Periodic Review Report

Presented by: SUNY Broome Community College,

P. O. Box 1017

Binghamton, New York 13902

June 1, 2016

President: Dr. Kevin Drumm

Date of Most Recent Decennial Evaluation Team Visit-2010
SECTION 1

Executive Summary

1.1 Introductory Overview of the Institution. SUNY (State University of New York) Broome Community College, or SUNY Broome, is a comprehensive community college supervised by SUNY, sponsored by the County of Broome, and governed by a ten member Board of Trustees. SUNY Broome is one of thirty SUNY community colleges in New York. In 1946, the College was chartered as the New York Institute of Applied Arts and Sciences at Binghamton. In 1971, the College assumed the name Broome Community College. In 2013, BCC was renamed SUNY Broome Community College. SUNY Broome’s campus is located in the Town of Dickinson, three miles north of Binghamton, in the Southern Tier of New York State (NYS).

Mission. Per the College’s Mission Statement, “SUNY Broome Community College provides a quality educational experience to a diverse population, offering all the opportunity to identify their potential and to realize life goals”. SUNY Broome strives to be a leader in anticipating and responding to diverse individual, community, and global needs for accessible, lifelong educational opportunities. SUNY Broome is committed to learning, excellence, equity, diversity, and innovation.

Enrollment. Total enrollment for the Fall 2015 semester increased 3% to 6,924 students. Sixty-one percent of the population was full-time students and 39.1% part-time. SUNY Broome was the only community college with an increased enrollment in the SUNY system for the Fall 2015 semester. The College has also increased its offerings through the Fast Forward partnership program with local high schools, with 1,333 students registered at 20 different neighboring secondary schools in fall 2015, and distance education, with 9,146 pupils enrolled in fully-online courses. The faculty headcount for the 2014-2015 academic year was 437: there were 141 full-time and 296 adjunct faculty members, resulting in a 20:1 student to faculty ratio.

SUNY Broome attributes its increased enrollment during a period of statewide and national decline to expanded outreach initiatives, retention efforts, and distance education offerings. The College introduced a number of Bridge programs for reading, composition, and math prior to the start of the Fall 2015 term, expanded outreach to high schools to help students prepare and study for placement exams to ensure they take appropriate math and English courses, and expanded a pilot Early Alert program to identify at-risk students early in the semester. An array of innovative retention and persistence programs is detailed in this Report.

Educational Offerings. SUNY Broome Community College has four Academic Divisions: Business & Public Services; Health Sciences; Liberal Arts; and Science, Technology, Engineering, and Math (STEM). These divisions offer four different degrees and certificate programs. Associate in Arts (AA) and Associate in Science (AS) degrees provide students the necessary coursework and preparation for transfer. The Associate in Occupational Studies (AOS) and Associates in Applied Sciences (AAS) degrees provide education and training required for students moving directly into the workforce, while also building the groundwork for possible transfer. The College has 80 degree offerings registered through the New York State Education Department: 34 AAS, 24 AS, 1 AA, 1 AOS, and 20 Certificates, available in full- and part-time
study, day and evening, and in a distance education format. Sixteen of these offerings are available in a fully-online format with at least one fully-online-only program available in each division. Five of our fully-online programs have been selected as Open SUNY Powered Plus programs by SUNY for their quality and for targeting in-demand professions. These high quality offerings are maintained through programmatic accreditation and SUNY program review, as well as unit assessments and course assessments conducted on a regular basis.

**Structure & Resources.** SUNY Broome Community College is supervised by the State University of New York, sponsored by the county of Broome, and governed by a 10-member Board of Trustees. The ten member Board consists of five appointees of the Broome County Executive, four of the New York State Governor, and one elected by the student body.

Shared governance at SUNY Broome is a process of consultation and communication by which decisions and policies are developed to meet the College’s educational mission. The purpose is to recommend and influence institutional policy, discuss and influence matters that will significantly affect the College, communicate on issues of broad institutional concern, and to provide expert, informed opinion to the Administration and the Board of Trustees. Members are elected or appointed to specific roles on an annual basis according to established, democratically agreed-upon bylaws. The chief shared governance bodies are the College Assembly, the Council for Academic Issues, the Council for Operational Issues, and the Student Assembly.

SUNY Broome receives its revenues from FTE-based New York State Aid, from its Sponsor (Broome County), from student tuition, charge-backs to other counties, out of state tuition, and miscellaneous additional revenues. Grants, both public and private, support many of the College’s initiatives.

**Preparation of the Periodic Review Report (PRR).** In preparing the PRR, SUNY Broome developed a campus-wide, comprehensive plan with involvement of stakeholders across campus. This collective and all-encompassing approach allowed stakeholders a role in gathering and interpreting data in order to help SUNY Broome gauge progress in achieving institutional strategic initiatives, institutional learning outcomes, and institutional recommendations from the last decennial review. Additionally, our plan enables the Middle States Commission on Higher Education (MSCHE) to assess the current status, as well as the future prospects, of SUNY Broome within the framework of MSCHE’s accreditation standards and to provide evidence that SUNY Broome is in compliance with relevant federal regulations.

Below is a list of MSCHE Conferences or Workshops attended by SUNY Broome representatives:

- MSCHE PRR Workshop-2014.

Below is the timeline (April 2014-September 2016) of the preparation of the PRR:

- Spring 2014: (Planning stage) PRR Steering Committee formed and PRR Plan created.
• Summer 2014: (Designing PRR and maximizing stakeholder input) PRR designed, workgroups and response teams identified, and information gathering and storing processes established.
• Fall 2014: (Gathering of information, sourcing, and environmental scan) Information gathered and working repository of resources created.
• Spring 2015: (Evidence compiled) Collaborative working framework devised.
• Fall 2015: (Full material compilation amassed) Drafting teams assembled and provided feedback and recommendations for the initial PRR draft.
• Spring 2016: (First draft, comment period, and endorsement) PRR draft presented at faculty/staff assembly meeting; comment period takes place; feedback collected; and PRR draft further refined. This draft shared with Shared Governance Bodies, Executive Council, and the SUNY Broome Board of Trustees for review, feedback, and endorsement. The Federal Compliance Report was submitted to MSCHE for feedback in April 2016.
• June 2016: (Deliverable achieved); PRR final draft uploaded to MSCHE website.
• August 2016: (MSCHE uploads reviewers’ report to prompt institutional response) MSCHE peer reviewer’s report, compliance reviewer’s report, and finance report uploaded to the MSCHE website.
• September 2016: (Institutional response to the confidential brief/ reviewers’ recommendation to MSCHE) SUNY Broome submitted an institutional response to reviewers’, compliance, and finance reports.

Summary of Periodic Review Report Chapters:

Section 2: Summary of institution’s reactions to Recommendations from previous evaluation and to MSCHE actions.

The College has addressed all outstanding issues and has moved to respond proactively to future challenges.

Section 3: Narrative identifying major challenges and/or opportunities.

SUNY Broome faces the practical challenges of enrollment and retention, as well as the wider need to continue fulfilling our historical role of preparing students for success and citizenship in a fast-changing world. The College is well-poised to meet these challenges through innovation, hard work, and the deep commitment of our faculty, staff, and administration.

Section 4: Enrollment and finance trends and projections.

The College’s overall financial condition and change in the past 5 years is stable, with challenges faced, planned for, and met.

The College has successfully confronted dual enrollment and funding challenges, and has made significant improvements in campus facilities over the past five years. SUNY Broome has prepared for anticipated challenges by budgeting and planning conservatively, with a long-term strategic perspective. The College has reduced operating
and personnel costs by deliberately building, using, and rebuilding its fund balance reserves, and planning strategically for enrollment growth.

Section 5: Organized and sustained processes to assess institutional effectiveness and student learning.

The College has made great strides in building and fostering a robust culture of assessment.

Section 6. Linked institutional planning and budgeting processes.

The College has successfully linked the overall institutional plans with yearly budget processes that help provide clear and focused financial priorities.
SECTION 2

Summary of institution’s reactions to Recommendations from previous evaluation and to MSCHE actions

Overview. The College has addressed all outstanding issues and has moved to respond proactively to future challenges.

In this section we describe our:

2.1. Continued action from the 2011 Monitoring and Progress Reports in regards to shared governance and institutional and student learning assessment;
2.2. Response to Recommendations regarding Standard 3: Institutional Resources;
2.3. Response to Recommendations regarding Standard 4: Leadership and Governance;
2.4. Response to Recommendations regarding Standard 9: Student Support Services;
2.5. Response to Recommendations regarding Standard 13: Related Educational Opportunities;

2.1. Continued Action Regarding 2011 Progress Reports.


In the area of Shared Governance, these bodies remain active and engaged, and include representation from all areas and stakeholders. The effectiveness of our structure is assessed through various means; for instance, in the spring of 2012 and 2015, the College included questions regarding shared governance on our tri-annual College Employee Satisfaction Survey (CESS); the CESS is administered by the firm of Ruffalo Noel Levitz every three years and is used as part of the institutional effectiveness assessment process. Moreover, the shared governance bodies (College Assembly, the Council for Academic Issues, and the Council for Operational Issues) jointly conducted a more detailed survey of the campus community’s knowledge of and attitudes towards our governance structures. Table 2.1 below shows the comparative average score response from the 2012 and 2015 surveys. Evidently, satisfaction with shared governance bodies improved from 2012 to 2015.

<table>
<thead>
<tr>
<th>SATISFACTION (1 = &quot;Not satisfied at all&quot; / 5 = &quot;Very satisfied&quot;)</th>
<th>2015 Mean</th>
<th>2012 Mean</th>
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<tr>
<td>The shared governance structure, which includes the CA, CAI, and COI, is helping SUNY Broome Community College share information and</td>
<td>3.43</td>
<td>3.15</td>
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knowledge more openly.

| SUNY Broome Community College shared governance is creating a greater sense of more faculty and staff participation in planning and decision making processes. | 3.33 | 3.00 |
| SUNY Broome Community College shared governance is meeting its goal of soliciting input about issues of concern common to all constituents as well as to issues unique to specific groups. | 3.40 | 3.15 |
| The recommendations that come from Shared Governance are given serious consideration by those making decisions. | 3.28 | N/A |
| I keep abreast of issues currently being addressed by Shared Governance. | 3.58 | N/A |

Source: Ruffalo-Noel Levitz.

