could be readily identified. The key to measuring all areas of progress is in the matrix. It is the matrix that tracks progress toward the measurable outcomes, which in turn drive the College's decision-making process. The outcome measures contained in the strategic plan are updated regularly and presented to the campus community through College Council and to the Board of Trustees. The most updated information available on the current status of the matrix is always available on the College intranet.

The strategic plan measurement matrix is presented in detail in the following section, along with examples which illustrate use of the outcomes matrix to guide College decisions. The institutional planning and strategic direction that has resulted from regular tracking of progress on specific outcome measures ensures that the College focuses on institutional effectiveness and responds to data, not intuition.

The remainder of this chapter is a discussion of each of the measures included in the outcomes matrix, along with information on how the College is responding to concerns that emerge as measures are tracked. The matrix is a critical element of the College's efforts in the area of institutional effectiveness.

**Strategic Goal #1: Learning and Student Success**

*To improve engagement, learning and successful transfer/employment*

1.1 Student engagement will be measured using the CCSSE's five indicator categories: active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners. FLCC will exceed the CCSSE mean score for medium-sized public two-year colleges in the Middle States region in all categories. Each category will have an FLCC annual mean of at least 2.5 by 2012-13.

The CCSSE (Community College Survey of Student Engagement) was administered in 2009 and will be administered again in 2012. (3.11) This national survey yields results that can be compared with other community colleges of similar size, location, and audience.

The matrix shows that FLCC fell below its peer group in the 2009 survey in three areas: academic challenge (FLCC 50.5/peer group 51.9), student-faculty interaction (FLCC 51.0/peer group 51.2), and support for learners (FLCC 49.0/peer group 49.8).

Although the College missed its goals by less than 1 percent in all three categories, this is an opportunity for improvement, and responsive actions were included in 2010-11 operational plans. A number of programs and activities are now in place in response to the 2009 CCSSE findings in order to improve our scores when the CCSSE is administered next in 2012:
To address the finding related to academic challenge, the College began a major initiative to discuss academic rigor on campus and ways to strengthen personal responsibility and work ethic in our students. After a year-long, collegewide exploration of the issue, each department developed a specific project to support this initiative, and the plans were implemented during the 2011-12 academic year. (3.12)

In order to build student-faculty interaction, the College revitalized a long-standing tradition that had lost momentum in recent years, Activities Day. A full day in both the fall and spring semesters is dedicated in the academic calendar for students and faculty to engage in out-of-class activities together, such as lectures or panel discussions, community service or field trips. A wide variety of new and engaging activities were available for students in fall 2011, including "speed networking," a project of Alumni Affairs and Career Services, and an opportunity for faculty and students to view and discuss the film "Contagion," sponsored by the Nursing and Science and Technology departments. (3.13)

When CCSSE data indicated that student awareness and use of available academic support was lower than the stated goal, it was determined that moving all academic support services into a unified area, the Academic Commons, would increase the likelihood of students' increased awareness of academic support services. The move into the Commons has been recent, but attendance is already tracking in a positive direction. (3.14)

While the matrix focuses on a specific measure from the CCSSE, the College continually seeks feedback from students and responds to that feedback. In 2000, 2003, 2006 and 2010, the SUNY Student Opinion Survey (SOS) was administered. Results from 2010, compared to the results of the 2006 survey (3.15) indicated the following:

- Under services and facilities, availability of computers when students need them decreased 0.36 (on a scale of 5). As a result, the IT master plan and operational plans have focused on increasing computer labs and the wireless networks. A new open-access computer lab is included in the capital project plan for Phase 1B.
- Under the section “A College Environment, Experience and Outcomes,” there was a 0.09 decrease in availability of courses students want at times when they want to take them. As a result, the Academic and Student Affairs Division has created a focus in its operational plan to assess the availability of courses to better meet the needs of students.
- Under the section “Personal Safety/Security on this Campus,” a decrease of 0.09 was noted. As a result, Campus Safety officers have been trained as peace officers.

An additional finding from the SOS dovetailed with the 2009 CCSSE. The SOS results indicated that students' experience at FLCC contributed very little to their knowledge, skills, and personal development in the following areas: understanding people of other racial and ethnic groups, developing a personal code of values and ethics, and contributing to the welfare of a community. Similarly, under "Sense of Campus," in the CCSSE, diversity was clearly an issue that needed to be addressed. To help improve these areas, the College has already made significant changes. A Diversity Committee was begun in 2009 to increase collegewide awareness and openness to diversity. Each month the Diversity Committee focuses on a distinct topic. The committee brings speakers and artists to campus throughout the academic year to raise awareness of community diversity issues.
In addition, the College updated the FLCC Affirmative Action Policy and Plan. (3.16) This new plan delineates the responsibilities of the College’s affirmative action officer and assures there is an affirmative action representative on each employee search committee. In addition, the committee assists with developing affirmative action workshops, ensures that language and pictures in all College publications represent a full range of diversity, and acts as an advocacy group on campus for affirmative action.

1.2 Employee engagement will be measured using an internal survey instrument with the following indicator categories: personal contribution; personal capabilities; reward, recognition, compensation; supervisor attributes; improvement, initiative, innovation; workplace climate. Each category will have an FLCC annual mean of at least 3.5, with no individual item lower than 2.8 by August 2013. (updated 8/2009)

In the fall 2010 FLCC Employee Engagement Survey, the College exceeded its goal of a mean target score of 3.5 in four out of six categories. (3.17) Two hundred and twenty-two employees participated in the survey.

In 2008, 2009, and 2010, the College distributed an employee engagement survey to all employees. The survey includes 25 statements to rate on a scale of 1 to 5. The statements are clustered in five areas (fall 2010 composite results noted in parenthesis): personal contribution (4.42), personal capabilities (4.42), rewards and recognition (3.39); supervisor attributes (4.06); improvement, initiative, innovation (3.39), and campus climate (3.84).

To address areas of employee engagement that are in need of improvement, the Employee Engagement Committee was formed in 2008. To address the reward and recognition results, the committee implemented a wide variety of initiatives, including the “owl” certificates and the Gold Standard Award, so employees could recognize the outstanding activities of their co-workers. In addition, the committee revamped the Employee Recognition Ceremony and made length of service awards much more personal. Focusing on concerns regarding opportunities for employees to offer suggestions for improvement or take initiative, the committee solicited ideas from employees in fall 2011 on how the College could save money during these challenging financial times. It set a goal of finding $25,000 in savings to propose and far exceeded that goal, offering more than $200,000 in potential savings. (3.18)

Each year, the committee examines the results of the employee engagement survey, which is conducted at the beginning of the fall semester. It uses the results of the survey to determine the themes of its work for the year. In fall 2010, Employee Engagement was made a standing committee of College Council in recognition of its long-term importance to the College.

1.3 The percentage of first-time, full-time students who graduate within six semesters of initial matriculation or experience other “successful educational outcomes” as defined by SUNY will be within the top 10 percent of the rates reported by SUNY community colleges. Targeted FLCC goal of a 66 percent six-semester successful educational outcome rate by 2012-13.
In the 2005-2008 cohort of first-time, full-time students, 60.02 percent experienced a successful educational outcome in six semesters or less. In the 2006-2009 cohort of first-time, full-time students, 61.85 percent of the students experienced a successful educational outcome in six semesters or less. (SUNY defines a successful educational outcome as graduation, transfer or continuing to pursue higher education.)

The College established incremental goals to reach the target with the 2010-13 cohort. The incremental goal for the 2007-10 cohort is to be among the top 10 percent of SUNY community colleges on this measure and have a successful educational outcome rate of 63 percent. Most recent data indicate that the College is currently among the top 10 percent of SUNY community colleges, with a rate of 62.3 percent.

A variety of activities support this measure, including the College's Project Success, which focuses on the special needs of first-generation students who are economically disadvantaged and academically underprepared. Another new initiative designed to address this measure is a plan to administer the College's placement test, Accuplacer, to all high school juniors in the four-county service area. Students would then have the opportunity, if necessary, to complete developmental work in high school, which would allow them to move forward with credit-bearing courses upon college entry.

1.4 The percentage of graduates who are unemployed and seeking employment at 6 months after graduation will be lower than the SUNY community college average; FLCC rate will be 3 percent or less by 2012-13.

The College is meeting this target, with a rate of 2 percent. However, career services and internship opportunities continue to be an important part of our offerings to support students as they transition to the workforce.

1.5 Assessment plans for all academic programs will include measurable student learning outcomes that reflect established industry standards, are benchmarked against other community colleges and/or are created in collaboration with a team of external advisors. Student learning outcomes will be assessed annually and trend data will be reported in the five-year program review. Trend data will show increasing levels of student achievement on the established program student learning outcomes in all academic programs, with specific target levels established by each program.

The College is meeting this measure. The College has established and implemented a routine assessment cycle for program review and a three-year cycle for general education assessment. (3.19) All academic programs have completed one cycle of program review, and the second cycle is under way. SUNY general education assessment results are submitted on schedule. This ongoing process allows the College to assess student learning and department objectives in a routine way and respond to findings. Additional information on assessment activities is contained in later chapters of this self study.

In order to ensure that assessment of academic programs remains an integral activity on campus, faculty members
The Academic Assessment Committee, a standing committee of the Academic Senate, was formed in November 2007 as a response to increased demands for accountability and a desire to provide support, recommendations, and advice in relation to assessment. The committee is charged to foster a culture of assessment, coordinate participation in SUNY assessment initiatives, make recommendations about the assessment of student learning outcomes, identify and disseminate assessment best practices, review the effectiveness of the processes, and share information with departments and programs about professional development in the area of assessment. The chair of this committee presents monthly to the Academic Senate, and all recommendations are sent to the Senate for consideration. The committee consists of one student, faculty from each department, and the coordinator of academic assessment.

The coordinator of academic assessment was appointed on a part-time basis in fall 2007. By fall of the following year, the position was full time. The role of this coordinator is to provide support for academic assessment. To do this, the coordinator works with faculty and the associate vice president of instruction and assessment to develop and maintain assessment plans, provide advice on best practices, communicate assessment results with internal and external constituencies, present findings to the Board of Trustees, foster an environment that supports assessment, and help pave the way for professional development in the areas of assessment.

1.6 The mean retention rate of FLCC students from their first to second semester at the College’s top five baccalaureate degree-granting transfer institutions will be 75 percent or higher, with no individual retention rate lower than 70 percent, by 2012-13. (updated 8/2009)

Although initial results were promising, most recent cohort data indicates that the College is not meeting this measure. The mean retention rate at the top five transfer institutions ranges from 64.6 to 71.9 percent, well under the target of 75 percent. As a result of this recent data, the College’s transfer counselor will ensure that activities to address this need are included in her department’s next operational plan.


**Strategic Goal #2: Strategic Growth**

*To increase the enrollment of traditional and non-traditional students within the College service area by identifying and addressing emerging educational needs and new markets*

2.1 **Total credit FTE in 2012-13 will be at or above 5,490.**

The original goal of 5,490 was determined at a time when enrollment growth was extremely strong but appears to be too aggressive, despite the College’s best efforts to meet the target. The interim 2010-11 enrollment measure established on the matrix is 5,137. The College’s unofficial enrollment for 2010-11 is 5,030.5, under the stated goal.

While enrollment surged for several years from 2007 to 2010, in the last two years enrollment growth has leveled off at FLCC, as it has at most SUNY community colleges. A number of positive enrollment drivers in the enrollment management plan are behind schedule, such as phase two of housing, renovation at the Geneva Campus Center and the completion of the new Student Center on the main campus.

Strategic growth remains an important goal, and the College will continue to work hard to build enrollment. In order to address this element of the plan, the College has decided to focus on building an accelerated degree program designed to attract the working adult market. In summer 2011, the College commissioned a market study through the Aslanian Group to determine if there is a need for such a program and identify specific elements that should be included in the program. The study identifies specific areas of emphasis in the adult higher education area which fit the College’s existing programs and geographical reach. (3.20) The results were promising, and plans for a new accelerated business program are well under way.

As part of the College’s efforts to include athletics in its strategic growth the department, in conjunction with the FLCC Association, the College has commissioned an athletic feasibility study report (3.21) with LeChase Construction to determine the cost and feasibility of an indoor field house and track facility.

Program-specific marketing, efforts to build enrollment at campus centers, phase two of housing and visibility of the online program are all included in the College’s plans to address the enrollment growth goal.

2.2 **Increase new student credit FTE by at least 5 percent each year; five-year annual average of 9 percent from 2008-09 through 2012-13.**

In fall 2008, enrollment of new and transfer students increased by 8.3 percent; fall 2009 enrollment of this population increased by 11.2 percent and in fall 2010 enrollment increased by 2/3 of a percent.

Efforts to update services in the Admissions Office are moving forward as a response to enrollment numbers falling below expectations in 2010. A consultant from the American Association of College Registrars and
Admissions Officers (AACRAO) conducted an admissions audit in spring 2010 (3.22) to identify strategies to improve office operations and maximize the use of available technology.

Event evaluations from faculty, staff, and participants (prospective students) have led to many changes in Admissions Office recruitment programs. That office now invites four-year partners to discuss transfer agreements and includes current students and alumni in the programs.

In some cases, careful observation has led to discovery. For instance, in the past, marketing success was measured using Google Analytics reports and looking at the numbers of applicants converted to enrolled students. An understanding has evolved that identifies other points in the customer conversion process to gauge interest before admissions procedures are initiated. Identifying these points and measuring them has resulted in using Web analytics as a tool to assess the effectiveness of marketing efforts.

2.3 Increase part-time student credit FTE by at least 3.5 percent per year; five-year annual average of 5 percent from 2008-09 through 2012-13.

The College is meeting this metric, as part-time student credit FTE is increasing in line with targets. In fall 2008, part-time enrollment was up by 7.07 percent; fall 2009 enrollment for this population increased by 13.3 percent; and fall 2010 enrollment increased by 4 percent.
2.4 Increase first-time, full-time fall-to-fall retention rate to 63 percent by 2012-13.

Although the College's retention rate increased significantly from fall 2008 to fall 2009, since that time it has fallen dramatically from a high of 59.7 percent to the current 53.8 percent. This is a serious concern and all areas of the College are working to address retention issues. Operational plans for 2011-12 must all include at least one initiative intended to address retention concerns, highlighting that retention is a collegewide issue that can be strengthened in a wide variety of ways. A few of the efforts under way include:

- Project Success provides workshops, an academic coach and tutoring support for first-generation and economically and academically disadvantaged students. The College is seeking additional grant funds to expand this program, which is seeing good initial results.

- Financial Aid has instituted a campaign focused on financial literacy to help students who tend to withdraw because of financial concerns.

- The Student Health Office is working with a national consortium led by NYU to identify and address depression issues among students.

- The College's Academic Commons tutoring center was moved to a more central location in the library to promote visibility.

- The Human Resources Office is developing a coaching program for supervisors of student workers.

- The Athletic Department has instituted a “Winning with Character” program, which focuses on character development with all athletes. Coaches track team retention season-to-season and work to model productive behavior.

- The new One Stop Center (Admissions, Bursar, Center for Advisement, Financial Aid, and Registrar) conducted a baseline student satisfaction survey in spring 2011 and will perform subsequent surveys in 2012 and 2013.

- Phi Theta Kappa, the College's honor society, led a “Commitment to Finish” project that included students making a visible declaration of their intent to finish what they start and motivational calls and emails from Phi Theta Kappa members.

- Faculty are implementing the student work ethic and personal responsibility initiative, designed to clarify and consistently communicate college-level academic expectations.
**Strategic Goal #3: Efficient and Effective Operations**

*To strengthen the College’s financial position by improving the efficiency and effectiveness of College programs and operations.*

3.1 By 2012-13, FLCC’s net operating expenses per FTE will rank first or second in efficiency when compared with other midsize SUNY community colleges.

The College is meeting this metric. FLCC ranks second, behind Genesee Community College, among medium-sized community colleges in net operating expenses per FTE. Comparisons with 28 other upstate community colleges using SUNY data show that as of 2010-11 FLCC has the fifth-lowest operating cost per FTE at $7,561. Net operating costs per FTE range from $6,893 at Schenectady County Community College to $11,304 at the Sullivan County Community College. (3.23)

Finance personnel seek out best practices among their networks of higher education and finance professionals. Additionally, the College tracks comparisons of maximum tuition increases under consideration by local community colleges. Operational plans for Administration and Finance are linked to efficiency goals in the matrix. For example, to reduce the use of paper and save time, the Controller’s Office switched to electronic disbursements of excess financial aid, and Business Services has switched to electronic requisitions.

3.2 At the main campus, by 2012-13 the overall fill rate of classes (number of students enrolled in sections relative to the maximum class size) will be 90 percent or higher.

The College is meeting this metric. In 2007-08, the baseline overall fill rate was 78 percent but by 2009-10, the rate had increased to 85 percent. This is in line with interim targets.

The plan called for the overall fill rate of classes at the main campus (number of students enrolled in sections relative to the maximum class size) to be 83 percent or higher by 2009-10. The annualized fill rate was 85 percent for that year, exceeding the matrix for efficiency. Use of existing classroom space is managed through classroom scheduling software called Ad Astra to help improve fill rates.

3.3 At the campus centers, by 2012-13 the overall fill rate of classes (number of students enrolled in sections relative to the maximum class size) will be 80 percent or higher.

The College is meeting this target. The interim goal for 2010-11 was a room utilization rate of 63.5 percent, and the actual outcome was 64.1 percent. In 2007-08, the baseline overall fill rate at campus centers was 59 percent.

3.4 At the main campus, by 2012-13 the overall room utilization in general purpose classrooms for both day and evening time slots will be at or above 80 percent Monday – Thursday and at or above 65 percent on Friday.

The College is meeting this target. The interim goal for room utilization Monday through Thursday for fall 2010
was 71.75 percent, and the actual room utilization rate was 76.2 percent. This is up from 65 percent in fall 2007. Friday utilization in fall 2010 was 56.1 percent, up from 45 percent in fall 2007. Ad Astra scheduling software has been put in place to help address this metric.

3.5 At the campus centers, by 2012-13 the overall room utilization in general purpose classrooms for both day and evening time slots will be at or above 65 percent Monday – Thursday and at or above 50 percent on Friday. (updated 8/2009)

This metric has been eliminated. The College has three campus centers. The Victor Campus Center opened in January 2010 and is still in its initial growth stage. The Geneva Campus Center is located in a rented school building that has over 100,000 square feet and is much too large for our operation, making fill rate a difficult metric. The Wayne County Campus Center experiences enrollment challenges because of its location. Once baseline data for this metric were collected, it became clear that the campus centers currently experience weak room utilization. In fall 2008, Wayne's room utilization rate was 33 percent and Geneva's was 20 percent. The College determined that this metric, as written, is unrealistic and inappropriate. When the next strategic plan is established, a new metric related to room utilization at individual campus centers will be put in place, based on data that has been collected over the past several years and individual factors that impact room utilization at specific campus centers.

3.6 By 2012-13, reduce utility consumption by at least 25 percent from baseline year 1999-2000, meeting or exceeding the 20 percent reduction in energy consumption by 2010 as detailed in Executive Order 111.

Using the academic year 1999-2000 as a baseline, the College set a goal of meeting or exceeding a reduction in energy consumption of at least 20 percent by 2010, as detailed in Executive Order 111. (3.24) Upon completion of the academic year 2008-09, the College had exceeded its goal and reduced energy consumption by 31.3 percent.

As part of the College's commitment to sustainability, the strategic plan has also had a significant impact on facility planning and maintenance. In 2008, President Barbara Risser, Ed.D., signed the President's Climate Commitment and pledged to take steps to make the College carbon-neutral by the year 2030. This has prompted changes to current facilities; for example, light fixtures throughout the main building have been converted to more energy-saving models. It also drives planning for new construction. The Student Center is designed to be LEED (Leadership in Energy and Environmental Design) certified, and current plans call for the redeveloped Geneva Campus Center to be LEED certified as well.