There was a 9% improvement in perceptions of the use of shared governance to share information and knowledge, an 11% increase in the belief that faculty and staff participate in planning and decision making, and an 8% increase in an assurance that the governing bodies solicit appropriate input.

The 2012 CESS survey results indicated a clear desire to see tangible improvements in the College’s infrastructure. These concerns have been and continue to be addressed; see section 2.2-1 below.

Likewise, the College participated in the SUNY Student Opinion Survey in 2013. In broad terms, the results of the 2013 survey indicate that the students were satisfied with the College. Notable positive results include the findings that:

- 76% of students who attend the College say they were able to achieve their academic goals of coming here.
- 86% of students who attend the College say they felt they got good quality education for the cost of attendance.
- 80% of students who attend the College say they would attend again if they were to start all over again.
- 78% of students say they are satisfied with the overall quality of instruction at the College.

The Spring 2016 Student Opinion Survey was administered and results will be available by September 2016.

Parking was an issue that scored low in the 2013 report shown in Appendix 2.1 – 1 (page 2). Since this result, the completion of the Natural Science Building and the Student Village alleviated congestion associated with construction. Lot 1, the largest campus lot, was resurfaced in Summer 2015, with improved lighting installed to address parking. Other projects include the resurfacing of the roadway in front of the Ice Center in 2015, the replacement of manhole covers and the catchment of roadways at manhole covers, and the patching of Lot 4 in 2015.

2.1 – 2. Institutional and Student Learning Assessment. Our continued activities with regard to Standards 7 and 14 are detailed in Section 5 of this PRR: “Evidence of
sustained and organized processes to assess institutional effectiveness and student learning.” To avoid redundancy, we describe our responses to the Standard 7 and 14 Commission Recommendations in that section of this PRR.

2.2 Recommendations for Standard 3: Institutional Resources.

2.2 – 1. “Identify resources to address mission critical deferred maintenance and life safety deficiencies via capital campaigns, grants, and/or the legislature.” SUNY Broome has made excellent progress in the past four years, restoring many of our 57 year old campus facilities after decades of decline. Many campus buildings were “original” and in very poor condition - in need of significant renovation and technology upgrades. In addition, there was a significant backlog of deferred maintenance, much of which has been addressed. In the past four years, we have made 140 facilities improvements. These include upgrades of our electrical and water/sewer infrastructure, roofs, and HVAC. We have also renovated our bookstore, dining, and restroom spaces, as well as many academic and support service spaces. In addition, a Natural Science Center and a student housing building – the Student Village – have been built, the Wales Center has been renovated, and the flood damaged ground floor of our Library restored. An abbreviated version of the list as well as cost is shown here.

Seventy-four million dollars in state, local county government, grant, and private capital funding were invested to improve facilities, and the annual operating budget for small renovations and deferred maintenance was increased from $50,000 to $650,000. Details of the expenditure are presented in Section 4 of the report.

2.2 – 2. “Implement energy efficiency opportunities identified in the Facilities Master Plan to reduce utility expenditures and support sustainability efforts.” The College has made great strides in sustainability and efficiency. Instances of this progress include the new Silver-rated Natural Sciences building (U.S. Green Building Council Silver LEED - Leadership in Energy and Environmental Design), and improvements to the heating and air conditioning systems in the Wales Administrative building and the Business building. Other examples of energy-efficiency efforts are listed in Appendix 2.2 – 2.

2.2 - 3 “Continue to aggressively pursue external fundraising and grant opportunities to alleviate budgetary pressures.” Since July 2013, 65 new proposals totaling $26.37 million have been submitted by the Sponsored Programs Department as lead applicant, partnering entity, or consortium member. Of those submissions, 40% of funds have been awarded, and 21% of funds are still pending award. Further examples are documented in Appendix 2.2 -3.

2.2 - 4 “Continue assessment of student and campus personnel satisfaction with the campus infrastructure.” In Spring 2012, campus constituencies were asked to provide feedback regarding the institution’s strengths, weaknesses, opportunities, and threats (SWOT Survey) in several strategic areas. 371 total responses were logged regarding the campus infrastructure and environment, 42.9% were identified as strengths and opportunities while 57.1% were identified as weaknesses and threats. Most of the issues
identified as weaknesses are addressed in Section 2.2-2 and other parts of the Report. Complete SWOT Survey results are provided in Appendix 2.2-4.

The results of the 2015 College Employee Satisfaction Survey (CESS) also indicate some progress on satisfaction with campus infrastructure, when compared to the 2012 survey.

2.3. Recommendations for Standard 4: Leadership and Governance.

2.3 - 1 “Assure that the Board adopts self-assessment procedures that periodically assess the extent to which it is meeting its goals and objectives.” The Board completes an annual self-evaluation as well as an evaluation of the College President. Further, with the president, they set and evaluate annual institutional goals. The shared governance bodies and divisions regularly present to the Board. Board members regularly attend major College events; Board meetings are conducted effectively and efficiently. The board reached consensus with College leadership on a goal to move unreserved fund balance from its' current position to 10% of net operating budget - the mid-range of the 5% to 15% SUNY and Governmental Accounting Standards Board (GASB) recommended balance.

The last Board of Trustees self-evaluation was completed in July 2015 at its annual Retreat. Results of the survey were made available to the Board in early August 2015 for their review. Ninety percent of Board members indicated they understood their roles and responsibilities and were able to fulfill them. Details of the Survey results are shown in Appendix 2. 3-1. The next Survey will be administered in Summer 2016.


2.4 - 1 “Review policies relating to student conduct, including authority for addressing student conduct in the classroom environment, and develop clear policies and procedures to assure fairness and consistency.” A new student code of conduct procedure was created in September, 2014. To ensure fairness in the drafting process, a representative from Academic Affairs, as well as representatives from Counseling Services, Public Safety, and Housing, were included in the development of the code. To further ensure fairness in enforcement, the group created a set of sanction guidelines. For each infraction the guidelines offer appropriate sanctions. An appeals process is described in detail to ensure due process. The Code of Conduct is publicly displayed on the SUNY Broome website: [http://www2.sunybroome.edu/dos/student-conduct/](http://www2.sunybroome.edu/dos/student-conduct/).

2.5 Recommendations for Standard 13: Related Educational Opportunities.

2.6 -1 “The College must define and implement overall developmental education and retention programs with measurable outcomes which demonstrate how students are tested, appropriately placed in courses, and how students are able to attain their educational goals.” The College has addressed this issue in several areas:

1. Math. The Mathematics Department has begun a two-pronged approach to reduce the number of students needing remedial math (or at least the number of courses they might
need to take). The department has streamlined developmental math offerings to just two courses (new model MAT 093 and MAT 096). Most students would only need one of these to be ready for the 100-level math course required by their major. A few students might need both, if they were mathematically weak and intend to major in a STEM field. In these classes, students work through material on the computer under the supervision of the instructor. It is a self-paced environment, with recommended milestones throughout the semester. Instructor-student interaction is individualized, so students can get the help they need when they need it.

Results of the pilot test in Spring 2015 show a pass rate of 56.3% for the old model compared to 73.4% for the new model. Fall 2015 results show 51.8% pass rate for the old model compared to 67.6% for the new model. As a result of the success of the new math model, Spring 2016 will be the last semester MAT 090, MAT 092, the old-model will be offered. After Spring 2016, developmental mathematics will consist of new model MAT 093 and MAT 096 courses. Moreover, the Math Department will examine the success of students who take the new model 093 and 096 courses when they take credit-bearing MAT courses with students who place into these courses; this analysis will be conducted in the Fall of 2016. Measurable learning outcomes for each of these courses may be found in the College’s online Catalogue under Course Descriptions: http://catalog.sunybroome.edu/.

In the high schools, SUNY Broome Mathematics faculty worked with high school faculty last year to develop the Foundations for College Math course. This course is intended for seniors who either did not take or did poorly in Algebra 2/Trig, though actual enrollment is determined by consultation between the student and their high school guidance counselor. The objective is to prepare students to enter a 100-level math course at SUNY Broome right out of high school, without needing to take the placement exam.

2. English Composition. In the Spring of 2015, SUNY Broome’s English Department approved a pilot that would place students entering in the Fall of 2015 who tested into developmental writing via Accuplacer into a college level English class, ENG 110S, that provides the students with an additional classroom hour of instruction per week. This decision was based on data that suggested first semester students enrolled in ENG 090 were often not retained by the College through the following semester. The hope is to show that allowing students to bypass a 4 credit developmental course will increase motivation and retention and decrease time to graduation. ENG 090 was not offered in the Fall of 2015.

Of the 74 students in the Fall 2015 pilot cohort, 70 enrolled in Spring 2016 courses; the retention of this cohort will continue to be tracked as the students proceed toward the completion of their academic goals.

Moreover, in the early Spring of 2016 the English Department conducted a comparative learning assessment of student writing produced in the Fall 2015 ENG 110S pilot with student writing produced in ENG 110 during the same semester. The Intended Student Learning Outcomes are the same for both courses. The results largely supported the Department’s hypothesis that the assessment would show that the extra credit hour of instruction in ENG 110S would result in student writing commensurate with that
produced in traditional ENG 110 sections. This complete student learning assessment report, conducted in accord with the College’s overall student learning assessment initiative, is presented in Appendix 5.3.

Early results of the ENG 110S project are therefore positive. Reports on persistence, retention, and graduation rates for ENG 110S students will continue to be provided in subsequent Spring semesters. The English Department will continue to assess ENG 110S sections to ensure that student writing meets the overall ENG 110 learning outcomes.