Facilities and Grounds conducts an annual energy audit which generates the energy usage report, which is submitted to the New York State Energy Research and Development Authority (NYSERDA). (3.25) A greenhouse gas inventory report was conducted in 2008 by O'Brien and Gere. (3.26) Both reports are presented to governing boards and are available on the President's Climate Commitment website. (3.27) Energy reduction is also a goal under effective and efficient operations and is tracked as part of the strategic plan matrix. In 2009, NYSERDA and
C&S Architects conducted an energy-efficiency study. That same year, O’Brien and Gere completed a climate action plan to lay out the steps necessary for the College to become carbon neutral by 2030. (3.28)

Facilities and Grounds has implemented “green cleaning” and reduced overall energy use, while the Human Resources Office has implemented computerized time sheets, and the Bursar’s Office has automated student refunds. Additionally, the Controller’s Office switched to electronic disbursements of excess financial aid and developed electronic requisitioning systems. Enrollment offices have implemented document imaging to reduce paper and increase efficiency.

Other ways that FLCC has improved the efficiency of its operations through sustainable practices include composting of kitchen waste, monitoring and promotion of recycling bins, implementing initiatives under the President’s Climate Action Plan, monitoring and decreasing greenhouse gases, and promoting sustainable Facilities and Grounds initiatives. The “green office” initiative teaches employees how individual efforts to conserve energy can, when taken together, have a major impact.
Strategic Goal #4: Community Value
To increase the College’s cultural and economic impact on the service area

4.1 At least 150 community members will respond annually to questions on the following themes, using a 4-point scale. Each category will have an annual score no lower than 3.5 by August 2013.

a) modeling and teaching environmentally sustainable practices
b) stewards of the natural beauty of the area
c) an appealing venue for the arts, enriching the cultural life of the region
d) College involvement in community service activities
e) programs that develop an educated workforce to support economic growth
f) attracting and retaining talented workers and new businesses
To address this measurement, the College has conducted three annual surveys of community respondents using the online Survey Monkey service. Survey questions (3.29) are based on specific language of the community value goal; results for 2009, 2010 and 2011 appear in Table 11.

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td># Respondents</td>
<td>65*</td>
<td>150</td>
<td>291</td>
</tr>
<tr>
<td>Educated workforce</td>
<td>3.58</td>
<td>3.77</td>
<td>3.67</td>
</tr>
<tr>
<td>Support economic growth</td>
<td>3.38</td>
<td>3.60</td>
<td>3.50</td>
</tr>
<tr>
<td>Attract/retain workers</td>
<td>3.10</td>
<td>3.34</td>
<td>3.38</td>
</tr>
<tr>
<td>Attract/retain new businesses</td>
<td>2.80</td>
<td>3.12</td>
<td>3.19</td>
</tr>
<tr>
<td>Community service activities</td>
<td>3.23</td>
<td>3.35</td>
<td>3.44</td>
</tr>
<tr>
<td>Arts/culture programming</td>
<td>3.29</td>
<td>3.44</td>
<td>3.46</td>
</tr>
<tr>
<td>Enriches cultural life</td>
<td>3.23</td>
<td>3.46</td>
<td>3.47</td>
</tr>
<tr>
<td>Teaches sustainable practices</td>
<td>3.49</td>
<td>3.62</td>
<td>3.58</td>
</tr>
<tr>
<td>Stewards of natural beauty/resources</td>
<td>3.40</td>
<td>3.60</td>
<td>3.63</td>
</tr>
</tbody>
</table>

Areas at or above the 3.5 rating:
- Educated workforce: 3.67
- Support economic growth: 3.50
- Teaches sustainable practices: 3.58
- Stewards of natural beauty/resources: 3.63

Areas below the 3.5 rating:
- Attract and retain workers: 3.38
- Attract and retain new businesses: 3.19
- Community service activities: 3.44
- Arts and cultural programming: 3.46
- Enriches the cultural life: 3.47

The Advancement Division, which is charged with coordinating activities and engagement around the fourth strategic goal of community value, has implemented several initiatives to strengthen and enhance the College's position. These include new arts and cultural programming; efforts to align and promote College activities under the auspices of a targeted and integrated communication outreach plan; promotional efforts involving conservation, sustainability, and stewardship activities of the College; outreach and consistent messaging involving College workforce agency partners and government officials; new non-credit offerings designed as public-private partnerships to train workers for in-demand industry jobs; and aggressive media relations focusing on regional media outlets.
With 2013 the target date for achieving a 3.5 rating on the 4-point scale in all community value categories, the following metrics, as of 2011, are slightly short of the 3.5 mean value required to meet the College’s strategic plan: attract/retain workers (3.38), attract/retain new businesses (3.19), community service activities (3.44), arts/culture programming (3.46) and enriches cultural life (3.47). All of these metrics have shown steady increases since 2009. The Advancement Division anticipates that the construction of the new auditorium and community service programming, such as the George M. Ewing Canandaigua Forum lecture series, will increase results for arts/culture and community service in the next annual survey. In the business and economic growth area, new initiatives have been launched with workforce partners to strengthen business relationships and promote existing and new academic and non-credit programming tied to the region’s economic vitality. Enrollment for the programs has been strong and local workforce groups such as the Finger Lakes Workforce Investment Board (WIB), Finger Lakes Advanced Manufacturing Enterprise (FAME), and the sponsor businesses (Smart Systems Technology and Commercialization Center and G.W. Lisk Co.) continue to invest in the success of these joint efforts by providing workforce tuition dollars, physical facilities, and recruitment and enrollment support.

### 4.2 By 2013, FLCC’s service area economy will receive 3 percent of its regional income from FLCC and FLCC’s employees and students.

In 2006-07, FLCC was responsible for 2.3 percent, or $172.2 million, of the area economy. Economic impact data was submitted recently for a SUNY-wide community college economic impact study through EMSI, which will allow the College to update this measure. The College routinely distributes information about its economic impact in the community. (3.30)

### Assessment Activities at the Department and Program Level

In addition to the collegewide institutional effectiveness assessment that is accomplished through the tracking of measures on the strategic plan measurement matrix and program review and assessment of student learning outcomes under way in academic departments, assessment of outcomes also occurs at the department level. What follows are some examples of department-level assessment that is occurring at the College:

**Human Resources**

The Human Resources Office is currently completing a self assessment based on a national model developed by John McConnell. This process will help the staff benchmark their work against best practices, determine areas of strength and weakness and will guide future decision making (3.31). The process includes focus groups and open forums, along with a mapping of services, which is used to determine where additional services are needed. One example of a project that resulted from Human Resources assessment is that the office has used information from the Workplace Violence Survey to plan workplace violence webinar trainings. In addition, the office is now offering more online training and has recently implemented a more efficient system of online applicant tracking.
Physical Plant

Tools the College has used to assess the effectiveness of its planning and use of physical resources include a greenhouse gas inventory and routine energy audits. An example of a change that resulted from the energy audit is a move to put motion sensors in rooms across campus in order to minimize energy use when the rooms are not occupied.

Emergency Preparedness

The College conducted a week-long, full-scale emergency preparedness drill in spring 2011. This drill simulated a situation whereby all operations in one wing of the building would need to be evacuated with minimal notice and relocated for a period of time. After the drill was complete, the participants debriefed and determined specific adjustments that needed to be made in our comprehensive emergency preparedness materials. The need for "issues management" planning in addition to "tactical emergency" planning was identified, and that change is currently in development. (3.32)

Admissions Office

As noted earlier in this chapter, a comprehensive review of admissions processes and procedures was completed by a consultant from AACCRAO in 2010. (3.22) That assessment resulted in a number of specific recommendations for operational changes, which are in the process of being implemented.

Business Services

This office hosted a focus group to gauge the needs of its customers and how well it is meeting them. The results were documented in a report to the Cabinet (3.33) as well as in the announcement of changed processes and services available to the campus community.

Sustainability

In February 2011 the College completed its first sustainability program evaluation. (3.34) The evaluation used focus groups, benchmarking and surveys to gather data. It also completed a major study of the effectiveness of FLCC's sustainability program, which was used to determine next steps for that project.

Library

The FLCC library employs National Center of Educational Statistics (NES) data and LibQual+ (a suite of services used to solicit, track, understand, and act on user opinion) for major assessments. As national instruments, both assessment documents are constantly reviewed by the governing bodies, the Association of College and Research Libraries (ACRL), and NES. Locally, data are reviewed within the department annually. LibQual+ was initiated in 2000 as an experimental project for benchmarking user perceptions of library services by ACRL, led by Texas A&M University Libraries. This Web-based assessment survey has matured into a standard assessment tool that has been applied at more than 1,000 libraries of all types, collecting information from more than a half million library users. The library
staff then benchmarked the 2009 survey against the 2003 survey. (3.35) NES data was benchmarked with the other 29 SUNY community colleges. Locally, a 10-question short-answer test was administered to selected classes to measure library instruction effectiveness, and as a result the library computer lab is now open longer hours to accommodate needs addressed in assessment procedures. Additionally, there has been an increase in the library equipment budget for loaning laptops to students. In the works are experiments with thin client technology to provide more computing stations, and the Academic Commons provides more services and increased student space in the library.

Where gaps are perceived, supporting evidence suggests that efforts are being made to close these gaps. One such example is that the library, as a result of assessment, has identified that there exists a gap in the data being collected that reflects on the effectiveness of library instruction. The library now plans to use two assessment approaches. One is a national model, Project Sails, a standard assessment of information literacy skills. The library is also preparing to partner with an academic department to assess the library’s impact on students in relation to outcomes two and three of SUNY's general education information management outcomes.

**Student Affairs**

The Student Affairs offices are in the process of conducting self studies based on CAS Standards. (3.36) An internal review team consisting of faculty, staff and students will independently score the standard criteria. For each self study, one external reviewer will review the scores, deal with discrepancies and offer final recommendations. Each department will use the recommendations as a basis for its operational plan action items for 2012-13. The Enrollment Management Division will follow this same process in 2012-13.

In addition, departments within Student Affairs completed the first year of annual assessments of departmental activity in 2010-11. (3.37) Assessment findings were used to drive action or change, as noted in their assessment reports.
Conclusion

Institutional assessment has significantly improved over the course of the last five years. Though some areas have more work to do than others, it is evident that the commitment to the effectiveness and necessity of competent measurable outcomes has become a priority of the College. The framework of the strategic and operational plans and all of the other developments in assessment across the College clearly indicates significant improvements in institutional assessment. The commission defines effective assessment processes as “useful, cost-effective, reasonably accurate and truthful, carefully planned, and organized, systematic, and sustained.” The College has set in place effective mechanisms to support ongoing efforts to maintain compliance with accreditation standards. A wide variety of assessment methods, both qualitative and quantitative, are employed to assess the effectiveness of operations across the College and the results are used to drive change.

Ensuring Openness and Integrity in Institutional Renewal

Within the College community, there is considerable distribution of information about the strategic plan, the related operational plans, and the associated progress reports. Most of the time, measurable goals are being established by divisions and for subsidiaries therein, and schedules have been established to aid in timely and effective completion of results. In addition, goals and objectives are embedded in annual employee performance reviews to better assess employees’ ability to achieve objectives. There is growing evidence that assessment outcomes are reflected in strategies for improvement, reinforcing the effectiveness of the entire assessment system. While the method of self-assessment varies from department to department within a division, the outcome is similar: The results are reviewed in a systematic manner and are used to revise assessment procedures, programs, and services. Results from the ongoing assessment instruments are the impetus for maintaining, supporting, and improving programs and services.

Documenting and Communicating Assessment Results

The institution has made significant efforts to communicate collegewide regarding assessment findings. A number of documentation and communication methods have been established to inform the College community of the assessment measures taken by the College in addition to the measurable goals evidenced in routine operational planning reports. This is accomplished through email updates from the president, in division and department meetings, and published in a wide variety of documents available to all members of the College on the intranet. A variety of other documentation and communication methods that inform the College community of the results of assessment activities include verbal presentations to governing bodies and an availability of information upon request, news releases, and print media. As information about assessment successes is routinely shared, the institutionalization of a culture of assessment is strengthened.
Suggestions:

- The College should continue to engage in extensive planning efforts to ensure the best use of all resources. This includes ongoing updates of the resource management plan components.
- The five-year budget model should be updated regularly and should continue to be shared with the College community in a transparent way.
- Given that state and local financial support is likely to remain challenging, the College should continue to seek efficiencies to reduce costs and continue to develop additional sources of revenue.
- Measures to identify efficiencies and control costs should be a standard part of all operational plans.
- The College should continue its current formalized assessment of institutional effectiveness. The results of efforts thus far are plentiful and encouraging.

Recommendation:

- The College should develop a formal policy on assessment of all programs and services, with accompanying procedures and timelines. While significant assessment is already in place, this policy will provide clear expectations that FLCC is an institution that routinely examines all aspects of its operation and makes changes guided by an examination of data.
Faculty and staff interaction with students is at the heart of education at FLCC.
Chapter Four: Student Admissions, Retention, and Support Services

This chapter demonstrates the institutional commitment to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals.

Standard 8: Student Admissions and Retention
The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain these students through the pursuit of their educational goals by providing the support services necessary. As an open-admission institution, FLCC supports student success for those who can benefit regardless of prior preparation or educational history. The mission of student success is integrated in all areas of the college and drives the development of student services and programs designed for retention. Student learning is at the center of the FLCC culture.

Integrity in Student Admissions
For all but three selective programs (Nursing, Therapeutic Massage/Integrated Health Care, and Music Recording Technology), FLCC is an open-admission institution in the State University of New York (SUNY) system. The College has policies and practices in place to assist the broad spectrum of interested prospective students in applying and enrolling. (4.1) The Admissions Office has minimum requirements for acceptance to the College, including submission of an official high school transcript, GED test scores or successful completion of the Ability-to-Benefit test for non-high school graduates. As noted in Chapter 7, FLCC makes use of Accuplacer placement testing developed by the College Board to measure student readiness for college-level coursework and place students accordingly. Prospective students seeking admission to the aforementioned selective programs must meet a specified application deadline, fulfill high school or college course prerequisites, achieve minimum grade requirements in these prerequisites, and/or obtain minimum basic skills placement scores to be considered for admission to these programs.

Specific policies are in place to provide a pathway to enrollment to special populations, including home-schooled students and ex-offenders. (4.2) These practices afford access to the College’s offerings for wide segments of the community, thus enhancing the quality of life and empowering students throughout the institution’s service area to further their education. The College is currently examining the feasibility of providing a course offering schedule at
the campus centers for home-schooled students that will enable these students to simultaneously complete their high school graduation requirements and accelerate completion of an FLCC degree program. Ex-offenders complete a supplementary admissions process designated by SUNY. (4.3)

A review of FLCC’s admissions process was completed in spring 2010 by a consultant from the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The report (4.4) lists a number of areas where the admissions process should be updated and streamlined to better serve students and improve efficiency of office operations. The Admissions Office began implementing the recommendations in May 2010, such as updating the assistant director job description to associate director to serve as office operations manager and Datatel power user, ending the practice of printing online applications, and utilizing the online verification service available through the state Education Department for applicants who have earned a GED in New York state. The bulk of the recommendations related to changes in admissions acceptance procedures and utilizing technology are being implemented in the 2011-2012 academic year. Technology utilization was further implemented in spring 2011 through the first phase of a collegewide document imaging project. (4.5) Technology improvements support FLCC’s mission and third strategic goal of efficient and effective operations by empowering prospective students to use current technology in seeking admission to the College through use of a Web-based admission application process.

Marketing materials targeting prospective students include admission and program information, financial aid and financing information (e.g., net tuition calculator), and transfer and placement information. The College’s website plays a significant role in the recruitment of prospective students, and most marketing materials drive prospective students to specific landing pages on the website designed to support the promotional message and where prospective students can obtain additional information.
Communications with prospective and current students are currently being reviewed by the Student Communications Work Group to establish the “touch points” between the College and students, as well as to improve sustainability in communications. (4.6) The enrollment management and student affairs offices have worked closely with the Marketing Office to develop communication plans to promote services targeting both prospective and current students. Examples of current service information shared with prospective and current students include admissions and registration deadlines, financial aid application and disbursement timelines, scholarship offerings and application deadlines, registration dates, and billing and refund information, as well as promotion of Advising Week, Priority Registration, Right-to-Know compliance, academic standards, and services available from the Academic Commons and One Stop Center. The offices seek to continuously improve their communications with students through the use of technology and informed feedback. For example, at the conclusion of the fall semester, the Financial Aid Office surveys enrolled students to collect data on educational costs incurred during the fall term. In fall 2010 an electronic survey was introduced to replace a paper survey. These data, along with local rental statistics, are used to help formulate estimated costs of attendance (4.7) for the next academic year in determining students’ financial aid need. This tool has allowed the Financial Aid Office to provide a more precise picture of the costs incurred by our students, so our students can more accurately plan for expenses. Another example is the Student Services Satisfaction Survey implemented in spring 2011 to gauge the student experience related to the transition to the One Stop Center. (4.8)

The Financial Aid Office, in collaboration with the Admissions Office, participates in the annual SUNY Financial Aid Day, a statewide event held at SUNY institutions that enables FLCC prospective students and their families, along with other external community members, to meet with FLCC Admissions and Financial Aid professionals to participate in a financial aid workshop and successfully complete the FAFSA online. Since 2007, the director of financial aid has been reviewing office workflow and streamlining procedures to support sustainability and enhance services to students, including providing self-service options through technology, eliminating the FLCC Supplemental Financial Aid Application, directing students to file the FAFSA online, automatically determining students’ eligibility for Stafford Loans (versus students applying for the loan), providing students with an original financial aid award notice (versus multiple copies), enabling students to accept or reject their financial aid awards via Datatel’s WebAdvisor, eliminating the Federal Family Education Loan Program and implementing a Direct Lending Program, eliminating the deferment process to encourage students to complete the FAFSA in a timely manner, and implementing a default management plan to increase students’ awareness of their rights and responsibilities associated with borrowing and debt load. In addition, the director of financial aid has worked collaboratively with the Student Accounts Office and the FLCC Association to modify financial aid disbursement procedures and to review the student emergency loan fund and implement new procedures to access loans, respectively. The SUNY Student Opinion Survey results cite increased student satisfaction with financial aid services (based on a 5-point Likert-type scale) from a mean score of 3.49 in 2006 to 3.71 in 2010. (4.9) This change is statistically significant at .05.

New students are scheduled to attend an orientation-registration event at the main campus or at one of the three campus centers. These events, organized collaboratively among the directors of the Center for Advisement and Personal Development, Student Life, and the One Stop Center, take students through an introduction to the College, including registering for classes, obtaining student IDs, submitting immunization forms, and setting up computer accounts. This one-day event takes several hours of the student’s time, yet enables the student to complete basic skills
testing, orientation, advisement, and registration in one event. The new orientation-registration model is in its third full year and is a step toward a more streamlined admission, advising, registration, and orientation process. The process supports educating students regarding sustained use of College support services. The model continues to be adapted to meet the needs of our students. For example, students admitted to the Associate in Arts and Associate in Science degree programs in liberal arts and science receive a special orientation module outlining transfer and employment opportunities related to the students’ area of focus in the degree program.

FLCC serves a population that is largely transfer-oriented, and a number of 2+2 or other formal articulation agreements exist with area colleges and SUNY institutions. FLCC currently enjoys a 62 percent “successful outcome” rate as measured by SUNY. (4.10) Marketing materials promote transfer value in an FLCC education, and Admissions Office recruitment events support that message through recent alumni panel discussions. In addition, the orientation-registration model addresses transfer services available to all students.

Non-traditional student headcount has increased by 22 percent since 2008-2009, due in part to slow economic conditions. This group (defined by the College to be students 22 years and older) represents a pool of potential students that FLCC has never aggressively tapped in prior years. Online FTE enrollment has grown from 0.3 percent to 10 percent over the past four years and is projected to grow to 20 percent by 2014. Currently 70 percent of online students are adult learners, and 70 percent are female. Twenty-five percent of all FLCC students take at least one course online. The courses are part of the SUNY Learning Network, meaning there is no local technological infrastructure to be maintained; however, to facilitate the continued expansion of online learning, additional faculty members will have to be educated how to teach in an online environment. A full-time online “concierge” position has been created to assist online students through the application and enrollment processes. The College recently engaged Aslanian Market...
Research to complete an undergraduate student market analysis. (4.11) The report and recommendations identify targeted markets for potential adult learners, as well preferred delivery methods. The FLCC Strategic Enrollment Management Plan identifies programs targeting adult learners as a strategic opportunity that must be developed and implemented by fall 2013 to compensate for the anticipated decline in traditional-age high school graduates. (4.12)

The strategic enrollment management plan was developed and implemented in fall 2010 and is updated annually. The plan identifies enrollment projections by location (main campus and campus centers) and student type (Gemini, online, new, continuing, and returning) and takes into account current external and internal factors that affect enrollment projections, as well as opportunities the College can capitalize on to push enrollment in a positive direction – both recruitment and retention related. The plan is designed and supported by the Strategic Growth Committee, comprised of representatives from the divisions of Academic and Student Affairs, Enrollment Management, and Administration and Finance, and is congruent with the College's mission and goals.

**Integrity in Student Retention Strategies**

The College's mission statement reads: “Finger Lakes Community College is a supportive, learning-centered environment that empowers our students, provides enriching life experiences, and enhances the quality of life throughout our community.” The institution's efforts directed toward student admissions and retention directly relate to services that support student empowerment and enhanced quality of life. The Center for Advisement provides the following student support services: academic advising (Ability to Benefit and part-time students), career services, Educational Opportunity Program, personal support and development, mental health referrals, emergency student loans, food cupboard, academic standards counseling, and transfer services.

Specific retention efforts include Project Success (a TRIO-funded grant), which was implemented in spring 2011. In fall 2011, a new retention alert system, RADAR, was launched to coordinate efforts of various offices in supporting student success, (4.13) and a student intervention team. (4.14) In addition, students who complete basic skills testing receive a personalized response to the Entering Student Survey, whereby those who indicate they need assistance with study skills, math, reading or writing skills, child care, employment, and more are directed to the specific College resource(s) available to assist the student.

A new One Stop Center pilot was implemented in February 2011 in anticipation of the relocation to the new Student Center in spring 2012. The One Stop Center supports the belief that there is a strong relationship between recruitment, retention, and student satisfaction with enrollment services and seeks to play a key role in meeting and exceeding the needs of prospective and current students and their families. The One Stop Center provides services via One Stop specialists who completed an extensive training program and are cross trained in services provided and technology used by the following offices: Admissions, Bursar, the Center for Advisement, Financial Aid, and Student Records. The One Stop generalist model enables students to receive services in a centralized location and be referred, when necessary, to specialists in the five affiliated offices who have a depth of knowledge in their respective field and can assist students in resolving broader problems that may impact their enrollment.

The FLCC athletic program is a National Junior College Athletic Association (NJCAA) Division III non-scholarship program. The athletic program complements recruitment and retention activities by providing student athletes with
the opportunity to compete at a collegiate level. The FLCC athletic director adapted the nationally-known Winning with Character curriculum to the community college level and implemented the curriculum in 2009-2010 for all student athletes. (4.15) The program includes pre- and post-testing focusing on moral character development. The NJCAA Region III awarded the sportsmanship award to the FLCC athletic program in 2009-2010 and 2010-2011. The athletic director has implemented retention initiatives seeking to reduce the number of academically-ineligible athletes, including a formal academic progress report for all student athletes, mandatory study tables for at-risk student athletes, and participation in RADAR. (4.16)

The College has seen an increase in the number of new students who are placing into two or more developmental courses. (4.17) In addition, an outcome in the 2009 Community College Survey of Student Engagement (CCSSE) indicated that FLCC students underutilized support services, such as tutoring and skills labs. (4.18) These data indicated a need for consolidation of academic support services in an accessible location. The Academic Commons was established in fall 2010 and provides professional and peer tutoring, disability services, The Write Place, and Math Center, all located in the Charles J. Meder Library.

The 2010-2011 FLCC College Catalog, now an electronic document, includes the FLCC Standards of Progress, outlining academic performance measures necessary for continued enrollment and eligibility to receive state aid. (4.19) Students who fail to meet the standards of progress are placed on academic probation and are restricted to a maximum of 13 credit hours, as well as student-specific conditions (e.g., requiring a specific course such as GST 116 Study Skills). Probationary students wishing to take more than 13 credit hours can submit a probation overload request form that is reviewed by the director of community standards. The director of community standards, from the Office of the Associate Vice President of Student Affairs, tracks these students via an academic contract in which students’ progress can be monitored to continue on with their college career. (4.20)

Emergent Potential: FLCC 2008-2013 Strategic Plan includes a strategic goal to increase retention to 63 percent for fall-to-fall retention by 2012-2013. After increasing from 54.8 to 59.7 percent from 2007-2008 to 2008-2009, the retention rate for 2009-2010 fell to 55.3 percent. As incoming classes have increased (from 1,196 students in 2007 to 1,283 in 2008, and to 1,574 in 2009), more students are using FLCC as an entry point to college but transfer before earning a degree or credential. (4.21) Of full-time FLCC students entering in fall 2010, 54 percent of those who responded to the Goal Indicator Survey (4.22) indicated “transfer” as their main educational goal. Another 21 percent indicated that their goal was to earn a degree or certificate and seek employment without transferring, and 25 percent reflected that they were uncertain of their main educational goal. As an open-enrollment institution, FLCC also enrolls many students who have unclear educational goals or who are inadequately prepared for the academic demands of college. These students may leave without fully exploring all support services and options. As a result, some students leave the College before achieving their indicated goal. The Office of the Associate Vice President of Student Affairs has indicated that other reasons for not completing a degree include:

- **Academic dismissal**: FLCC has policies in place as checks and balances to help students with their success. One such policy is Academic Standards. Students need to have a 2.0 grade point average (GPA) in order to graduate. If a student should fall below the required GPA, the student will be placed on probation.

- **Code of conduct violations** judged serious enough to warrant suspension or expulsion.

- **Failure to make adequate academic progress** resulting in a student exhausting eligibility for financial aid prior to degree completion.
Integrity in Student Support Services

FLCC engages in dual admissions agreements with several area colleges and universities. Many of these dual admissions students are advised by the student services counselor in the Center for Advisement who has primary responsibility for transfer services and communicates with the four-year colleges regarding each dual admissions student's progress. The College also sponsors transfer fairs, advisor in residence meetings, and transfer workshops to assist transferring students. A comprehensive transfer website is available to students and advisors at www.flcc.edu/transfer.

Students who enter with goals other than transfer (i.e., “graduate and enter the workforce” and “uncertain” from the Goal Indicator Survey) are offered assistance from the career services coordinator in the Center for Advisement. Students who intend to transfer, alumni, and community members may also receive assistance from Career Services to learn about career options, education levels and requirements for related careers. For students who are pursuing employment, either part-time while attending college, or full-time upon (or near) graduation, Career Services offers numerous job fairs, an online job board, Web page, Facebook page, resume services such as Resume Express and Optimal Resume, hall tables for visiting recruiters, mock interviews, a reference library, and employment interviews with companies who meet candidates at the College. The career services coordinator is available to discuss all aspects of employment with interested students in the office on the main campus and at regularly scheduled times at all three campus centers.

For those who are uncertain of their educational goals when they begin at FLCC, Career Services offers an informative Web page that lists many resources available online. The Myers-Briggs Type Indicator (MBTI) and the Strong Interest Inventory are available for students’ use, and the results are reviewed with the career services coordinator. In addition, Career Services provides students with fact sheets aligned with FLCC degree programs (i.e., What Can I Do with This Major?), which also includes an employment outlook for each degree program.

The academic advisement system is positioned as a learning-centered activity that affords students the opportunity to explore their academic, career and life goals, thus directly contributing to student success. The advising system synthesizes components of the Split and Total Intake Models, as outlined by Wes Habley, principal associate and coordinator of ACT's Office of State Organizations. This model correlates to the first strategic goal of learning and student success. (4.23)

New students are introduced to advisors primarily through orientation-registration events held prior to the start of each semester. These events are staffed by a combination of specially trained faculty and professional staff who provide advisement across the breadth of our academic degree programs. These advisors fall into three primary categories:

- **General faculty advisors** who advise when their programs are highlighted at specific events.
- **Core advisors** who receive training through workshops offered throughout the academic year and coordinated by the director of advisement and student development (4.24) and who are employed as needed at events.
- **Summer orientation advisors**, comprising faculty and professional staff, who receive training coordinated by the director of advisement and student development to support the summer orientation-registration events.

After initial registration is complete, full-time students are assigned a faculty advisor, typically in their selected discipline. Part-time students are referred to a student services counselor in the Center for Advisement and Personal Development, or they may request a faculty advisor through the One Stop Center. Faculty advisors provide students with personal and group advising options during our Advising Week in each semester, prior to registration. Students
Faculty involvement in advising serves as a strong retention tool for the College. This is supported by the CCSSE item, “worked with instructors on activities other than coursework,” in which FLCC’s mean score was slightly above our consortium colleges as well as the national CCSSE cohort mean. In addition, the results of the 2010 SUNY Student Opinion Survey revealed a mean of 3.30 on a 5-point Likert-type scale in response to “transfer planning services.” This mean resulted in FLCC ranking seven of 10 among medium-sized community colleges. Several changes have been implemented as a result of the survey outcome, including providing opportunities for faculty advisors to gain a better sense of transfer issues through the Topics in Advising training series offered by the Center for Advisement on a regular basis, adding advising guides to the College’s website, providing students with an electronic transfer guide also available on the College’s website, and creating the “advisor in residence” program involving advisors from four-year destination institutions who meet individually with FLCC students.

In fall 2007, the former dean of student services and enrollment management recommended that an advising ad hoc committee be formed to review a 2001 Advising Strengths and Weaknesses Report submitted to the former president. The report examined the strengths and weakness of the advising system and made specific recommendations regarding academic advisement at FLCC. The ad hoc committee worked throughout the 2007-2008 academic year and submitted its final report and recommendations in spring 2008. The improvements related to the recommendations include:

- **Recommendation:** Establish a comprehensive advisor training plan that provides resources to fairly compensate advisors.
  **Action:** Advising was delineated by levels of training and experience such as a general advisor, a general faculty member with no FLCC training; core advisor, faculty or staff member who completes various levels of training with corresponding compensation; and summer orientation advisors, who are training specifically for new student registration events.

- **Recommendation:** Create an advising week to occur immediately before the priority registration period.
  **Action:** Advising Week was established in 2009-2010 to facilitate student/advisor interactions. Students are encouraged to make appointments with their faculty advisors through a series of emails and posters throughout the campuses. Core advisors are hired to assist the campus centers during this week by offering supplemental advisement. The College community is requested to minimize activities and events that would draw faculty and staff away from advisement activities, such as canceling standing meetings for this week. The result of association between Advising Week and Priority Registration is an increase in early registrations prior to the start of the current model from 30.09 percent in fall 2008 to 35.38 percent. (4.27)

- **Recommendation:** Make advising materials available electronically.
  **Action:** Faculty advisors have access to departmental guides as well as an advisor handbook housed on the FLCC website. Students can register for courses electronically through WebAdvisor.

Additional recommendations yet to be implemented include adopting a proposed advising mission and vision, addressing increasing part-time student advisement needs, and implementing a revised advisor assignment process to address disparate faculty advising loads.

At the time of this report, FLCC faculty advising loads were lower than the national averages, which promotes more...
personal attention and quality advising. Yet it is acknowledged there is significant disparity from one FLCC faculty member to the next, in terms of advising loads, from a low of 5 to a high of 55 advisees in 2008, compared to a low of 1 to a high of 99 advisees in the fall 2011 – depending upon the degree program. (4.28)

FLCC students report general satisfaction with advising services as demonstrated by the 2010 SUNY Student Opinion Survey results on items (on a 5-point Likert-type scale) such as: availability of academic advisor(s) (mean score of 3.79), and information provided by academic advisor(s) (mean score of 3.77). The College's academic advisors – whether faculty or professional staff – are positioned to provide significant support to students through the students' initial advisement during orientation-registration events as well as throughout the students’ careers at FLCC.

The Student Health Office serves FLCC students in a variety of ways, including basic health treatment, assessments and referrals, depression screening, health promotion and awareness centered on evidence-based practices, smoking cessation, and immunization record compliance. To meet the diverse demand of the FLCC population, Student Health is staffed by a variety of providers including registered nurses (full- and part-time) and a part-time nurse practitioner. The nurse practitioner affords a greater level of service for students, such as the ability to provide prescriptions and baseline assessments, and by collaborating more effectively with outside providers in meeting student needs for academic success.

The Student Life Office provides a wide variety of programs and activities that support new students and their families through the first year at FLCC. Beginning with the orientation-registration model, families are invited to attend the program and participate in specific sessions focused on supporting their student and pertinent information they need to know, such as the Family Educational Rights and Privacy Act (FERPA), academic calendar, academic standards, and code of conduct. The office operates the Parents as Partners program, which provides a monthly e-newsletter on transitional issues students often face during their first year at school. This is provided to more than 250 families each year. The Parents as Partners program also serves as an FLCC email address that families can use to ask questions or seek clarification on processes. This service has been offered since 2009 and grows in membership each year. The orientation-registration model for new students is seen as more than a one-time event at the beginning of students’ careers. The concept of a sustainable orientation Web page that students use throughout their first year was developed in 2010. In fall 2011, the Student Corporation provided funding to purchase Student Lingo, a series of success webinars that students can use throughout their time at FLCC. Links to Student Lingo appear on the College Web pages for orientation, Student Life, and Project Success.

Student Life staff serve as advisors to the Student Corporation, a 501(c)(7) entity. The Student Corporation's mission is to organize and encourage initiatives that benefit the educational and recreational well-being of the campus community. The Student Corporation receives funding directly from the student activity fee. This fee supports activities and programs targeting all student populations. The annual Student Corporation budget supports recognized clubs and honor societies, campus center programming, and co-curricular activities that enhance learning, such as Earth Day and the annual Farmers Market. The Student Corporation also provides funding for Activities Day, Honors House programs, sustainability, intramurals, art gallery openings, and the College's diversity series. The Student Corporation has two standing committees: Campus Activities Board and Student Senate. The Campus Activities Board provides more than 30 events/programs each semester to encourage social integration and unique learning opportunities for students.
and the College community, such as The Week of Welcome and open mic events. The Student Senate is charged with ensuring student participation on collegewide and governance committees. The Student Senate gauges the array of student opinions on issues that affect their experience at FLCC. For example, in the 2010-2011 academic year, the Student Senate supported the charge given to College Council to examine arming Campus Safety peace officers. The Student Senate provided multiple avenues for students to learn more about the topic and to voice their opinions.

Services for students with disabilities are now centralized in the Academic Commons. Services are provided on an individual basis to students who have documented learning, physical, and/or psychological disabilities. Advisement and support services are available to students who meet eligibility guidelines outlined in the FLCC Procedures for Services to Students with Disabilities. (4.29) Accommodations provided include, but are not limited to, additional testing time, quiet area for testing, and adaptive equipment. The Procedures for Services to Students with Disabilities also outlines the appeal process for those students who wish to challenge reasonable accommodations.

Students who wish to voice a complaint or file a grievance may utilize the Student Code of Conduct Policy and Grievance Procedures, (4.30) which provides for timely review of student concerns and outlines the informal and formal steps affiliated with the grievance processes. The Office of the Associate Vice President of Student Affairs oversees implementation of the grievance procedures and maintains students’ grievance files. In addition, the Student Corporation has the opportunity to provide input relative to student life issues at the main campus and campus centers.
The One Stop Center, which includes the Student Records Office, maintains policies and procedures to ensure the College's compliance with the Family Educational Rights and Privacy Act (FERPA), as well as providing oversight to the maintenance of student records. Students and their families are informed of the location of these policies and procedures via the College's website and through the orientation-registration process.

The FLCC Association, a 501(c)(3) entity which serves as the College's auxiliary services unit, supports the mission of the College by offering the following support services to students: bookstore, child care center, dining services, and a housing and residential life program. In the 2009-2010 academic year, the executive director of the FLCC Association worked collaboratively with College offices to improve service delivery to students, including reviewing the student emergency loan fund and modifying the loan application process, implementing a new student ID card software system that improved bookstore workflow, modifying the financial aid book voucher process to significantly reduce students' wait time when purchasing textbooks and supplies using their approved financial aid, and transitioning dining services to an independent vendor to improve the quality of dining services and promote an efficient, cost-effective dining services operation.

Students walk toward campus from Finger Lakes College Suites
The Division of Administration and Finance offers student support services through the Campus Safety and Bursar’s (Student Accounts) offices. These offices, along with the FLCC Association, work collaboratively with other divisions on a variety of initiatives to support FLCC students, such as orientation-registration events and retention efforts.

To examine student support services, three levels of assessment exist. At the institutional level, the College has conducted the 2009 CCSSE. At the state level, the SUNY Student Opinion Survey (SOS) is administered on a regular cycle. Data for both of these surveys are available in the document library. Currently, we have data for one administration of the CCSSE, and data from four administrations of the SOS. These surveys are used to inform practice in the various student support service offices. For example, the SOS results indicated a higher level of student satisfaction with financial aid services and course registration processes and procedures since the prior administration of the survey.

A third level of assessment practice is within the Student Affairs and Enrollment Management divisions. A current joint assessment activity centers on creating baseline data for student satisfaction with service delivery through the One Stop Center and affiliated offices. Another example of divisional assessment practices is represented in assessment plans in the Academic and Student Affairs Division. In addition to the academic department assessment plans that include student learning outcomes, the Student Affairs unit has established an assessment plan targeting department objectives and the same student learning outcomes as the academic departments. (4.31) The Student Affairs Office and the Enrollment Management Division are currently collaborating on utilizing the Council for the Advancement of Standards in Higher Education General Standards to conduct a self-assessment in the 2011-2013 academic years.
Another divisional assessment activity was conducted by the Student Health Office. In 2009, FLCC became one of only two community colleges in the country to participate in the National College Depression Project (NCPD), sponsored by New York University. This project centers on an assessment tool, PHQ9, which is offered to every student who visits the office; participation is optional. The assessment identifies students’ level of mental health and guides health practitioners in working with students to determine an appropriate course of action in the case of moderate to severe depression. As a member of NCDP, the College recognizes that depression is a barrier to learning and student success. Through this systematic approach to detecting depression in students and assisting them in treatment and recovery, students can continue to be successful while attending FLCC.

During the 2010-2011 academic year, the athletic director worked collaboratively with the director of housing and residential life and the director of student life to implement a survey to obtain student input related to expansion of the College’s recreational program. Feedback from the survey drove enhancements to the recreational program, such as adding intramural programming on Wednesday evenings and Sunday afternoons. This is in addition to the traditional Tuesday/Thursday college hour intramural program. The survey also led to the addition of more non-traditional intramural activities, such as ultimate Frisbee, dodgeball, kickball, and Wiffle ball.

The rapid enrollment growth the College has experienced has placed increased demands on the student support offices. These challenges have been met with renewed attention to best practices and innovative use of technology, yet remain focused on personal attention and high-quality service.

Suggestions:

- One electronic method is needed to enable the College to clearly communicate with students from initial admission and through advising/registration periods in future semesters.
- Non-traditional students (ages 22 years and older) should continue to be actively recruited through attractive course offerings, such as alternative scheduling and accelerated models.
- An exit survey is needed for students who leave the College before completing their educational goals. This could potentially be accomplished in conjunction with the Financial Aid Office exit interview if the student is a loan borrower. This would offer valuable information to further develop and improve retention strategies.
- The Academic Senate should revisit the recommendations that remain unaddressed from the 2008 academic advising ad hoc committee.
- FLCC should utilize existing data from sources such as CCSSE and SOS to develop department action plans to address areas of concern.