3. Bridge to Success Programs. The College’s Bridge programs were expanded in the Summer of 2015, and now include Mathematics and Writing, as well as Literacy. The programs are presented in two week sessions, allowing students to take the Literacy and English Bridges simultaneously. The Math Bridge may also be taken during a separate session, thus allowing students access to all three bridges during one four week period during the summer. Eligible students were contacted based upon their Accuplacer test results. Once accepted into the program, students attend daily workshops for two weeks. At the end of the two weeks, students take the placement tests again; if they are successful, they are placed directly into credit bearing courses. The retention rate for the Summer 2015 Bridge students from Fall 2015 to spring 2016 are 83% for Math, 100% for writing and 95% for literacy.

The graduation rate for the Bridge Literacy program improved since its start in 2012. The rate increased for the 2012 cohort from 14.3% to 33.3% within three years of the students taking the Literacy Bridge. Retention rates for these students were 100% from Summer 2012 to Fall 2012; 90.5% from Fall 2012 to Spring 2013; and 71.4% from Fall 2012 to Fall 2013. Further information about the Bridge Program is available at http://www.sunybroome.edu/transition.

4. Early Alert and Starfish Programs. The College launched its Early Alert program in 2012 as part of the Carl D. Perkins Student Success Initiative. The program was established to promote student success and increase retention and graduation rates. The 2013-2014 data demonstrate the growth of the system as regards the number of submissions as well as the number of users. Early Alert submissions have increased 22.9% from 1058 (2013-14) to 1300 (2014-15), and faculty usage has increased 48.5% from 136 (2013-14) to 202 (2014-15). Alerts in Perkins-eligible programs represented 62% of the total submissions, with the Liberal Arts division at 38%. Most concerns focus on Participation (54%) and Academic (44%) issues, with only 2% involving behavioral concerns.

The Starfish program was piloted at SUNY Broome in the Spring of 2015 as an extension and expansion of the Early Alert program. It is a communication tool promoting student engagement in order to improve student outcomes. The program contains two components to help with student retention:

1. Starfish Early Alert helps gather information about students so that they can receive help before circumstances cause them to fall behind.
2. Starfish Connect helps create a bridge between students, professors, advisors, and tutors, to keep students on the right track. There are scheduling and communication elements built into this portion of the software. Starfish was fully implemented in the Spring of 2016. As a result, there are no reports yet available. Regular reports about the success of the program in regards to retention will be prepared and made available to the College. Further information about Starfish is available at http://www.sunybroome.edu/web/www/starfish.

2.6 - 2 “The College must publish a standard set of policies and procedures for evaluating and awarding experiential learning credit within each academic division and make the publication readily available to potential students.” Under current policy (Summer 2015 as per the Catalogue), the College evaluates for credit various types of learning acquired outside the usual classroom environment. This may include participation in learning experiences, or training provided by business, industry, unions, professional societies, governmental agencies or the military. An additional fee is charged for Credit by Portfolio or assessment of experiential learning. Department Chairs award credit based on a review of the applicant’s request. See: http://catalog.sunybroome.edu/content.php?catoid=1&navoid=25.

In the 2014-15 academic year, the College commenced a comprehensive review of this policy. In the Fall of 2014, the Council for Academic Issues formed a Prior Learning Usage Subcommittee, which delivered a report in March of 2015. This report (see Appendix 2.6-2) details how various types of prior learning credit have been awarded by various divisions, and recommends that the College:

- Conduct a complete review of the policies and procedures for Credit-by-Exam, Portfolio Review under the direction of the Academic Affairs Vice President, Chairs, and Deans.
- Conduct a complete review of the policies and procedures for CPE (high school articulated credit) under the direction of the Academic Affairs Vice president, Chairs, and Deans.
- Establish articulations for those certifications that meet program requirements in order for the credit to be applied to the student transcript as in other forms of transfer credit.
- Create an attribute for identifying military credit in the system for ease of pulling these data for that category from the database.

SUNY is currently undergoing a comprehensive, system-wide review of prior learning policies. The College’s policy will be fully consistent with the final SUNY policy.

Various shared governance discussions and forums have been held on this issue, including a Prior Learning Assessment Open Forum on 15 April 2015.

As of the Spring of 2016, a consistent comprehensive policy has been established for Advanced Placement and International Baccalaureate courses. All credits are applied through the Registrar’s office upon receipt of the official grade report. Students can
access equivalencies through the SUNY Broome website at: catalog.sunybroome.edu/content.php?catoid=1&navoid=22#cred_eval.

The general transfer credit policy can be found at: sunybroome.edu/transfer-credit.

2.6 - 3 “The College must provide processes and procedures which ensure that distance learning courses are assessed periodically for rigor and comparability and ensure that the courses are available for students to complete online degree requirements in a published timeframe.”

Availability for students. In general, departments that offer fully online degrees have met this recommendation by creating a library of online content using the various models for development of online courses. The Work for Hire model allows departments to hire College faculty who are experts in their field to develop online content that is then owned by the College. The Work for Hire model is available only to College faculty, not to third parties. The department can provide this content to a variety of instructors, ensuring that the availability of a required course is not dependent on a specific individual faculty member. An additional way that departments ensure that courses are available in fully online programs is by having multiple faculty members develop content for the same required course. A third model used by some departments is for faculty to collaborate on the creation of shared online content that is available to all instructors teaching a particular course.

The timeframe for the expected completion of online degree programs is available in the Catalogue; for example, see http://www.sunybroome.edu/clt-online-curriculum.

The ongoing project of assessing online courses for comparability and rigor is addressed in Section 5 of this PRR.
SECTION 3

Narrative identifying major challenges and/or opportunities

Overview. SUNY Broome faces the practical challenges of enrollment and retention, as well as the wider need to continue fulfilling our historical role of preparing students for success and citizenship in a fast-changing world. The College is well-poised to meet these challenges through innovation, hard work, and the deep commitment of our faculty, staff, and administration.

Overview -- Challenges. Challenges in institutional financial resources, as well as admissions and retention, are likely to be evident in the next five years. Dwindling state and local support – a SUNY-wide and national issue – is of major concern. As regards admissions, the College recognizes that it must aggressively reach out to students graduating from local high schools. Between fall 2009 and 2014, for example, the College lost approximately 13% of its local high school students to neighboring community colleges (See Section 4.). Moreover, the College has long known that it must move beyond traditional venues of student recruitment and identify new populations of potential students, locally, nationally, and even internationally. As regards retention, the College understands that its historical mission is to open up avenues for students from all walks of life to achieve personal and economic success: we must not merely welcome students to our campus, but we must do all we can within our power to help them meet their unique challenges during their time with us.

Overview -- Opportunities. SUNY Broome Community College has made considerable progress in facilities and infrastructure improvement, progress necessary not just for pragmatic reasons, but also for solidifying the College’s reputation as a learning institution equipped for the 21st century. These physical improvements help attract and retain students. The College has launched a wide array of enrollment and academic initiatives, such as the Binghamton Advantage and Fast Forward programs. Likewise, online learning opportunities have been expanded: the College is a leader in the Open SUNY project. The College has partnered with an array of international higher education institutions and programs. A new Master Plan and Academic Master Plan, as well as the recently renewed Strategic Plan, chart the College’s journey into the future.

In this section we identify proposed and taken action in the areas of:

3.1. The Academic Master Plan and Facilities Master Plan;
3.2. Institutional Assessment and the Strategic Plan;
3.3. Key Linked Academic and Enrollment Initiatives;
3.4. Retention and Student Support Initiatives;
3.5. General Education;
3.6. Social Media Outreach;
3.7. Other Academic Initiatives, Learning Opportunities, and Service Programs.
3.8. Applied Learning;
3.9. Diversity and Inclusion Initiatives;
3.1 The Academic Master Plan and Facilities Master Plan.

3.1 – 1. Academic Master Plan. Prepared in conjunction with the firm Strategic Innovations in Education, the Academic Master Plan provides guidance on how the College pursues its academic mission. It lays out for the College a multifaceted approach to becoming a leader in the higher education environment. It serves as a foundation for engaging and empowering faculty, helps identify academic program strengths, suggests new programs, and identifies effective partnerships. The integrated strategic academic plan and integrated enrollment model will outline a path to maintaining a competitive edge in the ever-changing educational landscape.

The Academic Master Plan, as prepared by Magee and Brown (2016), and presented to the College’s Board of Trustees in April 2016, considered the perceptions, ideas, and vision of more than 250 participants representing faculty, students, staff, employers, community leaders, and collaborating administrators through a process of field interviews, focus group discussions, and surveys. Data were analyzed from several sources in the community, the State, and the SUNY system. Development of the plan utilized demographics, enrollment, and workforce trends, benchmarking and performance data, as well as market need and demand data to determine new job and career demand. Current academic program and faculty strengths drove the recommendations. Recommendations include a focus on the following:

- Diversity and inclusion – engage faculty in professional development, establish a Multicultural Resource Center, provide for ethnic dietary interests and needs, and integrate cultural diversity and social responsibility in College orientations.
- Meeting student needs – create a “one-stop-shop” to provide a central location for admissions, financial aid, registration, and career services.
- Academic Programs/Support – Although enrollment is stable, continue efforts to support a “line-of-sight” to career opportunities and build programmatic pathways to those careers, to provide an effective strategy for academic success and a key to recruiting academically qualified students. To this end, technological support is needed, including increased bandwidth and Wi-Fi, and support for implementation of new technologies.
- Community Outreach/Partnerships – while the College has a healthy relationship with the community of Binghamton and the greater region, serving as partner for innovation and economic development, continued efforts are recommended to include the exploration and development of new initiatives. Using initiatives such as the student-led, high-tech incubator at 200 Court Street [See Section 3.7-4 for a description of the incubator], continue to explore articulation opportunities with other colleges and universities, continue to promote partnerships and relationships to SUNY Broome students, and explore options to partner with bachelor degree institutions to offer programs on the SUNY Broome campus.
- Proposed new programs - continue to develop new programs in response to interests and demands while paying particular attention to space needs and resources necessary
for Animation Design, Aircraft Maintenance, Criminal Justice/Emergency Management, and Food Science.