Recommendations:

- The College should develop a plan to transition the academic advising system from a paper-based model to an electronic model and provide professional development opportunities for academic advisors to become proficient in the use of the new system.
- The College should develop a comprehensive retention plan with goals that align with the enrollment management plan and the strategic plan.
Faculty members at FLCC focus on students and learning.
Chapter Five: Faculty

Standard 10: Faculty
The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

In Chapter 5 the issues of faculty are discussed from recruitment, to tenure, to promotion and how Finger Lakes Community College proceeds through these avenues with integrity. This chapter is dedicated to exploring questions such as: How are the educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified? How does the institution foster opportunities for professional growth and its connection to teaching, research, scholarship, and service? What processes are in place to ascertain whether faculty are prepared, qualified, and sufficiently numerous to carry out assigned roles and responsibilities? In what ways are the procedures and criteria communicated and fairly implemented for reviewing faculty for promotion, tenure, grievance, discipline, and dismissal? To what extent does the utilization of part-time, adjunct faculty and other faculty support the institution’s mission and strategic plan?

Integrity in Curriculum Development
In keeping with current trends for best practices, curricula is designed, maintained, and updated by faculty primarily utilizing a form that standardizes the development of course syllabi and programs. A routing process ensures that the appropriate faculty, staff, and administrators have the opportunity to review and make comments.

The faculty also has a role in new or ongoing program maintenance. Examples from the past year include changes to programs in Horticulture, Engineering Science, and New Media to name a few. Curricula are designed, maintained, and updated by faculty primarily through the FLCC Curriculum Committee. The Curriculum Committee provides a standardized form to enable the development of new course syllabi and programs. The process requires a rationale for the course, an explanation of its relation to existing curriculum, scheduling plans, and enrollment expectations.

Once the forms are completed, electronic and hard copies are circulated to the appropriate department for comment. Following department comments and approval, copies are circulated by electronic and hard copy via the curriculum
routing form for review and comment. The sequence of routing is: author (faculty member proposing the curricula), coordinator of academic assessment, department chair, associate vice president of instruction and assessment, Curriculum Committee (line 102 of College Constitution), virtual document room/College Constitution, and finally the vice president of academic and student affairs. Following final approval of the course, the associate vice president of instruction and assessment assigns a course number and distributes the information as is appropriate.

FLCC is currently in the process of reviewing and updating all curricula for format and adherence to the 10 learning outcomes. In the last three academic years (including the 2010-2011 year), there have been 61 new courses developed and approved, 60 that underwent substantive changes, and 14 that were deleted. (Table 3)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>New Courses</th>
<th>Revised Courses</th>
<th>Deleted Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 – 2009</td>
<td>21</td>
<td>22</td>
<td></td>
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<tr>
<td>2009 – 2010</td>
<td>39</td>
<td>31</td>
<td>14</td>
</tr>
<tr>
<td>2010 – 2011*</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

* As of December 10, 2010

Curricula maintenance parallels the procedure for curricula development. A faculty member authors a change to a course or program based on specific needs. That department reviews the needs and changes and makes comments. Once any adjustments are completed, the department chair then approves them, and the revised curricula must follow the procedure for curricula development.

**Integrity in Excellence in Teaching and Continued Professional Growth**

Professional development allows faculty to advance their skills and expertise to be as successful as possible in and out of the classroom. This growth is often a result of continuing education, conferences, and collaborative ventures. To this end, the institution offers a plethora of opportunities for professional growth. In addition, the FLCC Comprehensive and Operational Plan 2010-2011 includes plans to address employee engagement under measurable outcome 1.2 of the first strategic goal of learning and student success.

**College Professional Development Funds**

The College has designated funds for professional development for both full-time faculty and professional staff. These funds may be used by employees to attend conferences, seminars, symposia, or other events that will enhance professional growth. In addition to conference registration and tuition fees, funds may be used to cover lodging, meals, and travel expenses. In the past, these funds were available on a departmental basis at the discretion of the department chair; each department member was eligible for $250 per academic year. As of 2010, due to budget constraints, these funds are now consolidated under Academic Affairs. The amount has been reduced to $125 for faculty and $100 for professional staff per academic year. (5.13, 5.14)
Integrity in Concurrent Enrollment Office (Gemini) Professional Development
Each year, the Concurrent Enrollment Office receives budget support from the College to provide professional development for faculty affiliated with the College's Gemini program, a concurrent enrollment program with area high schools. Those funds are used to provide workshops that address program logistics and curriculum-related information for Gemini faculty. These workshops are at the request of, and often led by, full-time faculty within participating departments. Some departments provide workshops more often than others, based on what each department feels is appropriate to maintain course consistency. By holding the workshops on the College campus, Gemini faculty can meet with department chairs or coordinators to discuss curriculum, pedagogy, assessment, and course philosophy. In 2010, the annual adjunct faculty workshop and Gemini instructor workshop were combined; this will probably continue as it brings all adjunct and Gemini faculty together and provides a mechanism to have collegial dialog. For the past two years, full-time, adjunct, and Gemini instructors have been invited to workshops and SUNY general education primers.

Gladys M. Snyder Center for Teaching and Learning
Funded primarily through the Gladys M. Snyder Trust ($15,332.52 in 2011) with a modest budget line ($3,500 in 2010-2011) from the College, the Gladys M. Snyder Center for Teaching and Learning offers in-house workshops, discussions, and roundtable presentations that are open to all employees of the College. It also sponsors the registration and travel costs for local conferences that are not discipline-specific but rather focused on learning and teaching. Generally, the individuals attending these conferences have been full-time teaching faculty, adjunct teaching faculty, and professional staff. In addition, grants for internships and classroom research projects are available to all instructors. (5.15, 5.16) These grants have been available for two years; previously, pedagogical enhancement projects were offered. In fall 2010, the Center for Teaching and Learning hosted a conference titled “Jumping the Desk: Teachers as Learners.” In addition, a training program for newly hired employees, New Employee Support and Training (NEST), was piloted in the 2010-2011 academic year and has been implemented again in 2011-2012. The Human Resources Office launched NEST with cooperation and assistance from the Center for Teaching and Learning.

Integrity in Information Technology and Online Learning
Required training for online faculty is contracted through the SUNY Network Education Support Team. Professional development training is offered twice yearly through the regional consortium. The online learning staff supplements, supports, and trains ad-hoc the entire faculty on ANGEL. The staff meets one-on-one with faculty and staff as necessary. Training sessions are offered at the College periodically throughout the year. The online learning staff also participates in professional development opportunities through conferences, webinars, and membership in the SUNY Center for Professional Development.

Institute for Community College Development (ICCD)
The Institute for Community College Development (ICCD) is sponsored by Cornell University with current involvement from Cayuga, Jamestown, and Finger Lakes community colleges. The voluntary two-year leadership program is a pilot to help College employees build professional skills. Workshops are offered on various topics such as conflict management; participants develop a skills inventory project to improve weaknesses. The program includes mentoring and culminates in an open forum and graduation. Six people participated in 2010. (5.17)
Professional Association Professional Development
Members of the Professional Association can apply for professional development funds to cover the expenses associated with workshops, conferences, seminars, symposia, and non-credit academic work. Up to 75 percent of costs may be funded but no more than $800. This fund totaled $15,000 for 2010-2011. Eligible expenses include meals, lodging, travel, registration and tuition fees, and pertinent materials. (5.18)

Teaching Faculty Alliance Professional Development
Members of the Faculty Alliance can apply for professional development funds to cover the expenses associated with workshops, conferences, seminars, symposia, and non-credit academic work. This fund totaled $26,000 in 2010-2011. Up to 80 percent of costs may be funded, but no more than $1,100. Eligible expenses include meals, lodging, travel, registration and tuition fees, and pertinent materials. (5.10)

Integrity in Topics in Academic Advisement
Each semester, a series of workshops is offered titled “Topics in Academic Advisement.” Although the series is intended for academic advisors, any employee may take part. (5.19) Training sessions have been offered for more than 20 years, although the most recent configuration was implemented in 2008. As a rule, the use of internal presenters allows the series to be offered without cost; a small amount of institutional funding is allocated for refreshments. In 2010, attendance ranged from one to more than 20 employees; most sessions average five attendees.

Tuition Reimbursement
The College has designated certain funds as professional development funds. In addition to conferences (described above), these funds may be used for tuition reimbursement up to 75 percent of any approved credit-bearing classes at colleges other than FLCC. (5.20) Each employee is eligible for this benefit, up to $3,000 per academic year. These funds can be used toward any approved course or degree program, including doctoral degrees; courses should relate to an employee's field of study. In addition to professional development funds, one employee may be chosen to receive a biannual, full-tuition scholarship to participate in Keuka College's Adult Student Accelerated Program (ASAP) through the Joint Presidential Scholarship Program.

Tuition Waiver
All full-time College staff can attend both credit and noncredit courses at FLCC for no cost, provided space exists in the class (which cannot run at a loss). The class cannot interfere with the employee's regular duties. This opportunity is available to adjunct faculty after four semesters of teaching. This benefit is extended to dependent children and/or spouse of a full-time employee and to one member of an adjunct instructor's immediate family. (5.20, 5.21)

Integrity in We Comply Training
This training, which involves issues such as workplace violence, sexual harassment, and hazardous materials, is required by New York state law. Two years ago, the College converted to an online training platform to increase compliance. Compliance was at 80 percent as of spring 2011. According to the Human Resources Office, this compliance rate is lower than usual. The compliance rate has never exceeded 90 percent. Previously, this training
was provided during new employee orientation. (5.22) Other training that is completed under the Human Resources Office is department chair/coordinator training, supervisor training, NEST, new employee orientation, performance evaluation and writing goals according to the strategic plan, and “coach approach” training.

**Write Place Professional Development**

The Write Place offers funding to all faculty and peer writing tutors to attend conferences, receive ongoing training, and access resources through professional organizations (IWCA, CCCC, and NCTE). Opportunities to plan and present workshops and in-class presentations are also available. The travel funds for the year 2010-11 totaled $3,000. Student Life contributed its maximum, which is $800, to offset some of the student travel costs. (5.23)

**Sabbaticals**

Members of the Faculty Alliance and Professional Association who have completed six years of continuous full-time service at the College are eligible to apply for a sabbatical leave of absence. A sabbatical may be granted by the Board of Trustees upon the recommendation of the president. The sabbatical is viewed as a way to improve and enrich an employee’s professional expertise and competence. (5.10, 5.11) In the past five years, 14 members of the Faculty Alliance have participated in sabbatical leave. Sabbatical leave is compensated at the rate of one semester at full pay or one academic year at half pay.

During the past five years, two members of the Professional Association have participated in sabbatical leave. Due to differing Professional Association job titles with varying (specific) responsibilities and differing terms of employment (some members are 12-month employees, and some are 10-month employees), the low participation rate may have reflected Professional Association members’ reluctance to apply for sabbatical as leave vacancies were left unfilled. The primary reason for this was limited availability of funding. The leave member’s workload was to be covered by other employees in the particular office or department. In response, the Professional Association proposed a contractual change. The 2008-2011 Professional Association contract states that a sabbatical leave may be granted for two months or
42 working days at full pay or four months or 84 working days at half pay. Such leave may be taken in consecutive days or distributed intermittently throughout the academic year. This change is beneficial to both the College and Professional Association members. The College can better manage office or department coverage, and the Professional Association member(s) can improve upon professional competence with minimal impact to the particular office/department.

Integrity in Employee Recognition

FLCC has an Employee Recognition Committee which is charged with recognizing and fostering faculty achievements. The committee recognizes employees in several ways. An awards ceremony is held during Opening Days at the start of each semester. The recognition committee made changes to the awards ceremony based on focus groups held with College employees who indicated that the event was at the wrong time of day or at the wrong time of year, the recognition was not timely, and the event was not fun. It is now hosted by an emcee, and a printed brochure is distributed to attendees. The following are recognized at the awards ceremony:

- Years of service, with a pin given for every five years until 20 years, and then gifts are given every year
- Adjunct instructors receive certificates at five years of service
- Promotion
- Retirement
- Team awards, given for special accomplishments by a department or for a project
- Distinguished Service for College or community service
- Student Choice Award for a student-nominated employee
- New degrees earned
- Newly hired employees
- Outstanding student workers

Chancellor’s Award

At graduation, the Chancellor’s Awards are announced for the following categories: Excellence in Faculty Service, Excellence in Teaching Service, Teaching and Scholarship and Creative Activities; Excellence in Professional Service; and Excellence in Community Service. Nominees are submitted via an internal process. A committee reviews the applications, and the president’s recommendation is sent to SUNY for final authorization. A Chancellor’s Award nomination form can be obtained from Human Resources, the Professional Association or the Chancellor’s Award committee chairperson for the Professional Association and Faculty Alliance.

Additional Recognition Efforts

The following are additional methods by which the College recognizes employees:

- **Employee of the Semester Award**: The recipient receives a special parking place at the front of the building.
- **Gold Standard Award**: Started by the president, this award, also called the “golden apple” is passed from one employee to another in recognition of exemplary service. Each recipient decides who will receive the award next.
- **FLCC eNews highlights**: Employee news and accomplishments are featured in the FLCC eNews, sent via email to all College employees weekly.
- **New Employee Recognition**: New employees are featured (with their pictures) in a PowerPoint presentation at Opening Days; a biography and picture are included in FLCC eNews for each newly hired employee.

- **Birthday Cards**: The president sends out birthday cards to all employees at the College.

- **“Give a Hoot” e-cards**: An informal, colleague-generated recognition notice can be sent to an employee who has done something special; it provides a means for one employee to say “thanks” or “great job” to another employee.

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### Integrity in Qualifications of Faculty

FLCC’s vision states that the institution “fosters a learning-centered environment with dedicated faculty who encourage each student to reach his or her full potential.” (5.1) Teaching and learning at FLCC are central to the activities of the faculty. Faculty and other professionals are appropriately prepared and qualified for the positions they hold and are committed to all aspects of student success. Their roles and responsibilities are clearly defined, and there is a sufficient number of faculty and professionals to fulfill those roles appropriately. The faculty bears primary responsibility for promoting, facilitating, assuring, and evaluating student learning.

The institution’s faculty and other qualified professionals are responsible for ensuring that FLCC’s teaching and learning activities are committed to FLCC’s first strategic goal of learning and student success. (5.1) The faculty’s role under this goal includes improving and facilitating student engagement, learning and successful transfer, and employment opportunities. For the purposes of this report, the term “faculty” will be used broadly to encompass qualified professionals, including part-time or adjunct faculty, Gemini instructors, professionals responsible for the institution’s academic information resources and others assigned duties in academic development and delivery.

FLCC currently employs 121 full-time faculty, 91 full-time professional staff (including academic related service professionals in advising, tutoring, disability services, student life, academic technical support, library, and health...
services) and 245 adjunct faculty. Thirty-one full-time professional and administrative staff members teach courses in addition to other responsibilities. (All but one of the 31 teach as adjuncts.) The director of The Write Place teaches as part of her job responsibilities. The two full-time faculty with associate degrees are a technical specialist for art and a technical specialist for music recording. Two people who hold doctor of chiropractic (D.C.) degrees teach in science and therapeutic massage/integrated health care. FLCC also has concurrent enrollment programs with area high schools. There are 122 people who teach these courses and comprise the Gemini program. The following table provides a summary of full-time, part-time, and Gemini faculty (concurrent enrollment), including their credentials.

Table 1: Faculty Terminal Academic Degrees as of Fall 2010

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>ASSOCIATES</th>
<th>BACHELORS</th>
<th>MASTERS</th>
<th>DOCTORATE</th>
<th>PROFESSIONAL DEGREE*</th>
<th>PE CERTIFICATE</th>
<th>NO DEGREE/UNKNOWN</th>
<th>TOTAL</th>
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<td>FULL-TIME FACULTY</td>
<td>—</td>
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<td>94</td>
<td>21</td>
<td>5</td>
<td>—</td>
<td>—</td>
<td>121</td>
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<tr>
<td>PART-TIME FACULTY</td>
<td>11</td>
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<td>11</td>
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<td>FULL/PART-TIME STAFF</td>
<td>2</td>
<td>12</td>
<td>15</td>
<td>2</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>31</td>
</tr>
<tr>
<td>TEACHING</td>
<td>—</td>
<td>3</td>
<td>119</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>122</td>
</tr>
</tbody>
</table>

*Professional Degrees:
Full-time faculty: D.C.-2, J.D.-3
Part-time faculty: D.C.-1, D.V.M.-1, J.D.-7

**Area of Study for Faculty with Associate Degree:**

- American Sign Language ............... 2
- Art ..................................... 1
- Criminal Justice ...................... 2
- Computer Science ...................... 1
- Music .................................. 2
- Physical Education .................... 3
- Taxidermy ................................ 1
- Wildland Fire Suppression ............. 1

Minimum qualifications for new faculty employees, as stated in the Credentials Policy housed in the Human Resources Office, require candidates for employment to possess and demonstrate appropriate licensure, certification, earned diplomas and prior work experience, and to submit to a background and reference check. (5.3) Each academic department drafts specific qualifications that a faculty candidate must possess. Typically, a minimum of a master's degree in the applicable field of instruction is required, with a Ph.D. preferred. However, there are exceptions in certain fields of study. For example, there are currently 12 adjuncts teaching at FLCC who have not earned higher than an associate degree. Fifty-nine faculty members (a combination of full-time, adjunct, and professional staff) hold bachelor's degrees. (Table 1) Professional staff applying to teach courses must meet minimum qualifications as outlined in the job...
description by degree category. (5.4) Teaching experience at the community college level is highly desirable. During the interview process, a sample live lecture from the course of study is reviewed by the selection committee.

The FLCC Staffing Plan serves as a flexible, three-year planning vehicle for anticipating staffing needs. (5.5) Justification for new faculty positions is based on staffing needs for new programs and increasing enrollment in existing programs. (5.6) As a result of cuts in state aid and budget constraints, it has become difficult for the College to match hiring of new, full-time faculty with the increases in enrollment. Still FLCC has hired a tremendous amount of new faculty to reach its aspirational goals to have a ratio of sections taught by full-time to part-time faculty of 60 to 40 percent. In 2010-2011, three departments (Nursing, Conservation, and Business) either met or exceed this ratio. Two other departments, Humanities (identified as Language and Philosophy in the FLCC Data Book) and Science and Technology approach this measure with ratios of 58:42 and 59:41, respectively. Four departments have ratios greater than 40:60 and less than 58:42, and two departments have ratios less than 40:60. The overall ratio was 50:50 in 2009-2010 and 51:49 in 2010-2011. (5.7) FLCC is very effective in the search and selection procedures in acquiring and retaining qualified faculty to support the institution’s programs. In the past five years, the search and selection procedures have changed with a notable impact. (5.3, 5.8, 5.9)

FLCC advertises open positions nationally to ensure as many markets as possible are included. For instance, recent job postings were made in The Chronicle of Higher Education, HigherEdjobs.com, and Hispanic Outlook. For all professional and staff applicants, official transcripts are required to verify educational levels. In addition, three reference letters are mandatory. There are at least two mandatory calls made to references. Background checks are completed for the final candidate who will be given the job offer. (5.4)

According to Human Resources Office procedure, criteria for resume review, based on job description requirements, are finalized before a search committee reviews the resumes, to ensure all search committee members are using the same standards to select candidates. Interview questions are prescreened. After the interview process, three names of finalists are required for that search to continue. If three names of finalists are not produced, the position may be advertised again. Qualifications and experience required, listed in the job description, are strictly followed for all applicants.