- Redefine/Refresh – Certificate programs need a full review. They should be determined to be career and skills oriented and linked to a degree program. Those that are not drawing enrollments should be either restructured or terminated.
- Online Learning - Space demands on campus will not be relieved with online learning. Online learning serves students unable to participate in campus-based instruction for some or all their program of studies. As such, it attracts students who would otherwise not be able to attend a campus-based program. Partially online or hybrid courses increase instructional flexibility for faculty and students but still require classroom assignments. Additional actions (i.e. conduct a classroom utilization study, evaluate its certificate programs, consider online offerings of certificates, etc.) are recommended to ensure student needs are being met.

The Academic Master Plan will be reviewed and discussed in extensive detail by campus Shared Governance bodies in the Fall of 2016, especially as the College undertakes the renewal of its Strategic Plan.

3.1 – 2. The Facilities Master Plan: Facilities Improvement and Renovation. Building upon the success of the 2007 Facilities Master Plan, in the late Spring of 2016 a new 10 year Facilities Master Plan was finalized and launched. In preparing for the plan, College officials and representatives from the firm of Passero Associates sought input from students, academic departments, faculty, staff, and administrators. For instance, in April 2015 a campus-wide “charrette” was held, an open meeting for members of the campus community to express their thoughts about the future development of the College’s infrastructure.

The Master Plan is coordinated with the Academic Master Plan to ensure that the predominant criterion for institutional decisions, at every level, is the potential benefit to current and future students. The Facilities Master Plan was presented to the College in -- of 2016. It will be discussed in detail by campus Shared Governance bodies in the Fall of 2016, especially as the College undertakes the renewal of its Strategic Plan.

3.1 – 3. Recent, Current, and Near-Term Construction and Improvement. See Appendix 3.1. The College allocated $400,000 in its proposed 2017 budget to expand handicapped access to buildings that are not scheduled for capital renovation. Needed renovations to the student gaming area have been completed. The Titchener Lecture hall is scheduled for renovation during Summer 2016. The Mechanical Building will be substantially renovated and transformed into an advanced manufacturing center in 2017-18; this project will replace outdated equipment and give students hands-on experience with new technology and processes in many burgeoning technical fields.

Major renovations to the Wales Administration Building were completed in 2014. Overall, from 2011 to 2015, the campus underwent more than 140 facilities improvements, ranging from the water and sewer infrastructure, roofs and HVAC
systems, to the bookstore, dining hall and restroom spaces, as well as many academic services spaces.

Chief among other achievements were the construction of the Natural Science building in 2013, and the new student housing building, the Student Village, in 2014. These buildings are very energy efficient, contributing to reductions in energy costs to the College. The Natural Science Building features state-of-the-art laboratories, much-needed meeting and classroom space, and a range of instructional technologies. Since its opening, the new student housing contributed to the increased enrollment of out of county New York students. Currently, about two-thirds of students in residential facilities are from out of Broome County.

3.2 Strategic Plan and Institutional Assessment.

3.2 – 1. The Strategic Plan. The Institutional Effectiveness Office led the development of the College’s new Strategic Plan through a deliberative process that lasted from 2011 to the Fall of 2012. The Strategic Plan was updated and reaffirmed, through a process that started in Fall 2014 and ended in Summer 2015. Through the shared governance system and other outreach efforts, input for the plan was sought from all campus constituents, including faculty, staff, students and administration. For example, the Spring 2015 cross-campus annual assessment meeting (fondly known as “The Carnival of the Assessments”) was used to solicit input about the best ways to address the obstacles and opportunities identified in the final draft of the revised Strategic Plan update. The updated Plan informs the decision making process of the College, and contains an extended overview of the College community’s shared goals. The complete, revised Strategic Plan is available at https://mycollege.sunybroome.edu/c/document_library/get_file?uuid=71976832-eb79-4e30-acee-f3e82d6026e0&groupId=220443.

3.2 – 2. Institutional Assessment. The College continues to make progress on its Assessment and Institutional Effectiveness efforts since the 2010 self-study report. Course and program student learning outcomes are mapped to the Institutional Learning Outcomes and, for General Education courses, to SUNY General Education learning outcomes. Further, administrative units continue to assess unit outcomes to help ensure institutional effectiveness. In the Fall of 2015, the College implemented an online outcome assessment system for academic and administrative support units. This system uses Google Forms to store outcome assessment plans and reports. See Section 5 and its appendices.

3.3. Key Academic and Enrollment Initiatives.

3.3 -1. Fast Forward. The Fast Forward program is a partnership between local high schools and the College. High school students enroll in college level courses taught by qualified high school teachers at area high schools. Students benefit through their ability to enroll in rigorous college-level courses while simultaneously meeting high school
graduation requirements. SUNY Broome’s Fast Forward program received accreditation in 2010 by the National Alliance of Concurrent Enrollment Partnerships, or NACEP. The College is in the process of reaffirming NACEP accreditation in 2016. The program is in full compliance with NACEP assessment standards.

Indirect measures of assessment in regards to the Fast Forward program indicate high rates of student and faculty satisfaction (see [http://www.sunybroome.edu/ff, Fast Forward Administrative Handbook](http://www.sunybroome.edu/ff)). Direct measures of student learning in Fast Forward courses to assess comparable rates of student learning with “traditional” courses have been conducted in select areas (see Appendix 3.3 – 1). These results suggest that overall, Fast Forward students produce work commensurate with that of “traditional” students. The College has faced significant pragmatic difficulties involved in carrying out student learning assessments of Fast Forward courses. However, collective bargaining issues in this area have very recently been resolved, thereby providing the resources necessary to support and allow College department chairs to facilitate monitoring the continued academic rigor of Fast Forward Courses. (See [http://www.sunybroome.edu/ff, 2016-17 Memorandum of Agreement](http://www.sunybroome.edu/ff)).

Enrollment in this program has grown steadily since its inception. Table 3.1 below shows the enrollment trend between Spring 2012 and Fall 2015. Enrollment increased from 285 students in Spring 2012 to 1,333 in Fall 2015.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Student Count</th>
<th>Participating High School Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>1,333</td>
<td>20</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>983</td>
<td>20</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>779</td>
<td>21</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>928</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>476</td>
<td>16</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>772</td>
<td>19</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>660</td>
<td>18</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>595</td>
<td>19</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>655</td>
<td>19</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>285</td>
<td>14</td>
</tr>
</tbody>
</table>
### 3.3 – 2. Binghamton Advantage Program (BAP).

The Binghamton Advantage Program (BAP) was instituted in 2010. It is aimed at enrolling students in specific programs at the College who then transfer after one or two years, depending on program stipulations, to Binghamton University. See: https://www.binghamton.edu/admissions/bcc-bu-joint-program/about.html.

This program has since its inception seen growth in enrollment. Table 3.2 shows the enrollment trend in the program. Enrollment increased from 43 in Fall 2010 to 232 in Fall 2015.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Count of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>232</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>186</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>77</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>43</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>42</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>43</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness; for contact information, see http://www.sunybroome.edu/institutional-effectiveness.

### 3.3 – 3. Distance Education.

Distance education through online programs and courses has seen steady growth at the College. There were 511 fully online academic courses in Fall 2014, increasing to 661 in Fall 2015. Plans are in place to develop more online courses and programs. Technical assistance and professional development for online faculty is handled by the Teaching Resource Center. Open SUNY, a SUNY-wide online enrollment initiative (http://open.suny.edu/), is expected to complement local college online enrollment efforts; in 2014 the College was selected as one of the first SUNY campuses to participate in Open SUNY. See, as an exemplar, the fully online Clinical Lab Technology program: http://www.sunybroome.edu/web/www/clt-online-prospective-students. Distance Education is thus viewed as a potential area to grow enrollment. Student learning outcomes are articulated for all online courses, just as for on-campus courses; courses offered both online and on-campus have the same outcomes. Faculty regularly assess online courses; see section 5. – of this report.

### 3.3 – 4. International Education.

The College has a long history of partnership with and outreach to international students and institutions. In 2014, SUNY Broome joined SUNY’s COIL (Collaborative Online International Learning) program. COIL gives students and faculty the opportunity to partner a class section here with students and faculty in another country for a module of about five weeks. In Fall 2015, four sections were partnered with four different universities in Mexico. Faculty members have traveled...
to Mexican institutions as well as COIL events held in New York City; other potential partners include institutions in Hungary.

In Spring 2016, synchronous and asynchronous collaborations continued with Mexico, and a collaboration with Turkey has been added. In 2016-2017, plans are in place to continue with Mexico and Turkey, and to add collaborations with Scotland and Germany. One of SUNY Broome's faculty members is currently working with SUNY COIL to help train SUNY and global partners on incorporating COIL modules into their classes.

The Office of International Education leads the College’s efforts to enhance and expand the international environment on campus. The office oversees the Study Abroad Program, federally-funded programs, and exchange programs. Overseas partner institutions include the University de Celaya in Celaya, Mexico; Novosibirsk State University, in Novosibirsk, Russia; and Fundación Universitaria Tecnológico Comfenalco in Cartagena, Colombia. Among other initiatives, in Fall 2015, admissions staff visited China to recruit for the College. See http://www.sunybroome.edu/web/www/international-education1.

3.4. Retention and Student Support Initiatives.

3.4 – 1. Imagine Success. In the Fall of 2015 a Retention Coordinator was hired to drive the Imagine Success initiative. Imagine Success is an 18-month project commencing in Fall of 2015 designed to engage campus resources towards assisting more students to achieve their goals, and to thus increase graduation rates by 5%. Major activities include professional development opportunities for faculty to learn about and share best practices in regards to retention, as well as increased, personalized outreach to students in the first weeks of their college careers. For further information about Imagine Success, see contact information at http://www.sunybroome.edu/administration.