In the past five years, some aspects of the search and selection procedures have been altered. To ensure the integrity of listing positions, changes have been implemented to adapt to current career posting trends (Internet, etc.). The makeup of the search committee now includes one faculty member from a different department. If three candidates are chosen, the candidates are not ranked in the final group of three. The vice president of academic and student affairs makes the final selection. The Web-based Interview Exchange has become the infrastructure to read resumes and rank candidates, and Skype is now used to interview candidates who are not able to come to an interview in person, saving the candidate time and money on travel. This change was implemented to avoid missing qualified applicants who would not be able to meet travel expenses. The impact of having a larger pool to choose from has resulted in highly qualified candidates. Anticipated impacts are a more diverse workforce, staff as diversified as the students, and employees from diverse cultures and work backgrounds.
Integrity in Evaluations

Standards and procedures for all faculty and other professionals for actions such as evaluation, continued probationary appointment, tenure and post tenure review are implemented and are published in the Faculty Alliance and Professional Association contracts. New faculty and professional staff are evaluated yearly during their five-year probationary period. Probationary teaching faculty is assigned a tenure team of four. Two faculty members with tenure evaluate the new faculty member in the fall, and two faculty members with tenure evaluate the new faculty in the spring. This is done by visiting a class that the new faculty member is teaching and reviewing assignments for the course. A discussion takes place between the new faculty and the tenured faculty member to assess strengths and weakness in the respective classroom setting. Then a letter of evaluation is written. In the spring semester, the new faculty member meets with his or her faculty evaluation team, and a discussion is held regarding the new candidate’s strengths and weaknesses. New professional staff are evaluated by their immediate supervisor and their progress is reviewed by their respective Cabinet member. When professional staff successfully complete their probationary period, they are awarded administrative appointment status and are then evaluated at least once every five years.

The College does not have an approved adjunct faculty evaluation process. Students are asked to complete the Survey of Student Opinion of Teaching for adjunct faculty on a routine basis. The results of the survey are available for department heads to review. Some departments assign full-time faculty to observe adjuncts and mentor adjuncts, but this process is not uniformly used across all departments. The College does not have a comprehensive adjunct evaluation process that holds adjunct faculty to the same standards as the full-time faculty.

Integrity in Tenure

In 2009, pursuant to new contracts, (5.10, 5.11) tenure opportunity was instituted for full-time faculty and a similar opportunity, administrative appointment, was instituted for the professional staff. Each faculty and professional staff member who had the status of “continuing appointment” (those faculty and professional staff with five or more years of employment) was automatically granted tenure upon the review and the recommendation of the vice president of academic and student affairs. Faculty who have not reached continuing appointment status, and all subsequent hires, are assigned a four-person tenure team. The role of these teams is defined in the contract as primarily a formative one, although the team ultimately sends tenure recommendations to the vice president of academic and student affairs. The integrity of tenure teams is assured by guidelines in the FLCC Tenure Team Handbook, (5.10) and the duties of the members are outlined in the faculty bargaining contract. To ensure integrity, the contract also contains the required forms for this purpose. Each new faculty member is subject to a five-year probationary period.

Tenured faculty members are required to undergo a post-tenure review process every five years, and professional staff are required to be evaluated at least once every five years. (5.10, 5.11) Once an individual is awarded tenure or administrative appointment, she or he will be thoroughly evaluated. Evaluations will occur according to a five-year cycle. The faculty will be divided into five equal parts and will individually engage in the comprehensive evaluation process once every five years. Evaluation for tenured faculty will be the sole responsibility of the associate vice president of instruction and assessment. The associate vice president’s office will handle the dissemination and administration of student evaluations, the comprehensive evaluation, peer evaluation, goal-setting and planning worksheets, goal setting self-assessment forms, and faculty self-assessment forms.
At the beginning of year three of the five-year cycle, faculty members must submit a goal-setting and planning worksheet to the associate vice president. After three semesters, in the spring semester of year four of the five-year cycle, the goal-setting self-assessment form is submitted to the associate vice president. The evaluation timeline schematic shows the progression that individuals follow through the process. The goal-setting self assessment is a summary that takes the form of a narrative and addresses progress made on the goals throughout the previous year and a half. After carefully considering the summaries, the associate vice president then determines if she or he would like to immediately meet with any faculty member to discuss his or her performance.

Full-time faculty participating in the comprehensive evaluation process must submit a summation of student evaluations for all sections taught during the previous year, a comprehensive faculty evaluation form, peer evaluations, and a faculty self-assessment form. A comprehensive faculty evaluation form will be completed by the associate vice president. Additionally, faculty should expect at least one classroom visitation by the associate vice president. A meeting between the faculty member and the associate vice president will be set to review all materials. If issues arise regarding a tenured faculty member’s performance, the associate vice president and the individual in question will design and initiate a faculty advisory review program in accordance with the contract that includes strategies intended to mitigate the problem, thereby helping the instructor improve.

Evaluation of professional staff with administrative appointment is the responsibility of the employee’s supervisor and Cabinet member. As required by the contract, new evaluation forms were developed and implemented. The evaluation process requires professional staff employees to complete a goal-setting process with their supervisor for the upcoming evaluation year and to review progress toward those goals as part of the annual review at the end of the year. Individual employee goals are linked to the employee’s unit operational goals.

### Integrity in Discipline

To ensure the integrity of disciplinary procedures, they are outlined in the Faculty Alliance and Professional Association contracts. The contracts clearly state that the process is designed to be “corrective and not merely punitive.” It is rare for a faculty member with tenure to be dismissed for violations other than extreme behavior (e.g. felony, serious violation of workplace violence policy, or sexual harassment policy, etc.). The process (again, except in extreme cases) is one of “progressive discipline,” beginning with a verbal/written warning and/or counseling. If the matter is not resolved, then a formal written reprimand is issued. This can be followed by a suspension without pay and/or termination. Ultimately, it is the president’s decision as to the final action to be taken. This process cannot be grieved, nor is it subject to arbitration. However, the faculty member may request a peer review panel and can ultimately appeal a determination to the Board of Trustees. There is no known event wherein the board has reversed the president’s decision. (5.10)

Professional staff members who have received administrative appointment shall not be subject to disciplinary action or removal from service except for incompetence, neglect of duty, insubordination, or misconduct. Conviction of a felony may be the basis for removal from service only when a sufficient nexus to the unit member’s job duties can be established. Disciplinary procedures are similar to those for full-time faculty and are outlined in the 2008-2011 Professional Association contract.
Integrity in Dismissal

The contracts state the following grounds for dismissal: incompetence, repeated and serious neglect of duty, insubordination, misconduct, or conviction of a felony. These terms are not further defined in the contracts. (5.10, 5.11) All references to dismissal are included in the FLCC Disciplinary Policy.

Integrity in Grievance

The grievance process is defined in the bargaining contracts. A grievance is “any claimed violation, misinterpretation, or inequitable application of any terms” of the faculty contract. It is a progressive process with the ultimate option of arbitration. (5.10, 5.11)

Integrity in Promotion

Promotions are limited each year based upon funds provided in the contract. Any faculty member who holds the rank of instructor at the awarding of tenure is automatically promoted to the rank of assistant professor. The amount required to satisfy these promotions is drawn from the annual contracted allocation pool. In general, the funds provided annually allow for approximately 12 promotions per year. Based upon a faculty count of 121 (as of Nov. 1, 2010) and recognizing that 35 of those (or 28.9 percent) have already reached the full professor rank, (Table 2) this means that faculty can expect an average stay in rank of 6 to 8 years. (Although it is important to note that promotion is based on merit rather than time in rank.) As the College expands and professors retire (23 faculty members have a combined age and years of service greater than or equal to 80 as of this writing), a higher percentage of these funds will be needed for the automatic promotions, which will extend that average for the tenured faculty. (5.10)

The Promotion Committee is elected from the faculty by the faculty. Every year, there is a new committee that is comprised of half the members from the past year and half of newly elected members. There is no common rubric used from year to year for determining a person’s worthiness for promotion. It is based upon the judgment of the committee. In the contract, however, there are general guidelines for what is expected for each rank. Candidates self-identify and produce a packet outlining their accomplishments in areas such as teaching effectiveness, service to the College, service to the department, etc. as outlined in the promotion guidelines. (5.12)
According to interviews with past Promotion Committee chairs, the committee has been reticent to leave any funds unused. Thus it was possible for a candidate who was not yet worthy to be promoted. Recent committees have been less likely to act in that manner because Article XXIII of the FLCC Faculty Constitution states that unused dollars are carried over to the next year. It should be noted that it is more likely that candidates deemed worthy of promotion were not awarded it because of the fund restrictions. The College has not allowed for utilization of future dollars to accommodate these current candidates. (5.10)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>16</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>Associate Prof</td>
<td>15</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>Assistant Prof</td>
<td>14</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Instructor</td>
<td>16</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>60</td>
<td>121</td>
</tr>
</tbody>
</table>

Note: In the three years preceding this report, a total of 35 faculty were promoted. Thirteen were promoted to the assistant professor rank, 17 to associate professor, and five to professor.

Professional staff do not have a promotion system similar to that of full-time faculty. Employees will receive an increment in their classification after completion of two continuous years of service. This increment will continue until such time that they reach the top of the salary range of their classification. Employees may receive an additional increment by earning a bachelor’s, master’s, or doctoral degree from an accredited institution, provided that the earned degree is in addition to that required by the job description for the position that they currently hold. (5.11)

Integrity in Adjunct, Part-time and Other Faculty

Like most community colleges, FLCC relies on adjunct faculty to fulfill a number of courses that are currently available to students. Without adjuncts, the number of course sections that could be offered would be reduced significantly. Adjuncts support learning and student success by bringing real-world experience to the classroom, supporting the first strategic goal of learning and student success. They allow the College to quickly respond to changing needs, e.g. enrollment changes. Utilizing adjunct faculty reflects an integration with and commitment to the local community and takes advantage of local talent, supporting the fourth strategic goal of community value. (5.1)

Academic department chairs reported on the number of full-time and adjunct faculty members in their respective departments for fall 2010, excluding Gemini faculty. (Table 4)
### Table 4: Full-time and Adjunct Faculty by Department as of Fall 2010

#### Full-time Faculty by Department

<table>
<thead>
<tr>
<th>Department</th>
<th>No. of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>15</td>
</tr>
<tr>
<td>Computing Science</td>
<td>6</td>
</tr>
<tr>
<td>Developmental Studies</td>
<td>5</td>
</tr>
<tr>
<td>Environmental Conservation &amp; Horticulture</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education and Integrated Health</td>
<td>14</td>
</tr>
<tr>
<td>Humanities</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>Nursing</td>
<td>6</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>18</td>
</tr>
<tr>
<td>Social Science</td>
<td>15</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>13</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>121</strong></td>
</tr>
</tbody>
</table>

#### Part-time (adjunct) Faculty by Department*

<table>
<thead>
<tr>
<th>Department</th>
<th>No. of Adjuncts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>18</td>
</tr>
<tr>
<td>Computing Science</td>
<td>10</td>
</tr>
<tr>
<td>Developmental Studies</td>
<td>23</td>
</tr>
<tr>
<td>Environmental Conservation &amp; Horticulture</td>
<td>11</td>
</tr>
<tr>
<td>Physical Education and Integrated Health</td>
<td>30</td>
</tr>
<tr>
<td>Humanities</td>
<td>29</td>
</tr>
<tr>
<td>Mathematics</td>
<td>18</td>
</tr>
<tr>
<td>Nursing</td>
<td>5</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>26</td>
</tr>
<tr>
<td>Social Science</td>
<td>50</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>31</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>251</strong></td>
</tr>
</tbody>
</table>

* Six part-time faculty taught in more than one department; therefore, these individuals are counted once in each department.

#### Full-Time and Part-Time Staff Teaching by Department*

<table>
<thead>
<tr>
<th>Department</th>
<th>No. of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
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</tr>
<tr>
<td>Computing Science</td>
<td>5</td>
</tr>
<tr>
<td>Developmental Studies</td>
<td>5</td>
</tr>
<tr>
<td>Environmental Conservation &amp; Horticulture</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education and Integrated Health</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Nursing</td>
<td>0</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td>7</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>5</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

* Six staff members taught in more than one department; one person taught in three departments; therefore, these individuals are counted once in each department.
The College has processes in place to ensure that only appropriately qualified adjuncts are hired. Human Resources follows established guidelines in hiring adjunct instructors, including conducting background and reference checks as well as requiring official transcripts. (5.3) Although the College pursues adjuncts with master’s degrees, it is recognized that academic departments sometimes have legitimate reasons for making exceptions (i.e. experience can substitute for academic credentials.) Department chairs are informed of Human Resources’ hiring process for adjuncts; coordinators are being trained in the process. Many academic departments reported that finding qualified adjuncts is challenging; adjunct faculty are often available only in the evenings.

**Integrity in Gemini Program**

Since FLCC offers a Gemini program to local high schools in our service area, it is crucial that the integrity of courses taught by Gemini faculty maintain the same standards as courses taught at the College. The Gemini program offers local high school students the opportunity to earn FLCC college credits through their respective high schools. The Concurrent Enrollment Office oversees the Gemini program. Per the institution’s enrollment report for fall 2010, the Gemini program accounts for 50 percent of the part-time head count for enrollment. (Table 5, Figure 1 and Figure 2)

<table>
<thead>
<tr>
<th></th>
<th>No. of Sections</th>
<th>Unduplicated Headcount Enrollment</th>
<th>Total FTE Produced</th>
<th>FTE Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>122</td>
<td>1251</td>
<td>176.5</td>
<td>+13.7%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>135</td>
<td>1271</td>
<td>184.5</td>
<td>+4.5%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>123</td>
<td>1358</td>
<td>197.3</td>
<td>+6.9%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>134</td>
<td>1448</td>
<td>212.5</td>
<td>+7.7%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>142</td>
<td>1516</td>
<td>227.6</td>
<td>+7.1%</td>
</tr>
</tbody>
</table>

**Figure 1: Gemini Headcount Enrollment**

![Gemini Headcount Enrollment](image.png)
The Concurrent Enrollment Office has processes which include review of prospective faculty credentials by department chairs and/or coordinators. High school teachers who are interested in teaching in the Gemini program submit applications to teach through the Concurrent Enrollment Office. These applications are passed to the department chairs and/or coordinators for approval. The chairs and/or coordinators determine the eligibility of high school teachers who wish to teach a course for FLCC credit. The description for departmental chairs includes their responsibility for overseeing the faculty process for evaluating and improving Gemini instructors. An appointed faculty member, chair, and/or program coordinator offers supervision in the form of mentoring, sharing syllabi, training, and classroom observations. Teaching success is measured through classroom observations, student evaluations, and teaching surveys.

Faculty interaction with the Gemini instructors can be limited to a brief, voluntary orientation at the beginning of the fall semester as well as specialized training opportunities led by College faculty. However, there are options for visiting a classroom, interviewing faculty, or offering specialized training and workshops. For example, a symposium on the first-year composition program and possible changes to the College's writing sequence was held last year at the Victor Campus Center. Gemini faculty participated with full-time and adjunct faculty. Additionally, the Math Department visits and meets with full-time faculty at the high schools. In accordance, the Gemini faculty participated in positive changes in a recent symposium.
The Gemini program is a critical initiative for increasing the enrollment of non-traditional students, supporting the second goal of strategic growth. The program provides community value in keeping with the fourth strategic goal by partnering with our local high schools; it engages and prepares our local students for successful transfer to college, supporting the first strategic goal of learning and student success. (5.1) For adjunct faculty, full-time faculty review applications, meet with and interview candidates, and assign courses on an as-needed basis.

The Gemini program supports FLCC’s mission and vision and accordingly should be given the support it needs to encourage consistency with offerings given at the FLCC campus to ensure academic excellence.

Recommendations:

- The College should develop and implement an evaluation process to ensure that the standards to which adjunct faculty are held are consistent with those of full-time faculty with respect to classroom instruction.
- The College should develop and implement an adjunct mentoring initiative to promote the integration of adjuncts into academic departments.
- The College should increase the compliance rate of We Comply training from 80 to 100 percent.
- The College should require formal professional development training for concurrent enrollment faculty.
At FLCC, “the classroom” takes many forms.
Chapter Six: Educational Offerings, General Education, and Assessment of Student Learning

The primary engine responsible for driving any relevant community college must be its educational offerings. An institution with integrity aligns its educational offerings with the college’s mission, routinely assesses its offerings, guarantees that required and elective courses are available to allow students to graduate within the published program length, and ensures the institution’s students have the knowledge, skills, and competencies consistent with institutional appropriate higher education goals. This chapter discusses how Finger Lakes Community College develops and monitors educational offerings that serve the community and are aligned with the College’s mission. The chapter addresses the essential questions related to the genesis and long-term evolution of each of the College’s educational offerings, including the development of overall degree programs, the development of learning outcomes, the design of general education and the assessment of student learning.

Overview

The mission of Finger Lakes Community College states: “Finger Lakes Community College is a supportive, learning-centered environment that empowers our students, provides enriching life experiences and enhances the quality of life throughout our community.” (6.1) The College’s offerings are comprehensive and congruent with the mission. Programs at FLCC are accessible with three locations in Ontario County, a campus in Hopewell and campus centers

Standard 11: Educational Offerings
The institution’s educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Standard 12: General Education
The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Standard 14: Assessment of Student Learning
Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have the knowledge, skills, and competencies consistent with institutional appropriate higher education goals.
in Geneva and Victor. A third campus center is located in Newark, Wayne County, and courses are available at a
variety of sites in the College’s four-county service area. In addition, 10 academic programs are available entirely
online. FLCC employs several means to assure comparable quality of teaching/instruction, academic rigor, and
educational effectiveness of the institution's courses and programs regardless of location or delivery mode. These
include the periodic self study for renewal accreditations of the nursing and paralegal programs and an established
cycle of assessment of program outcomes during the program review process. An external review process brings
outside reviewers to campus from other community colleges, transfer institutions, professional fields, and business
and industry. The College provides the necessary physical resources – space, equipment and supplies – for all of the
campus locations and provides comparable resources – software, hardware and training – for online courses. Academic
department heads and coordinators assign full-time and adjunct faculty to teach the courses regardless of the location
or the method of delivery, thereby also assuring the quality of teaching, academic rigor, and educational effectiveness.

To support the learning-centered vision, FLCC offers 12 certificates and 42 associate in applied science (A.A.S.),
associate in arts (A.A.), and associate in science (A.S.) degrees in 60 different areas of study as well as an Honors
Program. The largest programs as measured by total full-time equivalent students (FTE) are the A.A. (523 FTE) and
the A.S. (142 FTE) programs. Other large programs with FTE ranging from 118 to 78, respectively, include Criminal
Justice, Childhood Education, Music Recording Technology, Business Administration (A.A.S.), Human Services, and
Business Administration (A.S.). (6.2) The mix of programs at FLCC includes programs designed to meet community
needs as well as programs designed to provide specialized skills. The A.A. degree and the Business Administration
A.A.S. degree are examples of programs designed to meet the community needs for affordable transfer options and
options to enter the workforce, respectively. Music Recording Technology, one of the College’s signature programs, is
an example of a specialized skill degree program.

The College is committed to a comprehensive general education program, based on long-standing institutional
convictions. The College has developed 10 learning outcomes which graduates should demonstrate. The process of
implementing the FLCC 10 Learning Outcomes is seen as ongoing and leading to the continuous improvement of
teaching and learning through feedback and interaction between faculty and students.

The College’s engagement in learning outcomes assessment is an essential element measured in Emergent Potential:
FLCC 2008-2013 Strategic Plan, Strategic Goal 1.5: “Assessment plans for all academic programs will include
measurable student learning outcomes that reflect established industry standards, are benchmarked against other
community colleges and/or are created in collaboration with a team of external advisors. Student learning outcomes
will be assessed annually and trend data will be reported in the five-year program review. Trend data will show
increasing levels of student achievement on the established program student learning outcomes in all academic
programs, with specific target levels established by each program.”

In addition, these assessment practices support Strategic Goal #2 Strategic Growth: “To increase enrollment of
traditional and non-traditional students within the College service area by identifying and addressing emerging
educational needs and new markets.” (6.3)
Educational Offerings: Academic Content, Rigor, and Coherence

As discussed in Chapter 5, FLCC “curricula is designed, maintained, and updated by faculty” in keeping with current trends for best practices. Approved procedures and forms standardize the process by which programs and courses are developed, evaluated, and revised. (6.4, 6.5, 6.6) This standardized process ensures that the appropriate faculty, staff, and administration have the opportunity to review the learning outcomes and certify that offerings are congruent with the mission, while paying careful attention to the currency and academic level of the content, the rigor of the coursework, and the coherence of the design of the curriculum. The use of standardized forms ensures that student learning outcomes are identified at the program and course level and that all courses address at least one of the 10 learning outcomes, or competencies. The format for course syllabi posted online is standard. Posting and standardization of syllabi has been an ongoing process over the past five years, and the faculty takes a great deal of pride in noting that more than 90 percent (593 of 657) of course syllabi are currently available online. This does not include the 16 respiratory care courses offered by and at Genesee Community College.

Academic Program Development

New programs are created following requirements stated in the State University of New York (SUNY) document, SUNY Undergraduate Program Proposal Form. (6.4) Each new program proposal must document how the new program’s educational and career objectives are congruent with the mission of the College and how the goals address the 10 competencies. All FLCC programs include requirements for writing, oral communication, computer literacy, and physical education. The proposal must include the programmatic goals and objectives for the program, including a list of the learning outcomes students should demonstrate upon completing the program. Each proposal must identify the date of the initial periodic assessment of student learning and program outcomes as well as the length of the assessment cycle in years. All A.A. and A.S. degree proposals must include documentation that program graduates will be able to transfer into at least two registered baccalaureate programs and complete them within two additional years of full-time study. Joint admission and transfer articulation agreements that consider the inclusion of course equivalencies, including expected learning outcomes that align with those of the receiving institution's curricula and standards, are listed on pages 47 to 53 of the 2011-2012 FLCC College Catalog. (6.7) The degree proposal also requires documentation of adequate learning resources to support the new educational program, including personnel, library resources, equipment and laboratories. Signatures indicating collaboration with professional library staff, Computing Services, Admissions, The Center for Advisement, and the coordinator of academic assessment are also required.

New offerings have been developed to support adult learners. A Paralegal certificate that combines traditional face-to-face instruction with online instruction and an evening Culinary Arts program that offers courses in a time-shortened format of seven weeks were approved for the 2011-2012 academic year. The College also offers 10 programs in an online format. In addition, the College has employed a consulting firm to conduct a study of the local adult market to identify additional programs and delivery options for attracting adult students.

New programs are developed from three potential sources, all of which involve faculty in determining the key learning outcomes. Traditionally, faculty in an academic department discuss ideas for new programs, identify the
demand for the program and meet with academic administration for approval to proceed and advice for pursuing
the new program idea. The faculty establishes program learning outcomes and identifies experiences that provide
opportunities for students to achieve the outcomes. Fisheries Technology is an example of a recently approved
program developed by the faculty in the Environmental Conservation and Horticulture Department. Following the
process that parallels program revision described in Chapter 5, the department discusses and reviews a proposed
new program and submits the proposal to the Curriculum Committee to begin the approval process of review by
the Academic Senate, the vice president for academic and student affairs, the College president and the Board of
Trustees. Proposals for new offerings and substantial revisions of existing offerings approved by the Board of Trustees
must receive further approval from SUNY and from the New York State Education Department.

The new Culinary Arts program is an example of a program developed with a local business partner, the New
York Wine & Culinary Center. With a mutual interest in a new degree and an opportunity to share resources, a
representative from the wine and culinary center and the associate vice president for academic initiatives worked
with a chef to develop the curriculum for the Culinary Arts certificate and degree. The curriculum was reviewed
by a business faculty member with a background in hotel and resort management and approved by the Business
Department. The program was presented to the Curriculum Committee for the appropriate approvals and for
additional approvals through the approval process described in the previous paragraph.

New programs may also be initiated by administration. For example, a new program idea may be identified in the
annual FLCC Program Mix Report prepared by the vice president of academic and student affairs. A Program Mix
Committee, comprised of the two academic associate vice presidents and faculty representatives from the Academic
Senate, assists with the development of the report by reviewing data and interviewing faculty representatives from
various academic programs. The new Instrumentation and Control Technologies program is an example of a new
program identified by the academic administration through the program mix review process. The new Viticulture and
Wine Technology program is an example of a program identified as a result of academic administration researching
a potential new program by conducting focus groups meetings with local vineyard owners and a local wine producer.
Faculty members from the appropriate academic department are invited to sponsor a new program through the
approval process when new opportunities are identified in this manner. Advisory groups consisting of external experts
are organized to assist with the development of clearly articulated learning outcomes and to provide guidance in the
design of the learning experiences that will give students the opportunity to achieve the learning outcomes. The approval
process for programs initiated by administration is identical to the process described above.

**Academic Program Revision**

There are a number of ways that the impetus to revise and update a program or certificate might occur. The primary
impetus is known as SUNY program review or assessment of student learning in the major. In this process programs
are reviewed on a regular cycle as an integral part of the College's comprehensive plan for the assessment of student
learning. The other component of the College's comprehensive plan, the assessment of student learning at the course
level, occurs through SUNY general education assessment. Specific timelines for program review and general
education assessment are in place. Review of academic programs occurs on a five-year cycle, and review of
general education occurs on a three-year cycle. The results of assessing student learning are used to improve student

Chapter 6
learning and program effectiveness. See the recently completed one-year follow-up reports for the A.S. Physical Education program and the A.A.S. Therapeutic Massage/Integrated Health Care program as examples of using assessment findings to “close the loop.” (6.10)

In addition to the SUNY general education and program review assessment processes, members of an advisory board may make recommendations for a change in a program based on their expertise in the field. Accrediting agencies such as the American Bar Association and the National League for Nursing and state agencies may also provide recommendations for changes based on accreditation standards or changes in governmental regulations. Conversations with faculty from transfer institutions may also lead to program or course changes. Likewise, hiring new faculty with a fresh or different perspective on a program may lead to a review of the program and recommendations to update individual courses or change program course, mix, or sequence.

Faculty may also recommend a program be reviewed and changed based on what they observe in their classes through formal or informal classroom assessment techniques. In the event that students are not doing as well in the second-level course of a two-course sequence, for example, a discussion with colleagues teaching the sequential courses might lead to changes in the content of either or both courses or a stronger prerequisite may be created (e.g. requiring a grade of C or better).

The program mix report also assists with the ongoing review of existing programs as well as identifying areas of potential opportunity for new programs and certificates. (6.8) The program mix report is a systematic process designed to:

- Identify current programs that should be evaluated more closely to determine whether they continue to contribute to a healthy program mix at FLCC;
- Provide for an impartial and thorough administrative review of these programs, completed in cooperation with program faculty, which takes into account a wide range of criteria that contribute to making a program a productive part of the program mix at Finger Lakes Community College; and
- Provide for a process to assess long-term program viability, community need and competition before a new program proposal is considered by the faculty.
All of the program offerings at the College are reviewed in the program mix report with respect to enrollment growth, retention rates, successful completion rates, graduation rates, and other trends, including transfer and job availability opportunities. Programs that no longer contribute to the healthy mix or are no longer a productive part of the program mix may be recommended for discontinuance.

Regardless of the genesis of the need to change a program or a course, all changes must be submitted through the appropriate approved process, including Curriculum Committee review and administrative review.

**General Education: Acquisition and Demonstration of College-level Proficiency**

Determining FLCC General Education Outcomes

At FLCC general education outcomes (also called institutional-level outcomes) are expressed in the 10 learning outcomes and in the SUNY general education assessment guidelines. (6.11, 6.12) The College is committed to a comprehensive general education program, based on its long-standing institutional convictions as articulated in the 2006-2008 College catalog. (6.7) The FLCC 10 Learning Outcomes are consistent with SUNY general education knowledge and skills areas as well as competencies and, as such, are appropriate for higher education. The FLCC general education requirements are clearly and accurately articulated in the 2011-2012 College catalog (6.7) and are congruent with the College’s mission. All A.A. and A.S. programs meet the minimum 15 semester hour requirement. FLCC learning outcomes are consistent with the College’s mission and meet the fundamental elements of a general education program by incorporating the study of values, ethics and diverse perspectives. College requirements include proficiency in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline. (6.12)

The earliest opportunity FLCC students have to learn about the general education requirement – as well as the corresponding learning outcomes – is in their initial inquiries with the institution. The 10 learning outcomes are prominently displayed on pages 6 and 7 of the current College catalog, (6.7) and they are also posted on individual program documents that are found on the College’s website. With regard to specific outcomes and learning objectives, some professors who teach these courses discuss the learning objectives and outcomes in the first week of class. Students could potentially learn this information through advisement as well.

The FLCC institutional philosophy on general education is in the College catalog, listed under the mission and vision statements on pages 5 and 6. (6.7) Extra information can be found on page 55 of the catalog under “General Education Course Requirements for Transfer Programs.”

Preceding the complete list of all 10 learning outcomes, the general education philosophy states: “Finger Lakes Community College is committed to a comprehensive general education program, based on long-standing institutional convictions. The College has developed 10 learning outcomes which Finger Lakes Community College graduates should demonstrate. The process of implementing the learning outcomes is seen as ongoing and leading to the continuous improvement of teaching and learning through feedback and interaction between faculty and students.”
At the beginning of the semester in each course, students receive a course outline with learning outcomes included. This policy was “strongly encouraged” in an Oct. 28, 2004, memorandum in the third bulleted item among the eight components designed to ensure accountability to all students on the first day of class: “Course outline specifications: Specific topical outline with related learning outcomes.” (6.13) It is important to note, however, that not all faculty members include learning outcomes in their course outlines. While this information is included in the departmental syllabus for each course, some faculty members distribute a document more tailored to their own interests and goals at the start of a course. Learning outcomes are contained in departmental course syllabi that are available for students on the College’s website. The course requirements themselves (for each degree program) can be found on the website, in our catalog, and in our curriculum brochures.

General education – both SUNY and FLCC – information is not currently part of student orientation. However, it may be discussed during the advising session, which is part of orientation. Upon entry to the College, students should receive their initial degree audit that identifies general education requirements for their curriculum. If a student changes his or her degree, the academic advisor plays a major role by reviewing the new degree audit with the student.

In fall 2010 faculty participated in an interdisciplinary faculty forum to address concerns with the definitions of what was at that time the College’s 11 learning outcomes. As a result, the number of outcomes was reduced to 10 and revised outcomes with expanded courses and modified definitions were presented to the Academic Assessment Committee. Progress has been made with regard to further defining each of the 10 learning outcomes in greater detail. A “crosswalk” of FLCC and SUNY learning outcomes was completed and, as a result, it is evident that the FLCC 10 Learning Outcomes are consistent with SUNY knowledge and skill areas. Results of assessment efforts in general education have been systematically recorded since 2008, with results from 2003-04 to 2007-08 retrospectively recorded and trended. (6.14) The significant overlap of the College learning outcomes with the SUNY general education outcomes allowed this process to occur. It was noted that student learning outcomes data for three of the then 11 learning outcomes required further assessment. Those areas were ethics and values, reading, and professional competency. In addition, the faculty strived for more global competency statements for ethics and values, reading, citizenship, and global concerns. Although professional competency is assessed within programs, it was removed because it did not apply directly to students in A.S. or A.A. programs. Measures for the remaining outcomes are now being developed. The College acknowledges that assessing all 10 learning outcomes for our graduates is a lofty goal but one toward which FLCC will progress while we continue to examine the number and/or nature of the outcomes.

At the course level, syllabi include documentation indicating which of the 10 learning outcomes are addressed. (6.6) Programs are developed with the goal of meeting each of the learning outcomes. This is accomplished by either requiring a specific course outside the program discipline or by embedding a learning outcome into courses within the program discipline courses (e.g. Critical thinking does not exist as a separate course and is frequently found as a learning outcome in a number of courses within a program). Students are therefore exposed to the 10 learning outcomes in their program of study, and measuring competency in the learning outcomes is done both through program review and through SUNY general education assessment. This is a work in progress, and efforts to further delineate how students meet the 10 learning outcomes within specific programs continue. In fall 2011 academic departments embarked on a “curriculum mapping” process designed to provide further documentation that the learning outcomes are embedded in courses within the degree programs and to identify how the outcomes are assessed in the program.
Assessment of Student Learning

As stated earlier in this chapter, the College's engagement in learning outcomes assessment is an essential measurable element in section 1.5 of Strategic Goal #1: Learning and Student Success and in Strategic Goal #2: Strategic Growth. Currently, there are two formal processes used to assess student learning at FLCC: individual program review and SUNY general education assessment. Both processes were previously described in this chapter's sections on educational offerings and general education.

Program Review
The FLCC procedure for program review meets SUNY requirements for assessment of the major. (6.15-6.18) The procedure consists of three closely linked components: The administrative program review, assessment of student learning outcomes, and the external review. (Chart 1) With the implementation of this plan, faculty were required to review their program goals and to develop program learning outcomes related to the goals and course learning outcomes as well as assessment measures for each of the stated program learning outcomes. (6.19, 6.20) Learning outcomes must be integrated with one another, consonant with the institution's mission, and consonant with the standards of higher education and of the relevant discipline. The program review cycle was reduced from a seven-year to a five-year cycle to provide an opportunity for all programs to have completed one program review with clearly articulated learning outcomes before the next decennial review.

Music Recording Technology is one of FLCC's unique, high-demand degree programs.
Chart 1: Finger Lakes Community College Program Review Process

- Outcomes Assessment
- Review Assessment Plan
- Assess Learning Outcomes
- Interpretation Recommendations
- Write Assessment Summary
  - Assessment Summary Template
  - Assessment Summary Notes:
    - Academic Senate Standing Committee on Academic Assessment reviews Assessment Plan and recommends improvements, if necessary.
    - Program Assessment Plan Checklist

- Program Assessment Plan Template
- Program Assessment Guidelines

- Review Program Description
- Exercise Program Data Sheets**
- Interpretation Recommendations

- Write Administrative Summary
  - Program Administrative Summary Template
  - Administrative Summary Notes:

- External Review Documents
  - Combine Assessment Summary and Administrative Summary with Other Supporting College Documents

- External Review Team Visit
  - External Review Team Report

- Respond to External Review Team Report (if necessary)
  - Complete SUNY Summary Report
  - Administrative Response

Closing the Loop
Begins as the formal review concludes with current and future plans and actions reported in the Year 1 Follow-up Report.
The Academic Assessment Committee reviewed and approved the procedures, guidelines, timelines, and templates developed for program review. (6.16, 6.17, 6.19, 6.20) The committee reviews all program assessment plans developed by faculty and refers those plans to the Academic Senate for acceptance. This maintains the integrity of the process and assures that program assessment plans adhere to established criteria. The assessment process at FLCC is a documented, organized, and sustained process designed to evaluate and improve student learning.

The individual program review process requires that each department conduct individual, internal, and external academic program reviews on a five- to seven-year schedule (The program review schedule was revised Oct. 31, 2008). The faculty members within each department are responsible for creating measurable program goals as well as the strategies for achievement of the goals. The FLCC Program Assessment Plan Guidelines (6.19) details the process required to complete a program assessment plan, and the FLCC Program Assessment Plan Template is the standardized format all assessment plans follow. Course embedded instruments are used to assess program effectiveness. All assessment-related forms are located on the Academic Assessment Committee website on the FLCC intranet.

To date, 30 academic programs have completed a program review. The FLCC Engineering Science 2010 Program Review is an example of a recently completed program review report. (6.21) Five programs are currently in the process of conducting a program review and were to conclude that process in fall 2011 with an external review. Seven new programs are on the schedule for the next program review cycle. In addition, a comprehensive review has been completed for the Charles J. Meder Library and the Development Studies Department. A comprehensive review of Student Affairs is in progress and will be completed by June 2012.

Annual trended data follow-up reports are required as part of the ongoing program review assessment process. These annual reports document that the recommendations from the program review continue to be monitored and reassessed and that student learning outcomes data is recorded, tracked and analyzed. These assessment results provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes. Program faculty members carefully review recommendations from the administrative review, student learning outcomes summary, and the external review as the basis for the follow-up reports. Focus has been placed on sharing results and collaborating on strategies for improvement. The FLCC Follow-Up Reports to Fall 2009 Program Reviews is a recent example of the annual report prepared by the coordinator of academic assessment. (6.22)

**Assessing SUNY General Education**

All New York state-operated colleges are required to develop and implement an assessment plan to assess, on a three-year cycle, student learning outcomes for knowledge, skills, and competency areas included in the SUNY general education requirement, as well as student engagement in academic activities. Each community college is asked to develop an assessment plan for at least seven SUNY general education student learning outcomes. The SUNY general education skills and knowledge areas and competencies assessed at FLCC include natural sciences, social sciences, basic communications, the arts, critical thinking, American history, mathematics, other world civilizations, western civilization, information management, and modern language and humanities. The SUNY general education assessment schedule (6.23) includes approximately four subject areas annually.
The FLCC SUNY General Education Assessment Plan, created to meet the SUNY general education assessment plan requirements, dated Oct. 7, 2003, was approved by SUNY in 2003 and has been conducted on a three-year schedule. An updated plan will be forwarded to the Academic Senate for acceptance. The target goal for completion of this process is spring 2012.

These general education assessment plan reviews work to include the following requirements:

- A clearly stated delineation of the campus' general education program goals and objectives, including the strategies for the assessment of the learning outcomes outlined in the general education implementation guidelines;
- A description of the activities (including the courses) that relate to, and are likely to result in, the achievement of the campus' programmatic and curricular goals and objectives;
- Identification of the assessment measures and criteria to be utilized in determining the degree to which students are meeting the campus' programmatic and curricular goals and objectives; and
- A description of the process to be used in assessing the campus' general education plan, making changes, if suggested, based on assessment findings and disseminating assessment results to the campus.

The SUNY general education assessment procedure is detailed in the SUNY general education requirement. FLCC completed the initial general education assessment three-year cycle in 2004-05. In the 2009-2010 academic year, basic communication (written and oral), natural sciences, social science and the arts were assessed; in 2010-2011, math, other world civilizations, and American history were assessed.

In 2010, an addendum to the 2003 FLCC SUNY General Education Assessment Plan was developed to update the methods and processes for conducting the assessment of SUNY general education. The addendum, a process guideline for completing the assessment, establishes the plan as the basis for completing the assessment of all SUNY-approved general education courses. It establishes the coordinator of academic assessment as the general education liaison between FLCC and SUNY and the Academic Assessment Committee and the Academic Senate as reviewers of the summary general education reports. The addendum establishes approved procedures for compiling and reporting results and for completing the required assessment on time. Departments are expected to include general education courses taught by full-time, adjunct, online, and Gemini (concurrent enrollment) faculty as their sources for general education data. General education assessment results will continue to be reviewed by all persons affected by the assessment and reviewed general education assessment reports will be posted on the College's intranet.