3.4 – 2. Educational Opportunity Program (EOP). For 25 years, the EOP has provided access, academic support and financial aid to SUNY Broome students who show promise for succeeding in college but who may not have been admitted otherwise. The program currently serves 63 students and operates under the guidance of a director who has overseen the program since its inception. See http://www.sunybroome.edu/eop.

3.4 -3. Other Retention Initiatives. Other key retention and student support initiatives, especially the Bridge to Success, Starfish, and Early Alert programs, are described in Section 2.5, nos. 3 and 4. Prior learning assessment geared toward helping students with prior learning experience graduate in a timely manner is described in Section 2.6 – 2.

3.4 -4. Overall Retention Picture. SUNY Broome’s completion rates have improved by 19.9% over a five year period (Fall 2009-Fall 2014). The three-year graduation rate for the Fall 2011 first-time, full-time student cohort was 25.8%. The national average for two-year public community colleges for the same time-frame was 19.5%. See the SUNY Broome Performance Improvement Plan 2015, available at http://www.suny.edu/media/suny/content-assets/documents/excels/SUNY-Excels-PIP-Narrative_Broome_20151223.pdf.
3.5 General Education.

3.5 – 1. General Education. In 2013-2014, the College undertook a review of the General Education curriculum. This review was conducted in response to the SUNY Seamless Transfer initiative, which necessitated changes to many degree programs. Working in partnership with the Council for Academic Issues and the Student Learning Assessment Committee, the General Education Committee developed a revised General Education curriculum that comports with system and Middle States requirements, while respecting the values embodied in the College’s long-standing local General Education program. These bodies likewise collaborated on the General Education Assessment Plan, which provides for the regular review of student learning in General Education courses, to be carried out by faculty with documentation maintained by the Student Learning Assessment Committee. See https://www.sunybroome.edu/ilo, “General Education.”

Extracurricular activities at the College linked to General Education include a wide variety of Common Hour events, and, especially, the long tradition of Convocation, a day-long event featuring a guest speaker and a set of related presentations and discussions on a topic of academic, social, and cultural salience. The Convocation speaker for Spring 2016 was the acclaimed communications and media expert Sut Jhally, who spoke on the topic of “Why America Can't Think Straight about Race,” which focused on race, media, popular culture, television and film. See https://www.sunybroome.edu/faq3.

3.6 Social Media Outreach.

3.6 – 1. SUNY Broome has embraced a variety of communications technologies in its outreach to current and prospective students. The College has official Twitter, Instagram, YouTube, LinkedIn and Facebook accounts that are used for a variety of purposes, such as marketing, publicizing live events, and reminding students of deadlines. The College maintains two WordPress blogs, the Buzz and Focus, to reach out to students, faculty, and staff. Appendix 3.7 provides details.

3.7 Other Academic Initiatives, Learning Opportunities, and Service Programs.

3.7 - 1. AA1 Program. This Associate in Arts degree in the Liberal Arts Division may be earned in one academic year of full-time study for selected incoming high school graduates. Candidates for the program are in the top 1%-5% ranking of their graduating class and will have completed a minimum of the following high school courses before being considered for the program: Pre-Calculus or Algebra II or Trigonometry with a Regents score of 85% or higher, four years of a foreign language, three years of high school sciences, and be prepared to enter ENG 111 (College Writing II). AA1 students bring with them numerous Fast Forward and or Early College credits; this allows them to finish the degree in one year (in some cases this means attending one summer session). For further information, see www.sunybroome.edu/aa1.
3.7 - 2. Honors Program. SUNY Broome Community College instituted its Honors Program in Fall 2015. The program provides unique and enriched educational experiences through organized coursework and extracurricular activities for students who are self-motivated, committed, and who desire a learner-driven college experience. Emphasis is placed on interdisciplinary activities offered in traditional and online formats that develop effective communication, critical thinking and analysis, and leadership skills that aid students in their academic, professional, and personal lives.

Honors courses are designed to move beyond the traditional lecture format and require students to take a more active role in their education through a discussion-oriented and reading- and writing-intensive course where the instructor functions as a facilitator and the students are the driving force in their educational endeavors. Students in the Honors program must maintain a 3.2 GPA, complete 12 credits of Honors-designated coursework, and complete an Honors project worth 1-3 credits. In addition to their coursework, students are provided an Honors Program Orientation, a dedicated advisor, and access to special academic activities, including learning lunches with professionals in their fields. They are invited to the Honors Program speaker series and to special social activities. The SUNY Broome Honors Program provides enriched educational programming for campus-based and online students to encourage them to become leading students, professionals, and citizens. See https://mycollege.sunybroome.edu/web/honors-program/home.

3.7 – 3. BIO/HST 104, Health for Haiti. This is SUNY Broome’s first faculty-led, credit-bearing, global service learning course. Launched in January 2014, the focus of this interdisciplinary four-credit course is to provide humanitarian assistance to the poorest country in the Western Hemisphere – Haiti, and to prepare college students to contribute to global security and prosperity. Students explore the dynamics between poverty, education and health care by engaging in service projects that address pressing community needs identified by our partners in Haiti. By partnering with experienced local volunteers and a Haitian doctor, SUNY Broome and other SUNY students can use their training to help deliver health education and medical services at clinics and participate in projects aimed at providing clean water, solar power, education, and computer literacy training. See https://www.sunybroome.edu/haiti.

3.7 -4. Student-Led, High-Tech Business Incubator. In September of 2014, SUNY Broome was awarded $6 million in NYSUNY 2020 funding for the Southern Tier High Technology Incubator, a partnership between the College and Binghamton University. Located in downtown Binghamton, the facility will house the SUNY Bridge to Entrepreneurial Excellence (SUNY-BEE) initiative. The initiative will nurture a vibrant start-up community for student-led ventures. It is scheduled to open in 2017.


3.8 – 1. Applied Learning. Applied and service learning programs and initiatives are a critical part of SUNY Broome’s campus: they have been firmly rooted here for many years. Opportunities for SUNY Broome students include service learning, civic engagement, clinical placements, internships, undergraduate research, field study,
entrepreneurship, cooperative education, community service, overseas and travel academic programs, and many examples of experiential learning such as job shadowing, laboratory experiences, and hands-on student projects. Many of these models are structured as credit-bearing courses. They are built into programs as requirements, or are otherwise embedded within existing courses.

SUNY Broome presently has a variety of Applied Learning options available to students to enhance their learning experience. Students learn about these opportunities within their departments, from faculty, at outreach events on campus, and from the Job Placement Center (which will become the Applied Learning and Student Professional Development Center).

On May 6, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved Applied Learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. SUNY Broome is in the process of developing our campus plan to implement Applied Learning with the new parameters and reporting requirements, which will include input from Shared Governance, members of the campus community, community partners, and the administration.

The campus plan, which will be finalized in May 2017, will contain an “inventory” of current opportunities on campus that qualify for Applied Learning experiences using the criteria provided by SUNY. We will collect and report data on students who are engaged in approved Applied Learning activities. We will provide an overview of the faculty role in oversight and assessment of applied activities, and outline how SUNY Broome will provide support to students who are interested in and/or engaged in Applied Learning.

In 2017, SUNY Broome will partner with Binghamton University to complete a feasibility study to determine the region’s capacity to offer applied activities and examine the impact of Applied Learning on the local workforce. SUNY Broome will also establish and in many cases formalize collaborations with community partners for Applied Learning, and determine whether Applied Learning will be a graduation requirement for SUNY Broome students. For information and contact, see http://catalog.sunybroome.edu/content.php?catoid=1&navoid=26#applied-learning-and-careers.

3.9. Diversity and Inclusion Initiatives.

3.9 – 1. The President’s Task Force on Diversity and Inclusion. Momentum is building across the nation generally, and within SUNY particularly, to institutionalize a diversity agenda. In response, SUNY Broome moved forward in Fall 2014 to appoint the President's Task Force on Diversity and Inclusion. Since then, approximately 30 individuals from the campus community have joined the Task Force and are working to make the College “an increasingly inclusive and welcoming environment for all students, staff, and faculty.”
At SUNY Broome, Under-Represented Minority (URM) enrollment has increased by 3.8% from Fall 2005 to Fall 2015 (from 4.2% to 8%), and URM faculty and staff employment has grown by 13.2% and 26.9% respectively over the four year period from Fall 2009 to Fall 2013. These trends are consistent those prevailing within the SUNY system.

Consistent with the recommendations of the SUNY Diversity Task Force and the SUNY Broome President's Task Force on Diversity and Inclusion, the College will be developing a student and faculty recruitment and retention plan to assure progress towards scaling both URM student enrollment and diversity in faculty/staff employment by 2.5% on average each year to 2020. SUNY Broome will have made progress in closing the achievement gap between URM students and their non-URM peers by increasing the percent of URM students to 8.4%. (See the SUNY Broome Performance Improvement Plan 2015, available at http://www.suny.edu/media/suny/content-assets/documents/exce/sUNY-Excels-PIP-Narrative_Broome_20151223.pdf.)

The Task Force on Diversity and Inclusion has sponsored a variety of campus panels, talks, and presentations, such as an interactive professional development conference in January of 2016 entitled Diversity, Inclusion, and Higher Education, featuring as keynote speaker A. T. Miller of Cornell University. Other activities include an ongoing lunchtime discussion series and events designed to engage student participation.


3.10 – 1. New Academic Programs. The College has adopted proactive and innovative measures to develop new academic programs to meet the increasing demands of the ever changing economy and skill set needs of industry. Fourteen new academic programs were developed between 2010 and 2015:

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>CODE AND HEGIS</th>
<th>ACTIVATION/ REGISTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Science A.S.</td>
<td>34446 5604</td>
<td>4/19/11</td>
</tr>
<tr>
<td>Histological Technician Certificate</td>
<td>34716 5205</td>
<td>9/16/11</td>
</tr>
<tr>
<td>Computed Tomography Certificate</td>
<td>34115 5207.00</td>
<td>10/21/10</td>
</tr>
<tr>
<td>Medical Administrative Skills Certificate</td>
<td>35319 5214</td>
<td>4/1/12</td>
</tr>
<tr>
<td>Visual Communication Arts A.S.</td>
<td>35652 5610</td>
<td>8/7/2012; Distance Ed. 5/29/15</td>
</tr>
<tr>
<td>Manufacturing Technology A.A.S.</td>
<td>36447 5312.00</td>
<td>11/5/13</td>
</tr>
<tr>
<td>Sports Management A.S.</td>
<td>22776 5099</td>
<td>7/16/13</td>
</tr>
<tr>
<td>Health Studies A.S.</td>
<td>37405 5201</td>
<td>5/19/15</td>
</tr>
<tr>
<td>Health Studies A.A.S.</td>
<td>37402 5201</td>
<td>5/19/15</td>
</tr>
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<td>Events Management A.O.S.</td>
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<td>Events Management Certificate</td>
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<td>Casino Management A.A.S.</td>
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<td>----------------------------------</td>
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<tr>
<td>Casino Management Certificate</td>
<td>36900</td>
<td>9/15/14</td>
</tr>
<tr>
<td>New Media Design Certificate</td>
<td>37328</td>
<td>4/21/15</td>
</tr>
</tbody>
</table>

Source: Office of Chief Academic Officer
SECTION 4

Enrollment and finance trends and projections

Overview. The College’s overall financial condition and change in the past 5 years is stable, with challenges faced, planned for, and met.

The College has successfully confronted dual enrollment and funding challenges, and has made significant improvements in campus facilities over the past five years. SUNY Broome has prepared for anticipated challenges by budgeting and planning conservatively, with a long-term strategic perspective. The College has reduced operating and personnel costs by deliberately building, using, and rebuilding its fund balance reserves, and by planning strategically for enrollment growth.

In this section we describe:

4.1. The College’s current State funding challenges;
4.2. Narrative of the enrollment challenges the College is presently facing;
4.3. Strategic plans to address enrollment and funding challenges;
4.4. A narrative of the College’s financial position and capital projects;
4.5. A narrative of the College’s actual enrollment and projected student enrollment;
4.6. A detailed overview of the College’s five year pro-forma financial plan;
4.7. The College’s key financial ratios and financial strength indicators;
4.8. A narrative of the College’s ability to overcome financial challenges.

4.1. State funding challenges.

4.1 – 1. State funding. From 2009 to 2011, state operating revenue to SUNY Broome was reduced by $2.6 million, nearly 20%. These cuts were billed as part of a plan to close a multi-billion multi-year budget deficit linked to a weak economy.

Over the past 4 years, 85% of the state aid per student Full Time Equivalents (FTEs) that was cut has been restored. However, the 2015-2016 level of state operating aid is $400,000 ($78 per student FTE) less than what the College would have received seven years ago.

State aid per student FTE

![Graph showing state aid per student FTE from 2003-2016]
The SUNY community college presidents and the SUNY Chancellor are working to convince the Governor and NYS legislators to restore the remainder of the funding over the next few years as a key part of an overall rational funding plan.

4.2. Enrollment challenges.

4.2 – 1. Coping with National and Local Trends. From a peak in 2009-2010, enrollments declined by 11%, until 2014-2015. The College’s experience in this regard is in line with national trends. Three quarters of SUNY Broome operating revenues are linked to student enrollment. Because the number of local high school graduates will continue to decline in the next four years, SUNY Broome is faced with continuing, significant funding challenges.

4.3. Plan to meet funding and enrollment challenges

4.3 – 1. The College has implemented a multifaceted, multi-year strategic approach to meet these challenges by:

- Gaining increasing operating and capital financial support from our County sponsor by building strong relationships with county leadership;
- Growing existing and creating new auxiliary revenue streams such as our bookstore, food services, and facilities rental;
- Building a 366 bed Student Village and attracting students who are mostly from out-of-county and out-of-state, who otherwise would not be on our campus, and whose revenue streams are higher than local students from the sponsoring county government area;
- Growing online and Binghamton Advantage Programs;
- Building upon the College’s long-standing tradition of international outreach, taking further advantage of burgeoning international demand for American higher education opportunities;
- Adding new academic programs where there is workforce and enrollment demand;
- More aggressively attracting dual enrollment partners in high schools;
- Undertaking multiple student retention initiatives; and
- More aggressively marketing the College by strengthening branding (as evidenced in the name change to SUNY Broome Community College), optimizing the College’s social media presence (see Section 3.6 – 1), and by hosting major community events on campus to demonstrate firsthand what we have to offer prospective students. (See for example Section 3.5 – 1, General Education: Convocation.)
4.4. Financial condition as it relates to capital assets.

4.4 – 1. Infrastructure and Environment. Significant progress has been made in the last five years on Strategic Initiative 5: “enhance and sustain the infrastructure and environment for a dynamic living-learning community.” Many of our 57 year old campus buildings have been restored after decades of decline. Many were “original” structures in poor condition, in need of significant renovation and technology upgrades. In addition, a significant backlog of deferred maintenance has been cleared.

In the past five years, over 140 facilities improvements have been made, including electrical and water/sewer infrastructure, roofs, and HVAC. The College has upgraded its bookstore, dining, and restroom spaces, as well as many academic and support service areas. In addition, a Natural Science Center and a residential housing complex – the Student Village – have been built. The ground floor of our Library has been restored after it suffered extensive damage in the massive floods that struck New York’s Southern Tier in 2011.

$74 million in state, local county government, grant, and private capital funding was invested to improve facilities, and the annual operating budget for small renovations and deferred maintenance was increased from $50,000 to $650,000:

A 366 bed student housing village built on campus and opened

Since 2010:

- Hundreds of thousands of dollars of existing capital projects were reviewed. Those completed were closed out, and freed-up dollars were shifted to priority projects.
- Millions of dollars in unallocated SUNY capital funds were shifted to priority projects and used.
- Private fundraising was undertaken by the College Foundation and used to leverage state capital funding to complete a $21 million funding package for the construction of a Natural Science Center that houses all campus biology, chemistry, and physical science classes.

### SUNY Broome facilities improvement funding 2011-2015

<table>
<thead>
<tr>
<th>Project</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science Center construction</td>
<td>$21,471,000</td>
</tr>
<tr>
<td>Student housing (housing corporation)</td>
<td>18,100,000</td>
</tr>
<tr>
<td>Core Campus Restoration</td>
<td>9,750,000</td>
</tr>
<tr>
<td>Student Incubator</td>
<td>6,000,000</td>
</tr>
<tr>
<td>Wales Center Renovation</td>
<td>4,700,000</td>
</tr>
<tr>
<td>Carnegie Downtown Campus</td>
<td>3,700,000</td>
</tr>
<tr>
<td>Simulated clean room and STEM equipment</td>
<td>2,813,000</td>
</tr>
<tr>
<td>Flood Recovery &amp; Improvements Library</td>
<td>1,500,000</td>
</tr>
<tr>
<td>Roof Replacements</td>
<td>850,000</td>
</tr>
<tr>
<td>HVAC Upgrades &amp; Replacements</td>
<td>700,000</td>
</tr>
<tr>
<td>Energy Management Improvements</td>
<td>672,000</td>
</tr>
<tr>
<td>Student Center Improvements</td>
<td>610,000</td>
</tr>
<tr>
<td>Hazardous Materials Abatement</td>
<td>515,000</td>
</tr>
<tr>
<td>Electrical Infrastructure Improvements</td>
<td>675,000</td>
</tr>
<tr>
<td>Water/Sewer Infrastructure Improvements</td>
<td>500,000</td>
</tr>
<tr>
<td>Sidewalks, Roadways, &amp; Parking Lots</td>
<td>500,000</td>
</tr>
<tr>
<td>Critical HVAC &amp; Roofs</td>
<td>500,000</td>
</tr>
<tr>
<td>Master Facilities Plan Update</td>
<td>350,000</td>
</tr>
<tr>
<td>Music Suite</td>
<td>250,000</td>
</tr>
<tr>
<td>Roadway and Lot Upgrades</td>
<td>85,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$74,241,000</strong></td>
</tr>
</tbody>
</table>

Annual operating budget - small size renovations, improvements, and deferred maintenance: $650,000
• Private fundraising was undertaken by the College Foundation and used to leverage state capital funding to complete a $4.7 million funding package for the renovation of the Wales Administrative Center, one of the original 57 year old core campus buildings that houses more than 14 campus services and functions.

• Hundreds of thousands of dollars in bookstore and dining service vendor funds were invested on our campus to improve facilities, and were used to meet local capital matching requirements and leverage state capital aid (a new funding model at SUNY Broome), enabling the renovation and consolidation of the campus store and bookstore, and the total renovation of the Student Center’s kitchen, serving area, and dining room.

• The annual facilities improvement operating budget was increased over three years from $50,000 to $650,000, to provide adequate funding for small and medium improvements, address deferred maintenance, and put preventative maintenance plans in place. This increased spending per student FTE and square foot moved the College from “dead last” of the 30 SUNY community colleges two years ago to 6th lowest last year.

4.5. Actual and projected student enrollment.

4.5 –1. Enrollment. The actual enrollment of FTEs from the past three years, an estimate for the current 14-15 year, and 5 years of projections from 15-16 through 19-20 are displayed below.

The prior year actual enrollments were audited as part of the annual College financial audit and are the official final SUNY numbers. They vary from the IPEDS enrollment filings – which do not represent final numbers – due to timing differences. Future year projections were developed by the College’s Executive Council with input from the Associate VP & Deans and Director of Admissions.