Use of Assessment Results: “Closing the Loop”

Results of these formal review processes (program review and general education assessment) generate recommendations, either by faculty or external reviewers, that may be curricular and/or resource-based. For individual program reviews, the College has developed guidelines for sharing and implementing the recommendations with appropriate constituents and for improving teaching and learning. The general education process and methods document that was accepted by the Academic Senate at the end of the fall 2010 semester includes a process and a form for “closing the loop” on results. The process is now consistent for program review and general education.
Recommendations that require budgetary action are to be submitted to the appropriate department chairs and included in the budgeting process. Faculty are responsible for submitting annual follow-up reports outlining any of the changes (e.g. curricular) that were implemented as a result of a program review and subsequent data collection. Faculty members present recently completed reports during a regularly scheduled meeting of the Board of Trustees. An example of an initial follow up report is the FLCC Follow-Up Report to 2009 Program Reviews. (6.22) An example of a second-year follow-up report is the FLCC Student Learning Outcomes Assessment Report of Data – Graphic Design Report. (6.29)

One significant example of use of assessment results follows. The results from the assessment of written communication have fostered a significant development in the College’s required writing courses. The Humanities Department completed assessment in written communication for the third time at the conclusion of the 2008 - 2009 academic year, and for the third time the results were unsatisfactory. Department faculty determined that the current Freshman English course required of all matriculated students was insufficient for preparing students for the kinds of writing activities that are expected of students on a college level. As is the case in other community colleges across New York, the Humanities Department proposed a solution in the form of a two-course writing sequence that would eventually replace the current requirement.

A full-time faculty position was created and began in fall 2010, so that this person could bring expertise and leadership to the development of the sequence. A two-year pilot of the sequence began in fall 2010. The sequence begins with English 101, which develops students’ ability to produce college-level texts while building understanding of the rhetorical modes. The course that follows is English 102, which continues the process of writing development, emphasizing evidence-based writing and culminating in a portfolio. In spring 2011, five pilot sections of English 102 were offered by three humanities faculty members.
The following are additional examples of “closing the loop” from program review and assessment of learning outcomes:

Program Review

A.A.S. Architectural Technology and Building Sciences (fall 2010)
- The Electronic Theory course was eliminated and replaced with a TECH elective.
- A list of pre-approved TECH electives was created, building in a measure of curriculum flexibility (spring 2011).
- The program was renamed Architectural Technology and Building Sciences (spring 2011).
- Professional continuing education seminars will be offered at the Victor Campus Center in collaboration with the Rochester chapter of the American Institute of Architects.
- Assessment data confirm that learning outcomes are meeting the defined targets.

A.S. Physical Education Studies (fall 2009)
- Updating the Fitness Center addressed through the budget process (spring 2010).
- Addition of a required course in kinetics (spring 2010).
- Addition of two required methods courses that emphasize instructional techniques (spring 2010).
- Ongoing collection of student learning outcomes data to identify trends. Currently outcome targets are being met.

A.A.S Fisheries Technology (fall 2009)
- The program review provoked a change in the way fish identification is taught to the students in CON 102. The changes included multiple weekly quizzes in which students are allowed to use a table of identifying fish characteristics to help identify fish from projected images. This technique was piloted with success in two sections of CON 102 in the fall 2010 semester.
- In order to encourage more writing, students in the Introduction to Aquaculture class are now required to submit monthly reports of their tank performance. The reports are required to be in the scientific format which readies the students for higher-level writing requirements.

A.A. Liberal Arts and Sciences (spring 2008)
- Reworking of A.A. degree requirements to encourage depth of study results in a proposal to develop two separate A.A. degrees: A.A. Social Science and A.A. Humanities
- Development of a two-course first-year writing sequence in response to SUNY general education assessment results, and the addition of a composition/rhetoric specialist in the Humanities Department.
- The first year of the new ENG 102 Composition II pilot was completed in spring 2011. Six sections of the pilot were offered in fall 2011.
- Increased availability of classroom technology, including additional computer/projector pairs in the Ontario Building, a Smart Board system in the Honors House, and a bank of 24 laptops available for classroom use in the Honors House.
Assessment of the FLCC 10 Learning Outcomes (based on 2009-10 competency statements and actions from 2008-10 assessments):

- Writing (ENG 101): The Humanities Department moved forward with the development of a two-course writing sequence that will replace the one course, Freshman English, which had been the sole required writing course for all matriculated students since the College was founded.

- Oral communication (COM 110, COM 115): The faculty conducted meetings with adjunct faculty in August 2010 to discuss course expectations and standards. Full-time faculty met to discuss revisions to the assessment plan, assessment measures and artifacts. Adding concurrent enrollment sections to the sample will be instituted.

- Mathematics (MAT 271): The Math Department has methods and tools that are approaching ones that will inform the department on the learning outcomes. The department has refined assessment methods.

- Computer literacy (CSC 100): The author of future assessment exams has considered the level of difficulty of the questions as they relate to the content of the course. In addition to these considerations, questions were added to the assessment to measure general computer concepts. This was not done during this round of assessments due to the simulation nature of the application tests.

- Problem solving (BIO 119, BIO 122, CHM 122, PHY 119, PHY 152): The natural science faculty continued to have dialogue that will assist in molding a better assessment process that can be used to facilitate pedagogical improvements for students. Faculty members are meeting within disciplines and between disciplines to discuss the assessment process, how the changes have enhanced assessment and what we can continue to do to improve assessment within each area.

- Information resources (CSC 100): No assessment exams were administered in the fall 2008 semester as the course was in a transition phase. Results from spring 2009 indicate that the assessment test for this course has proven to be appropriate. There is no remedial action that needs to be taken at this time.

Institutional Support for Assessment
Substantial resources have been allocated to ensure implementation of the College's comprehensive plan for the assessment of student learning. In 2007 the full-time position of coordinator of academic assessment was established and the Academic Assessment Committee, a standing committee of the Academic Senate, was created with representation from each academic department. (6.30) As a result, a comprehensive plan for the assessment of student learning in the major (program review) was developed and implemented in fall 2007. The coordinator of academic assessment reviews programs and courses for congruency of learning outcomes with learning measures as part of the approval process for programs and courses. The coordinator works with the associate vice president for instruction and assessment and others to plan and coordinate professional development opportunities on assessment. Prior to fall 2010, the associate vice president of instruction and assessment maintained responsibility for general education assessment. The coordinator of academic assessment is now actively involved in general education assessment oversight in addition to program review. The coordinator has developed a program review guidelines booklet and has worked extensively one-on-one with faculty in addition to providing workshops regarding assessment.

The College has supported training of faculty and staff through workshops funded by the Gladys M. Snyder Center for Teaching and Learning and the president’s office. These include hosting an assessment workshop led by Patricia Francis, assistant provost for assessment and academic initiatives at SUNY, on Oct. 11 and 12, 2007, in which the bases of general education assessment were covered. The session was repeated three times over those two days with approximately 45 to 50 faculty members participating in total. Additionally, Linda Suskie, vice president at the Middles States Commission on Higher Education, presented at a regional conference sponsored and hosted by FLCC.
in the spring 2009 semester with approximately 75 attendees. Faculty development and professional development funding has also been used to fund faculty and staff travel to conference and workshops on assessment, including the New York Chiropractic College Annual Assessment Conference and Middle States assessment conferences.

The institution supports assessment in a number of other ways. For example, time for working on assessment activities is now routinely arranged during the College’s Opening Days at the beginning of each semester. Also, effective in fall 2010, formal coordinator positions within programs have been established (examples include, but are not limited to, Nursing, Sports and Tourism Studies, Paralegal and Liberal Arts and Sciences). In addition to their other responsibilities, program coordinators are responsible for conducting the assessment activities for the program. The program review budget includes honoraria and meals for external reviewers and, ultimately, faculty are invited to present program review findings to the Board of Trustees.

**Suggestion:**

- The College should continue to review and revise the FLCC SUNY General Education Assessment Plan to ensure compliance with SUNY expectations.

**Recommendations:**

- The College should track and document results for the following established learning outcomes: ethics and values, citizenship, reading, and global concerns.
- The College should implement the elements contained in the 2010 addendum to the FLCC SUNY General Education Assessment Plan.
FLCC offers a wide array of extra-curricular activities to keep students engaged.
Chapter Seven: Related Educational Activities

This chapter addresses the integrity and credibility of educational offerings at Finger Lakes Community College that are characterized by particular content, focus, location, mode of delivery, or sponsorship. FLCC's mission and vision call for the College to serve multiple constituencies, including underserved communities, underprepared students, employers with workforce needs, and concurrently enrolled students. Given the breadth and diversity of needs in FLCC's service area, this chapter identifies the College's efforts in reaching beyond the campus to serve these various groups. Activities falling under "related educational activities" reflect the College mission of providing a supportive, learning-centered environment that empowers students and enhances the quality of life throughout the community, and the vision that learning is central to all College activities.

Overview

Finger Lakes Community College offers a wide variety of related educational programs and activities, and this programming supports the College's mission, vision, and strategic plan goals. Programs and services reviewed in this section include: developmental studies, certificate programs, experiential learning, non-credit offerings, additional instructional locations, online learning, and concurrent enrollment.

Integrity in Developmental Studies

Consistent with its mission as a comprehensive community college, and in support of the first strategic goal of learning and student success, FLCC offers developmental coursework to assist underprepared students in the transition to college-level work. Courses are available in reading comprehension, composition, college study strategies, and mathematics. The College also provides support services for underprepared students. There are currently four academic support centers: the Academic Commons, a recent reconfiguration of academic support services on the main campus in Canandaigua, and satellite academic support centers at the Geneva Campus Center, the Wayne County Campus Center and the Victor Campus Center. In addition to formal coursework, professionals at the campus centers offer both one-on-one and group tutoring. The main campus and all three campus centers also support peer tutoring programs.

FLCC has an established process for identifying students in need of developmental work, a range of developmental course offerings, and support services for underprepared students. In addition, the College makes available remedial
courses which do not satisfy degree requirements for students enrolled in Adult Basic Education programs. The
College provides support for students with learning disabilities, including student evaluation and advisement,
accommodations, development of self-advocacy skills, and promotion of institutional awareness of services.

Incoming full-time students are screened for college-level reading and writing competence with Accuplacer placement
testing developed by the College Board. Based on the results, students are either matriculated directly into a degree
program or directed to remedial work in these competencies through the Developmental Studies Department. In
addition, three programs, the A.S. Music, A.S. Music Recording Technology, and A.A.S. Nursing, employ department
placement tests to screen incoming students for appropriate preparation to succeed in these disciplines.

The Math Department oversees the screening of incoming students for basic mathematical competencies. As of fall
2011, math screening is performed using Accuplacer. Students scoring below the standard are offered General Studies
(GST) 142 Fundamentals of Mathematics, taught by the Math Department as a developmental course. In fall 2011,
2,042 elementary algebra tests were administered. Of these test-takers, 1,362 students (67 percent) were placed into
GST 142, and 365 (18 percent) were placed into MAT 145 College Algebra. The remaining 315 students scored well
enough to move onto the college-level math (calculus) test to determine if a higher placement would be necessary.
Of those 315 students, 271 were placed into MAT 145, 41 were placed into MAT 152 Pre-calculus, and 3 into MAT 271
(Calculus). (7.0)

Long-standing practice at FLCC has permitted developmental courses to be eligible for general elective credit. Table
7.1 lists all degrees which permit general elective credit. The number of general elective credits in degree programs
varies from 1 to 15. Transferability of GST credit to four-year institutions varies as some colleges have established
course equivalency tables, others accept associate degrees in total, and some do course-by-course evaluations. Since
students are screened on admission and placed in GST courses when they do not meet minimum competencies
for college-level work, the practice of awarding general elective credit for developmental courses has come under
question. The College should review the application of developmental course credit to degree programs as general
electives, as it impacts both transferability and the academic integrity of the curriculum.

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<th>A.A.S.</th>
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<td>A.A.S. Accounting</td>
<td>A.A. Liberal Arts and Sciences</td>
<td>Applied Computer Applications</td>
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<td>A.A.S. Administrative Assistant</td>
<td>A.S. Biotechnology</td>
<td>Horticulture</td>
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<td>A.A.S. Architectural Design and Drafting</td>
<td>A.S. Business Administration</td>
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Since 2003-04, successful completion of ENG 101 Freshman English after GST 102 College Composition has been tracked by the Developmental Studies Department. Successful completion in both courses is defined as a grade of "C" or better. The number of students who successfully complete ENG 101 following successful completion of GST 102 has consistently been within 2 percentage points of students who placed directly into ENG 101 (and then successfully completed the course). For 2003-2008, direct placements were slightly ahead, with 65 percent of the GST students successfully completing ENG 101, compared with 66.7 percent of direct placements. In 2008-09, GST 102 to ENG 101 students were slightly ahead of direct placements (63.7 percent compared with 63.3 percent) and in 2009-10 GST 102 to ENG 101 success led direct placements at 67.4 percent compared with 60.6 percent. The information indicates that students who were designated "at risk" in the area of writing through placement testing and were placed in and successfully completed GST 102 were able to perform as well or better than students who were not so designated. This finding indicates the need for further study into the performance of students placing into General Studies courses, students placing directly into ENG 101, and their subsequent performance.
GST 121 Effective Reading 1 and GST 122 Effective Reading 2 are the basic reading courses offered at FLCC. Accuplacer testing scores determine whether a student is placed in the first or second level of this course. GST 116 College Study Strategies is another course offered by the department; however, there is no placement protocol for GST 116. Successful completion of these courses is defined as a grade of “C” or better. For 2005-2008, this corresponded to nearly 58 percent of students enrolled in Effective Reading courses (61 percent for GST 121 and 55 percent for GST 122) and 63 percent of students enrolled in College Study Strategies. There are no data comparing the success of students who complete GST 121 and enroll into GST 122 with students who place directly into GST 122. There are also no data comparing success of students who placed directly into reading-intensive content area courses with students who proceeded to the reading-intensive content area courses following successful completion of GST 121/122 or GST 116. There is clearly a need for further study into the performance of students who successfully complete GST 121, 122 and 116.

Data indicate that retention, transfer-without-graduation, and graduation rates of students successfully completing GST courses compare favorably with students who matriculate directly into degree programs. Students may matriculate into a program but need to complete developmental requirements prior to enrolling in certain courses. Completion rates for cohorts are: 61.8 percent for GST students compared with 62.3 percent for direct placement in 2003; 53.4 percent for GST compared with 58.4 percent for direct placement in 2004; and 59.9 percent for GST compared with 61 percent for direct placement in 2005. (7.2)

Initial study of the subsequent performance of students who complete GST courses is quite promising and supports the integrity of developmental coursework at FLCC and contributes to student success. Additional studies of student success in credit-bearing courses after completing GST courses are needed, and the results can be used to further strengthen course offerings.

The Developmental Studies Department also offers the following services:

- Adult Basic Education, aimed essentially at preparing students for the GED high school equivalency exam, a prerequisite for matriculation to the College;
- English as a Second Language instruction;
- Learning disabilities support, offered on an individual basis for students with documented disabilities involving difficulties in acquiring, remembering, or accessing information; and
- Peer tutoring, in which student tutors provide support instruction to their peers, thus strengthening their own capability as well as acquiring teaching experience.

**Academic Integrity of Certificate Programs**

According to the Office of Institutional Research's 2009 Data Book, FLCC granted more certificates in 2009 than in any other year since 2005. (7.5)

FLCC's certificate programs are developed in accordance with SUNY standards, and are aligned with the institution's goals and objectives by providing enriching life experiences and employment opportunities. FLCC's certificates meet the vision of “enhancing the quality of life throughout the community by offering programs that develop an educated workforce to support economic growth.”
Certificate programs at FLCC may be pursued within a degree program or as a stand-alone credential. Certificates recognize completion of a sequence of courses that does not include general education. The following certificate programs are offered at FLCC: Applied Computer Applications, Criminal Justice, EMT-Paramedic, Information Security, Office Technology, Ornamental Horticulture, Outdoor Recreation, Taxidermy, Teaching Assistant, and Wildland Fire Suppression.

The processes for developing, offering, and assessing certificate programs and ensuring they are consistent throughout the institution have their genesis in the FLCC Board of Trustees-approved institutional policy regarding the process for developing certificate programs. (7.3) The process for developing certificate programs is consistent across the institution.

FLCC Policy Number A-8 (7.4) states that in order to receive a certificate, "a student must be matriculated in a … certificate program" and "matriculated students at Finger Lakes Community College must meet New York State Education Department regulations in order to receive a … certificate."

In 2006, a five-year schedule was developed for the review of degree programs. Because the majority of the courses that comprise FLCC’s certificate programs are the same courses that comprise related degree programs, the certificate programs have been assessed as part of the degree program assessment process.

**Integrity in Experiential Learning, Internships, and Credit by Examination**

Experiential learning at FLCC is facilitated primarily through the Career Services Office. Career Services serves as the primary point of contact for experiences such as structured internship programs, and the office assists in connecting students, faculty, employers, and agencies. Credit for Life Experience is awarded based on the policies and procedures for experiential learning outlined in FLCC Guidelines for Life Experience through Portfolio Assessment. (7.6)

FLCC also recognizes college-level credit acquired through learning or work experiences outside formal classroom instruction. FLCC accepts credit earned through Advanced Placement (AP), International Baccalaureate (IB) programs, CLEP, DANTES, Excelsior College Examinations, portfolio assessment, departmental challenge examinations, and evaluations of military credit using ACE guidelines. (7.7)

The College’s policies and procedures for awarding academic credit for work or internship experiences are detailed in a memo dated March 2008 from the Committee of Internship Best Practices. (7.8) Recommendations made pertaining to the syllabi, credit/internship hours, faculty involvement, and program coordination were accepted by the president and implemented in 2009.

**Integrity in Non-Credit Offerings**

FLCC’s non-credit offerings are consistent with the institution’s mission and goals as the programs operate under established institutional procedures, and there is periodic review of the impact on institutional resources. Non-credit offerings are not designed for application to degree programs. However, non-credit offerings help address the community’s “emerging educational needs and new markets” as stated in the College’s second strategic plan goal of strategic growth and enhance the “College’s cultural and economic impact on the service area” as stated in the fourth strategic goal of community value.
FLCC offers the following non-credit programs and courses:

- Certified Nurse Assistant program
- Direct Support Professional program
- Child Development Associate program
- New York State Real-Estate Pre-licensure program
- Online non-credit classes
- Customized business training workshops and governmental agency training programs

The Certified Nurse Assistant (CNA) program is focused on job placement and prepares students for the state Certified Nurse Assistant exam. The overall pass and placement rate for students who graduated from the CNA program is well over 90 percent, according to the Professional Development and Continuing Education Office.

In addition, FLCC offers other non-credit courses and programs through partnerships with nationally recognized providers to bring relevant and high-demand courses to satisfy the personal enrichment needs of the region.

Non-credit offerings are evaluated by the following measures:

- Program completion rate by participant or business
- Program/certification pass rate
- Employment rate after successful completion of training program and credential (where applicable)
- Job retention rate

These measurable outcomes are collected by the Office of Institutional Research and Planning for required SUNY reporting, and when appropriate, these outcomes are also shared with Department of Labor offices in the College’s service area.

The financial impact of FLCC’s non-credit offerings is positive, as the programs generate net revenue in excess of expenses. The CNA program was initiated in 2005 with a $72,000 Carl Perkins Grant to cover start-up equipment, costs, and teacher salaries.

Non-credit offerings enrich the institution and the community by providing education and training with collaborative partners in the local area and workforce. As an auxiliary to the College’s degree-granting function, non-credit programming offers participants the opportunity to better prepare themselves for the workplace and higher education.

Other examples of FLCC’s non-credit offerings include the Child Development Associate program, which follows a small-business model. The CDA program generates a modest net surplus. This efficiency is largely achieved through collaboration with an on-site facility, Mendon Day Care Center in Mendon. The College also has a Real Estate Pre-licensure program that is available through both online courses and through the Victor Campus Center. The 75-hour course is taught by a New York state-licensed real estate instructor.
Institutional Integrity at Campus Centers, Additional Locations and Other Instructional Sites

To complement FLCC’s mission of access and community quality of life, the College maintains three campus centers in strategic locations within the service area. The College also operates two unique, specialized field stations in southern Ontario County.