Source: Office of Institutional Effectiveness and Enrollment Planning
4.5 – 2. Discussion of enrollment trends and projections. As a result of strategic enrollment changes planned and implemented over the past few years, in 2014-2015 SUNY Broome Community College’s enrollment grew by approximately 5%. The College was the only SUNY community college to experience such enrollment growth; most peer institutions are anticipating continued decline.

This growth follows a 4 year 11% enrollment decline – a New York State and national phenomenon. Two charts displaying New York community college enrollment trends are shown in Appendix 4.5 – 1 and 4.5 – 2.

4.5 – 3. Discussion of recent and projected enrollment growth. Among the important contributing factors to the 2014-15 growth are partnerships the College entered into with the local community and with local high schools to increase enrollment, retention and graduation rates. These initiatives were undertaken in accord with Strategic Initiative 2 of the Strategic Plan: “engage the campus, local, regional, and world community in meaningful partnerships which foster innovation and excellence.”

A task force was created in Fall 2013 to foster such partnerships, which resulted in the Early Alert and Early College initiatives, as well as the Summer Bridge Program. These programs are aimed at not only getting high school students enrolled at the college, but also ensuring that they are retained through targeted remediation initiatives. The overall goal is to maximize timely graduation, as well as to expedite productive transfer.

The Early Alert program was instituted to identify students at risk of failing courses early in the semester, and to connect these students with advisors. The implementation of Starfish in Fall 2015 as a replacement for Early Alert strengthens this endeavor. This implementation will help address efforts at attaining Strategic Initiatives 3 and 4. The Summer Bridge program, already in existence prior to 2013, was expanded in Summer 2015 to enable students otherwise underprepared for college-level writing, reading, and mathematics to succeed without the need to take developmental courses. For more information on these initiatives, see Section 2.6 – 1. A productive mechanism for partnering with local high schools is the Fast Forward program, discussed in Section 3.3 – 1. Open SUNY is another initiative aimed at growing enrollment; see Section 3.3 – 3.

As part of its efforts at enriching the teaching and learning landscape, the College pursued several enrollment and teaching enhancement initiatives, including the Binghamton Advantage Program (BAP), an agreement between the College and Binghamton University. A select group of students are enrolled in courses at SUNY Broome Community College for a year or two, depending on the program, and are able to transfer credits to Binghamton University if requirements are met. See Section 3.3 – 2.

At the regional level, the College is working in partnership with the SUNY system on projects such as the Trade Adjustment Assistance Community College and Career Training (TRAACCT) Grants Program. Local industries partner with the Mechanical Engineering Technology program to provide students with in-demand skills.

Other innovative areas of growth include SUNY Works, SUNY Serves, and SUNY Discovers. SUNY Works is aimed at increasing degree attainment for non-traditional
students in relation to applied learning. SUNY Serves is focused on community service, civic engagement, and applied learning. SUNY Discovers focuses on research, entrepreneurship, field study, and experience abroad. Imagine Success is another initiative geared toward increasing retention and graduation rates. The goal is to increase retention rates by 3% and graduation rates by 5% within two years: see Section 3.4 – 1. The College is exploring the possibility of working with four year institutions in the area, public and private, to create a transfer pipeline for high achieving students.

Additional efforts aimed at bolstering retention include improved orientation programs intended to better inform, engage, register, and connect with students; the addition of an intrusive – intervention based model of retention; the addition of a resident student faculty mentor; and continuing to update academic programs. Moreover, the College no longer disburses financial aid before the start of the semester, but instead requires students receiving aid to demonstrate attendance. This is a nationally recognized best practice. Qualified students are provided with the means to obtain required course materials and textbooks from the campus bookstore before their aid is released mid-semester.

4.6. Five year pro-forma financial plan and assumptions.

4.6 – 1. Pro-forma financial plan. The College’s current 5 year pro-forma financial plan along with key enrollment, revenue, and expense assumptions is shown here. This plan is updated by the executive team annually, at a minimum, during the operating budget development process.

4.6—2. Reasonableness of underlying financial plan assumptions:

Enrollment. Three-quarters of our operating revenues are linked to student enrollment. Tuition, out-of-state tuition, state aid, fee revenues, and chargebacks to other counties depend upon enrollment as our primary revenue driver. Hence, projections need to be realistic and attainable. Annual enrollment increases of 1% to 2% have been assumed; additional discussion of our enrollment projections appears elsewhere in this section. Note that SUNY Broome was the only SUNY community college in SUNY that attained a 5% enrollment growth in Fall 2015.

Tuition. At $22.5 million and 41% of our budget, tuition is by far the largest college operating revenue. The tuition rate is approved annually by the College and SUNY Trustees. There is market and comparative capacity for it to increase. It is currently in the middle of the 30 New York State community colleges and less than all surrounding community colleges. The College pro-forma financial plan assumes tuition rate increases between 1.25% and 3.41% per year. Thus, the College foresees reasonable, conservative increases that are less than or close to the rate of inflation, and equal to our less than the last 4 years of tuition increases (3.41% 12-13, 3.5% 13-14, 3.9% 14-15, and 2.5% 15-16).

State aid. At $13.7 million and 25% of our budget, state aid is the second largest college operating revenue. The College’s pro-forma financial plan assumes a $100 increase in state aid per student FTE per year, a conservative estimate. State aid per student FTE has
increased by an average of $119 a year in the past four years ($150 12-13, $150 13-14, $75 14-15, and $100 15-16).

**Broome County Government support.** At $7.1 million and 13% of our budget, county support is the College’s third largest operating budget revenue source. Support from Broome County Government, our sponsor, is negotiated on an annual basis, and the College’s pro-forma financial plan assumes 2% growth in support every year. In two of the last four years, including our most recent, our sponsor has increased their support by 2% (.7% 12-13, 2% 13-14, 0% 14-15, and 2% 15-16), and county leaders have expressed strong and continuing support for the College. The amount of revenues at stake if county support fails to increase by the projected 2% per year is very small in comparison with the total budget - a 2% increase in county support is $140k, 2.5 tenths of 1% of the $54.2 million budget. This is a small risk.

**Salary and fringe benefit increases.** At $46 million and 85% of our operating budget, assumptions about salary and fringe benefit increases are critical. All 3 campus bargaining unit contracts expired on August 31, 2015, and are being negotiated. It has been projected that annual salaries will increase by 2% - 3%, which is greater than the expiring 3 year contract (1/2%, 1%, 2%) and in line with recent settlements at other NYS community colleges. Fringe benefits are projected to increase by 3% - 4% annually – more than salary costs - due to health costs rising more than salaries. Health costs are managed by Broome County government, our sponsor, and as a result of careful management, have risen in the past 5 years by an average of only 3.2% annually. Employee sharing of health cost increases is anticipated to be a priority during negotiations, and is a factor in projecting costs. The SUNY Broome pro forma 5 year financial plan is shown in Appendix 4.6 – 2.

**4.6 – 3. Six year capital improvement financial plan.** In the past five years very significant progress has been made to improve key College facilities, as discussed in Section 4.4. A viable financial plan is in place that will foster continued infrastructural growth.

BCC’s capital assets are financed three ways: as capital projects, with grant funds, or from the operating budget. Building construction and major renovations are financed as capital projects with equal (matching) dollars being provided by New York State and Broome County government or other local funding sources via dual, coordinated approval and funding processes. Capital assets of a smaller scope are funded by grants or the operating budget.

In recent years there has been an increased use of College, Foundation, and other fundraised dollars, as well as investments made by private companies doing business on campus, to provide the required local match for capital projects.

The current Board of Trustees approved 6 year capital improvement financial plan which is accessible in Appendix 4.6 – 3. This plan is a rolling one, and is updated annually by the executive team and the Director of Campus Operations. More than half of the funding is approved for the two largest components of the plan: renovation of the remainder of
the core campus and the downtown campus. The remainder of the funding, including private and county dollars, is being pursued.

4.7. Financial Indicators and Ratios.

4.7 – 1. Spending compares favorably with New York State (NYS) community colleges.

Spending comparisons that benchmark SUNY Broome against our peer NYS community colleges are prepared each year. In the past five years, SUNY Broome spending has continued to be student-focused, with nearly half of operating costs going directly to instruction. This ratio exceeds that of more than 24 of 30 SUNY community colleges. Here is a snapshot of how SUNY Broome compares to our peers.

<table>
<thead>
<tr>
<th>Broome's Spending Comparison with NYS Community Colleges</th>
<th>Instruction</th>
<th>Administration</th>
<th>Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Spending On…</td>
<td>Fall/Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>51%</td>
<td>20%</td>
<td>21%</td>
</tr>
<tr>
<td>Average</td>
<td>42%</td>
<td>10%</td>
<td>14%</td>
</tr>
<tr>
<td>Low</td>
<td>33%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>SUNY Broome</td>
<td>6%</td>
<td>47%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>(6th highest of 30)</td>
<td>(7th lowest of 30)</td>
<td>(6th lowest of 30*)</td>
</tr>
<tr>
<td></td>
<td>*up from lowest four years ago</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Administrative and Financial Affairs

A sample NYSCC spending benchmark comparison follows.
4.7 – 2. Tuition compares favorably with NYS community colleges.

SUNY Broome benchmarks its tuition against NYS community colleges annually. Our tuition rate is less than all surrounding SUNY community colleges and is in the middle of all NYS community colleges. The College anticipates retaining or improving its position.

Appendix 4.7 – 2 shows this tuition breakdown.