FLCC’s classification of remote locations is summarized below:

- Additional locations: Geneva Campus Center, Victor Campus Center, Wayne County Campus Center
- Other Instructional Sites: More than 60 sites (7.9)
- Additional locations map (7.10)
Geneva Campus Center
The Geneva Campus Center opened in 1984 and is located at 63 Pulteney St. in Geneva. The Geneva center serves a largely urban population in a small upstate city. Students attending the center experience small class sizes and benefit from personal attention from faculty and staff. Students can pursue courses in liberal arts, pre-nursing, criminal justice, business, accounting, chemical dependency counseling, information technology, emergency medical technician-paramedic, viticulture and enology, and other areas. The Geneva center has received a state appropriation for redesign and reconstruction and is scheduled to be redesigned in 2012. The new Geneva facility, to be built on the existing site, is tentatively scheduled for construction in 2013-14.

Victor Campus Center
The Victor Campus Center opened in 2010 and is located at 200 Victor Heights Parkway in the heart of Victor's thriving, tech-centered business community and near the New York State Thruway. Victor's proximity to the Thruway and I-490 make it easily accessible from the north, east, and west. The center also serves as FLCC’s Regional Learning Center for partnerships with four-year institutions. Keuka College, Paul Smith's College, and Alfred University currently offer baccalaureate and graduate programs through the facility. FLCC program offerings include liberal arts, paralegal, and business. For those students interested in engineering and technology, most of the required coursework is offered at the center. Highlights include state-of-the-art laboratories and specially designed equipment.

Wayne County Campus Center
The Wayne County Campus Center opened in 1990 and is located at 1100 Technology Parkway in Newark, just off Route 88. The Wayne center houses a new biology laboratory, and students can pursue courses in liberal arts and sciences, business, accounting, childhood education, criminal justice, human services, chemical dependency, and pre-nursing. The Wayne center serves a primarily rural population of learners, many of whom need the small classes, personal attention, and mentoring offered by the staff. Many of the students come from low-income backgrounds.

Each campus center has a dedicated administrator who reports to and coordinates operations with the vice president of enrollment management. In addition, a full-time academic support specialist and part-time evening coordinator report to each campus center administrator. The Victor and Wayne County campus centers have a full-time One Stop specialist who provides student support services affiliated with the One Stop Center on the main campus. A One Stop specialist is planned for the Geneva center as well. The center administrators work with department chairs on the main campus to provide offerings that meet the needs of the students attending the campus centers. Discipline and program coordinators, sensitive to student schedules, provide input on course offerings and schedules. In Victor (fall 2010), for example, first-year technology courses were offered on Mondays and Wednesdays while second-year technology courses were offered on Tuesdays and Thursdays, giving students an opportunity to take courses at the main campus on alternate days, minimizing travel between campuses.

The College ensures coordination of activities and offerings between the main campus and campus centers through contact with appropriate offices such as Admissions, Marketing, Student Life and Career Services. For example, the campus center administrators worked collaboratively with the directors of admissions and marketing to develop the annual recruitment and marketing plan for each center. Additionally, each center has an advisory board that reviews
course and program offerings, helping to determine that the College is providing students at the campus centers with the programs and services necessary for student success. Areas of need expressed by some campus center students are transportation, child care, and food services.

Muller Field Station
The Muller Conservation Field Station is located at the south end of Honeoye Lake, at 6455 County Road 36 in the town of Canadice. The field station includes the Fish Culture and Aquatic Research Center. With 48 acres and access to Honeoye Lake through the inlet channel, the Muller Field Station is ideally situated to assist secondary educators who desire to provide hands-on curriculum instruction to their students. Both primary and secondary educators use the Muller Field Station as a unique outdoor classroom and one-of-a-kind ecology education experience. For FLCC students, Muller provides field-based education for academic programs, laboratory experiences, and opportunities for participation in research projects. Muller also provides other academic programs with retreat space for writing workshops and other academic endeavors.

East Hill Campus
The East Hill Campus is a 30.5-acre property at 6486 East Hill Road in the town of Naples, featuring a main house, large garage, woodlands, campsite, a pond, and cross country skiing and hiking trails. East Hill Campus functions as a field station and is not a campus center. The College created a directorship for the property, currently filled by Dr. John Van Niel, professor of environmental conservation and horticulture, to oversee the master planning as well as the day-to-day operations of the East Hill Campus. Currently, this location is property with only rustic buildings.
appropriate to a campground. Upon the maturation of the gift, the home will be available for additional academic uses. The Muller Field Station and the East Hill Campus are owned by the FLCC Foundation.

The processes and procedures the institution has in place assure that campus centers and other instructional locations meet standards for quality, rigor, and educational effectiveness through coordination of activities and offerings between the main campus and the sites. General education courses offered at other instructional sites and additional locations are included in the FLCC SUNY General Education Assessment Plan. (7.11)

Educational effectiveness is monitored with formal and informal supervision via the College's departmental and managerial structure. For example, there are colleague collaborations to standardize assignments and conduct adjunct mentoring programs. Many full-time faculty teach both on the main campus and at a campus center and serve on tenure teams for faculty teaching at the main campus and at the centers. Courses offered at other instructional sites and additional locations follow the same syllabi and are held to the same assessment measures as those offered at the main campus.

**Integrity in Online Learning**

Online learning courses and programs are an integral part of FLCC's educational offerings and are aligned with the institution's mission and goals. The online courses and programs allow FLCC to serve many students who would otherwise be unable to attend the institution.

FLCC offers online courses, online degree programs, and hybrid courses (courses that are conducted in part online and in part in the classroom). All of these course and program offerings align with the four strategic goals of the institution as detailed below.

- **Strategic Goal #1: Learning and Student Success**
  
  To improve engagement, learning, and successful transfer or employment, the College's online courses allow students who cannot come to campus an opportunity to take college classes and earn a college degree. FLCC has online classes available in A.S. programs, which lead to a transfer to a four-year college, and also in A.A.S. programs, which equip students to enter the workforce. The College's online classes are interactive and engage students daily. Many students taking online classes would have no other option to earn college credit.

- **Strategic Goal #2: Strategic Growth**

  This goal calls for increasing enrollment and addressing emerging educational needs and new markets. FLCC's online classes clearly open new markets; online students come from all over the world. Online education also allows FLCC to meet the needs of students with jobs and families who may not have the time to travel to campus. Through online learning, these students can attend class and complete classwork at times and places that suit their individual schedules.

- **Strategic Goal #3: Efficient and Effective Operations**

  Online learning is extremely efficient. Teaching and learning take place at any time and place that is convenient. No classrooms are needed, and communications are all electronic, requiring no paper, projectors, or other classroom supplies. These efficiencies do not detract from its effectiveness, however. The College's courses provide for group discussions and one-on-one connection that can be tailored to meet each student's individual needs.
• Strategic Goal #4: Community Value

This goal relates to increasing the College’s cultural and economic impact on the service area. By providing students with more alternatives for college learning, online courses provide residents with opportunities for education and job training that benefit both the students and the local employers and economy.

Online courses and programs are assessed in the same manner as face-to-face classes and programs. In addition, each online course is reviewed with the Quality Matters rubric to assure the courses meet appropriate standards for ease of use and learning objectives, assessment and measurement, resources and materials, learner engagement, course technology, learner support, and accessibility. All instructors are trained in online pedagogy and online course development through the SUNY Learning Network (SLN). The director of online learning and the multimedia instructional designer at FLCC provide on-demand training sessions to continue faculty development as online instructors. For courses that are taught in both online and classroom formats, the learning outcomes and standards for course assessment are the same.

FLCC provides appropriate resources to support students in their online learning. An orientation to online learning, provided by SLN, is available through the ANGEL learning management system. In addition, the director of online learning and the multimedia instructional designer provide face-to-face assistance or assistance by email or telephone to students in the first few weeks of each semester. To meet the ongoing needs of online students, FLCC offers online tutoring through Smarthinking and online library support through the 24-hour service Ask a Librarian. Technical support is provided by the SLN helpdesk, which can be accessed through email or telephone. FLCC has committed appropriate institutional resources to support online learning, including support from the Information Technology (IT) department. The IT department provides indirect support, such as maintaining computer labs, increasing bandwidth on campus, and providing wireless Internet service on campus.
FLCC has several methods of assessing and ensuring the quality of instruction in its online offerings. When new online courses are developed, the Quality Matters rubric is used to assess the course. The second method in which FLCC assesses quality of online instruction is through the Community of Inquiry Student Online Learning Survey. Questions 13-52 of this survey all address the quality of online instruction. (7.13)

Online courses include a course evaluation (called a survey of teaching or student opinion of teaching), generally made available to students near the end of the semester. (7.14) Finally, learning outcomes within online courses are assessed through the College’s general education and program assessment initiatives.

The College supports its online offerings by providing a wide variety of institutional resources. These resources (library, technical, human, fiscal, physical) both directly and indirectly support online learning. The College provides the financial support for two dedicated staff members, the director of online learning and a multimedia instructional designer, to oversee both development and delivery of online courses as well as the training of its faculty in the use of the ANGEL learning management system.

Integrity in Contractual Relationships and Affiliated Providers
FLCC’s concurrent enrollment program, known as Gemini, is consistent with the mission and goals of the College, and processes are in place for institutional review of enrollment criteria, appointment of faculty, content of courses, evaluation of student work and outcomes assessment.

As stated on the FLCC website: “Gemini is a concurrent enrollment program in which FLCC and area high schools partner to provide eligible high school students with the opportunity to receive college credit at an affordable cost. Qualified high school teachers are approved by FLCC to deliver the college course in their school.” Historically, Gemini has generated approximately 10 percent of the annualized FTEs and 50 percent of the part-time student headcount. During fall semester 2010, 341 course sections were offered by almost 200 high school teachers in 27 high schools in five counties. (7.15) More than 60 different FLCC courses were offered to approximately 1,900 students, earning almost 15,000 credit hours. (7.16)

The Gemini program is a charter member of the National Alliance of Concurrent Enrollment Partnerships, and received accreditation from NACEP in 2004. NACEP is a national organization with established programmatic standards indicative of quality concurrent enrollment programs. (7.17)

High school students must meet the following requirements to enroll in Gemini coursework:

- Juniors and seniors in high school, some sophomores*
- Minimum “B” average or 80 percent GPA
- Successful completion of English 11 Regents exam for ENG 101
- Successful completion of Math B course for math courses
- Meet FLCC prerequisites stated in the College catalog
- Enrollment exceptions are made on a case-by-case basis

* Students in 10th grade with a minimum 80 percent GPA may enroll in Computer Science courses (CSC). Any 11th and 12th grade student may enroll in GST 116 College Study Strategies. No additional eligibility requirements apply.
Summary

FLCC is engaged in a broad array of related educational activities and has allocated personnel and resources appropriate to these enterprises. Online education has grown tremendously and provided new and returning learners with flexibility and opportunity. The Gemini program meets the needs of school districts within the College's service area and has been responsive to "out of district" needs as well. Non-credit offerings are mostly self-supporting and add value to the College's commitment to community and workforce development. Developmental studies provide important support to student success at the College. Experiential learning, while under-utilized, has great potential to help students in meeting degree requirements and developing meaningful careers. The campus centers and other sites address unique curricular or community concerns and align well with the College mission of access and opportunity.

Suggestions:

- The College should promote internship and credit for experience opportunities more broadly and encourage students to take greater advantage of these offerings.
- Professional Development and Continuing Education offerings that may attract credit-seeking students should be reviewed periodically by related/relevant academic departments for possible credit acceptance.
- The campus centers should conduct formal needs assessments for student services.
- The Concurrent Enrollment Office and academic department chairs are encouraged to meet and clarify procedures and processes for assuring quality concurrent enrollment offerings, including the role of department liaisons.

Recommendation:

- The College should no longer apply academic credit toward degree completion for GST courses that are determined to be remedial or pre-college.

An adult student makes use of the Library at the FLCC Geneva Campus Center.
FLCC’s construction projects are the most visible of the College’s many improvements.
Conclusion

The Self-Study process employed by Finger Lakes Community College engaged over 120 faculty and staff in a critical examination of the College and how its programs and services address the institutional mission. This process of discovery has resulted in a sense of pride as we have revealed how far the College has come since the Periodic Review Report, but also has uncovered more work to be done as the College fully realizes its “emergent potential.” The work of the seven subcommittees produced 13 recommendations and 19 suggestions that will be assigned to various divisions, departments, and individuals for action. College Council, through its Middle States liaison, will continue to be engaged in monitoring the process and progress as the College moves forward.

FLCC’s Strategic Plan, *Emergent Potential*, runs through 2013 and the Middle States Self-Study provides the College a firm basis upon which to begin the next Strategic Planning Process. While the next several years will be challenging, the spirit of community and cooperation engendered by the self-study process gives the College community positive momentum for the future.
FLCC faculty and staff are dedicated to helping each student achieve success.
Acknowledgments

The Finger Lakes Community College Self-Study involved the efforts of many members of the college community. Without the hard work and dedication of this group of volunteers, this document would not have been possible. We gratefully acknowledge their contributions and thank them for their selfless service.

2012 Self-Study Report for the
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Standards 2, 3, and 7

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Related Education Activities: Standard 13

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Diligent planning and analysis is key to continuous improvement.
Chapter One Documentation

Integrity, Mission and Goals (Standards One and Six)

1.1 1965 Founding Documents, with information on mission highlighted
1.2 1980 CCFL mission statement
1.3 1997 Mission, Vision and Institutional Philosophy statements
1.4 Sample budget process documents and sample budget requests from 1997-2006, with cover sheet noting that there is no reference to mission or goals required as part of the budget process or within budget requests
1.5 Fall 2007 Strategic Planning Process; materials from Opening Days 2007; summary notes from planning process
1.6 List of meetings held during fall 2007 in the Strategic Planning process
1.7 Minutes from College Council in fall 2007 recommending new Mission and Vision statements; Board of Trustees resolution approving new Mission and Vision statements, December 2007
1.8 *Emergent Potential* as approved in 2008
1.9 *Emergent Potential* as revised in 2009
1.10 Distribution mailing list for *Emergent Potential*
1.11 List of civic organizations and community groups visited to discuss strategic plan
1.12 2007-08 FLCC Annual Report
1.13 *The Power of SUNY* 2010-2020
1.14 Crosswalk between *The Power of SUNY* and FLCC’s Strategic Direction
1.15 2008 Organizational Chart
1.16 Samples of a Five-Year Divisional Master Plan and Annual Operational Plan; summary notes that explain the full scope of divisional master plans and annual operational plans, and point to Chapter Two for additional information
1.17 Strategic measure matrix
1.18 Initial list of Board-approved policies as of 2008
1.19 Initial list of policies to be included in comprehensive policy manual
1.20 Policy list with which governance group was assigned to review
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<td>Communication plan for policies</td>
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<td>1.27</td>
<td>FLCC Governance Constitution with reference to faculty role in curricular development highlighted; Bylaws of Academic Senate with reference to faculty role in curricular development highlighted ✍️</td>
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2.1 NYS Education Law, Chapter V., State University, Subchapter D, Sections 600 through 604
2.2 FLCC Board of Trustees membership list, June 2011 and Terms of Office
2.3 Minutes of Board of Trustees meetings, October 2010 – September 2011
2.4 Resume of President of FLCC, Barbara G. Risser
2.5 Resume of Vice President of Academic and Student Affairs, Thomas Topping
2.6 Bylaws of Academic Senate
2.7 Bylaws of College Council
2.8 Board of Trustees Code of Ethics
2.9 Finger Lakes Community College Governance Constitution
2.10 Emergent Potential, Finger Lakes Community College strategic plan 2008-2013
2.11 Minutes of College Council and Academic Senate, 2010-11 academic year
2.12 Finger Lakes Community College Comprehensive Policy Manual
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2.14 List of search committee members in 2007 presidential search
2.15 Evaluation form used by BOT in annual evaluation of the president
2.16 Evaluation form used by president in annual evaluation of direct reports
2.17 College-County Agreement, 1998
2.18 2003 FLCC Governance Constitution
2.19 Materials supporting governance review and changes since 2003
2.20 Academic Senate minutes January 21, 2010
2.21 January 2011 Governance Survey
2.22 Finger Lakes Community College Organizational Chart
2.23 Cabinet agendas for 2010-11 academic year
2.24 2007 Letter to Jean Avnet Morse of MSCHE
2.25 Position description of Vice President of Academic and Student Affairs
2.26 Position description of Associate Vice President of Academic Initiatives; Nancy Purdy resume
2.27 Position description of Associate Vice President of Instruction and Assessment; Milton Johnson resume
2.28 Position description of Associate Vice President of Student Affairs; Kerry Levett resume
2.29 Position description of Vice President of Enrollment Management; Carol Urbaitis resume
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2.31 Position description of Vice President of Administration and Finance; Jim Fisher resume
2.32 Contract with FLCC Association
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   - Academic Program-Specific Resource Management Plan
   - Long-Term Staffing Considerations Plan
   - Information Technology Plan
   - Building Condition Survey
   - Furniture Replacement Plan
   - Facilities Master Plan
   - Five-year Financial Model

3.3 All Five Year Division Master Plans

3.4 Annual Operating Plans for all areas, last two years

3.5 Five year budget model summary

3.6 2011 College Audit by EFP Rotenberg

3.7 Audit report by Bonadio Group for FLCC Foundation

3.8 Audit reports by Eldredge, Fox and Porretti for 2008-09, and 2009-10

3.9 Budget timeline

3.10 FLCC Strategic Plan Measurement Matrix 2011-12

3.11 Results of the 2009 Community College Study of Student Engagement

3.12 Summary of Student Work Ethic Initiative by Department

3.13 List of Fall 2011 Activities Day Options

3.14 Trend Data on Academic Commons Usage

3.15 Results of the 2000, 2003, 2006 and 2010 SUNY SOS

3.16 Updated Affirmative Action Plan and Policy

3.17 Fall 2010 Employee Engagement Survey Results with Trend Data
3.18 Report from Employee Engagement Committee on Potential Cost Savings
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3.24 Executive Order 111
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3.27 President’s Climate Commitment Website
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4.2 2010-2011 College Catalog, Admission Policy, pp. 9-23
4.3 Admission Guidelines for Known Ex-Offenders and Disciplinary Dismissal or Suspensions
4.4 AACRAO Admissions Office Review Report
4.5 Electronic Document Management System Overview, September 2011
4.6 Student Communications Charge and Matrix
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4.12 2010-2013 Strategic Enrollment Management Plan
4.13 RADAR
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4.19 2010-2011 College Catalog, pp. 74-78
4.20 Sample Academic Probation Contract
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4.22 Goal Indicator Survey
4.23 FLCC 2008-2013 Strategic Plan
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4.25 2001 Advising Strengths and Weaknesses Report
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5.22 Spring 2011 Schedule
5.23 Finger Lakes Community College Tuition Reimbursement Plan Approval Request
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6.2 FLCC Fall 2010 Enrollment Report
6.3 FLCC Strategic Plan ‘Emergent Potential” (as revised in 2009)
6.4 State University of New York Undergraduate Program Proposal Form
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6.6 Finger Lakes Community College Course Proposal Form (Revised 2011)
6.8 FLCC Fall 2010 Program Mix Report
6.9 FLCC Program Review Schedule (Revised 10/31/2008)
6.10 FLCC A.S. Physical Education and A.A.S. Massage Therapy One Year Follow-Up Reports
6.11 FLCC Committee on Academic Assessment, Ten Learning Outcomes
6.12 SUNY General Education Requirement – Document Number 1401 and 1402
6.13 FLCC Course Outline Specifications – Specific Topical Outline With Related Learning Outcomes
6.14 FLCC Annual Trended Data Reports
6.15 SUNY Policy: Assessment of the Major
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7.2 Cohort completion rates for GST
7.3 Program Proposal Policy (A-16)
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7.6 Finger Lakes Community College Guidelines for Life Experience through Portfolio Assessment
7.7 Credit by Examination, Contract Study, and Prior Learning Experiences: FLCC Catalog, p. 14
7.8 Memo- March 2008 Dr. Thomas Topping to Internship Best Practices Committee
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