4.7 – 3. Budget rules of thumb. There are several key financial rules of thumb that guide the College’s budget development and decision-making modalities, providing a framework of reference and a viability “check” as our strategic priorities emerge. These are shown below.
4.7 – 4. Unreserved fund balance; expendable net assets. SUNY Broome plans its use of level of fund balance very carefully, benchmarking against SUNY and GASB recommendations as well as our peer NYS community colleges. The use of SUNY Broome’s fund balance for operations is set to continue to decline substantially next year to $150,510, .3% of the annual budget. The College continues to transition, as planned, from using fund balance for operations, to building it back up from the low end of the 5% to 15% of budget recommended by SUNY and GASB to the midrange. The chart below displays the College’s expendable fund balance.
The use of fund balance for operations is considered in the light of a competing need to maintain sufficient, responsible management of the College's operations. New York State Education Code 602.1d requires that fund balance be "maintained at a level consistent with sound cash management procedures."

A decision was made several years ago to take revenues associated with enrollment growth and all cost savings to the fund balance – rather than spending them for other purposes – to prepare for anticipated state aid cuts. A 20%, $2.6 million cut in state aid was made as anticipated, and the reserves were used as planned while the College reduced operating costs to fall in line with available revenues.
4.7 – 5. Other financial indicators and ratios.

This ratio measures the financial strength of the college and indicates how long the college could operate without depending on any additional net assets generated from daily operations. The ratio is computed by taking the college’s expendable net assets and dividing that by total operating expenses.

The KPMG benchmark ratio of forty percent or better is advisable to have flexibility in managing the operations of the college. Our mission to increase our operating fund balance plays a large role in maintaining and improving our primary reserve ratio.

4.8. Financial flexibility to weather unexpected changes.

4.8 – 1. Unexpected changes. Many factors play into the ability of a college to weather unexpected changes, such as enrollment declines and funding cuts. Chief among these factors is financial flexibility, which depends upon the creativity, adaptability, and vision of a highly functioning executive team. The College must scan the environment for changes in campus strengths, weaknesses, opportunities, and threats. The College’s strategic and financial plans must feature clearly outlined priorities, priorities determined by campus consensus.
SUNY Broome has demonstrated this flexibility, emerging in sound financial condition with quality programs and services intact after having faced and met two daunting financial challenges over the past five years: an 11% ($4 million) enrollment decline, and a 20% ($2.6 million) cut in operating state aid.

4.8 – 2. Long term debt. All long term (capital) debt was removed from the College financial statements in 2012 in accordance with GASB 62. Most SUNY Broome capital projects were funded by long-term debt of the New York State Dormitory Authority and Broome County Government. $16,672,070 in capital debt was on the College financial statements as of August 31, 2011. All long term (capital) debt was the result of financing decisions by these governmental entities rather than the College.

4.8 – 3. Financial reports. Three years of audited College and auxiliary organization financial statements and management’s discussion and analysis of them are provided for 2012, 2013 and 2014. Further, 3 years of proposed operating budgets and financial information submitted to IPEDS are included for 2013-2014, 2014-2015 and 2015-2016.
SECTION 5

Organized and sustained processes to assess institutional effectiveness and student learning

Overview. The College has made great strides in building and fostering a robust culture of assessment.

In this section we present:

5.1. The College’s Institutional Learning Outcomes and Strategic Initiatives;
5.2. The organizational structure through which the College conducts assessment activities, in regards to student learning and institutional effectiveness;
5.3. A narrative of the development of the student learning assessment process at the College since 2011, especially the alignment of intended student learning outcomes from the course level, to the program and General Education levels, to the institutional level; and an account the mechanisms for using results for improvement (“closing the loop”);
5.4. A narrative of the development of the institutional effectiveness assessment process at the College since 2011, especially the alignment of unit goals through program goals, and with the Strategic Plan; and an account of the mechanisms for using results for improvement (“closing the loop”);
5.5. An inventory of the College’s institutional effectiveness assessment goals for the next five years.

5.1. Institutional Learning Outcomes and Strategic Initiatives.


SUNY Broome Community College graduates will:

1. Apply relevant knowledge, technology, and tools from the academic disciplines in the context of personal, professional, and civic interactions, with sensitivity to diverse people and cultures.
2. Read, write, speak, and listen effectively in both personal and professional spheres.
3. Retrieve, organize, analyze, evaluate, and appropriately use information.
4. Perform effectively as a team member.
5. Reflect on, reason about, and form independent judgments on a variety of ideas and information, and use these skills to guide their beliefs and actions.
6. Exercise individual and social responsibilities through personal development and self-advocacy, healthy lifestyle choices, ethical behavior, civic involvement, interaction with diverse cultures, commitment to lifelong learning, and engagement with global issues.
7. Integrate knowledge and skills gained and adapt them to new settings, questions, and responsibilities.
**5.1 – 2. Strategic Initiatives.** (Strategic Plan adopted Fall of 2012; Reaffirmed and Revised Fall of 2015; https://mycollege.sunybroome.edu/web/institutional-effectiveness/strategic-plan.)

1. Enrich the learning and teaching landscape at SUNY Broome.
2. Engage the campus, local, regional, and world community in meaningful partnerships which foster innovation and excellence.
3. Seek and refine proactive academic endeavors and student services which assist students in accomplishing their life goals.
4. Sustain and invest in SUNY Broome as a learning community.
5. Enhance and sustain the infrastructure and environment for a dynamic living-learning community.
6. Foster an integrated approach which creates a foundation for student empowerment in critical thinking, problem-solving, civic engagement, and self-efficacy.
7. Ensure a sustainable organization with a high level of excellence.

**5.2. Organizational Assessment Structures.**

**5.2-1 The Student Learning Assessment Committee and the Institutional Effectiveness Assessment Committee.** Since the Fall 2011 semester, the College has coordinated assessment activities through two bodies: the Student Learning Assessment Committee (SLAC), and the Institutional Effectiveness Assessment Committee (IEAC). The Mission Statement, bylaws, meeting agendas, and meeting minutes for each body are maintained on the College’s MyCollege web system. Each Committee directly reports to the Chief Academic Officer and regularly communicates with shared governance bodies. SLAC is officially a body contained within the overall remit of the IEAC.

**5.2-2 Joint SLAC and IEAC Responsibilities and Activities.** SLAC and the IEAC are jointly responsible for maintaining assessment records (SLAC and Unit Reports). From 2012 through the Spring of 2015 these reports were kept on the College's O-Drive; from the Fall of 2015, these reports are maintained as Google Forms on the College’s Google Drive.

Both bodies share responsibility for outreach about assessment to the campus community, through annual meetings with various departments and units, as well as regular electronic correspondence regarding updates, deadlines, requirements, and events. In the early Fall semester, the SLAC and IEAC Chairs visit a Division Council meeting of each academic division. In the Spring, the SLAC and IEAC Chairs visit as many academic department and administrative unit meetings as is feasible.

The SLAC and IEAC Chairs speak at campus-wide meetings held in the week prior to the beginning of each Fall and Spring semester; likewise, the SLAC Chair regularly attends meetings of the Council for Academic Issues, and the IEAC Chair attends meetings of the Council for Operational Issues. Both report at meetings of the President’s Cabinet, typically held twice a semester, and they provide annual updates to the Board of Trustees.
Annual reports are communicated to the Chief Academic Officer during end-of-academic-year meetings.

The Chairs are responsible for guiding responses to SUNY and Middle States requirements as regards assessment, and for providing assistance to departments of programs with other accreditation or reporting requirements. For example, both Chairs provide assistance to departmental chairs or program coordinators in the preparation of SUNY Program Review reports, and for assisting departments in the Health Sciences and other areas in meeting their specific accreditation obligations. (The Chairs are also the co-Chairs of the MSCHE Periodic Review Report Committee.)

The SLAC and IEAC Chairs, and their respective committees, also plan and lead an annual year-end campus-wide assessment event, fondly dubbed “The Carnival of the Assessments,” in which exemplary departments and units deliver presentations about specific assessment achievements and challenges in their areas, and an opportunity is provided for general discussion and communication. This has been in place since 2012. For example, in 2013 a team of faculty from different Health Sciences departments and the Criminal Justice department described how they had embedded student learning assessment activities into the College’s annual Spring “Mock Disaster” event, in which the College works with local law enforcement and emergency services agencies to simulate a large-scale campus emergency. (See [http://news.sunybroome.edu/buzz/mock-environmental-disaster-drill/](http://news.sunybroome.edu/buzz/mock-environmental-disaster-drill/). As another example, in the Fall of 2014 the English Department explained how they had designed and carried out an assessment of student writing in ENG 110: College Writing I, an undertaking which included comparisons of student writing produced in the traditional classroom with student writing produced in online and Fast Forward course sections. This assessment showed that while results were positive on the whole, student work responding to less well-designed writing assignments was less likely to adequately meet the outcomes. The department carried out professional development activities, required of all composition faculty, in subsequent semesters, focusing on effective assignment design, and developed online resources and models for all faculty, especially new adjunct instructors. A small-scale, targeted assessment of ENG 110 in the Fall of 2015 showed that assignment design had improved. The Department returned to present on this assessment at the May 2016 “Carnival.”

An exception occurred in the Spring of 2015, when the “Carnival of the Assessments” was given over to a campus-wide discussion of renewal of the College’s Strategic Plan, highlighted by a discussion of the challenges and opportunities facing the College in the near and long terms, an activity designed also with an eye towards the preparation of Section 3 of this PRR.

Resources have also been set aside to bring in expert speakers in assessment fields in the week before the start of the Spring semester; for example, in 2012 Dr. Barbara Walvoord delivered a well-received and attended presentation. Logistical difficulties have arisen in the past two years, preventing this activity from taking place. However, budgetary and practical issues have been resolved and this tradition will resume in early 2017.
The SLAC and IEAC plan and conduct professional development activities, both on their own initiative and in response to requests from faculty and staff in academic or administrative areas. For example, in the Fall of 2013 the Chairs gave a presentation about assessment requirements and procedures at an orientation for newly hired faculty members. In the Fall of 2015, the SLAC Chair gave an interactive talk describing the new Google-based Assessment Reporting Forms (the IEAC Chair was that day attending an MSCHE Town Hall in Buffalo). In the Spring of 2016 the Chairs gave a series of interactive presentations on preparing SUNY Program Review reports.

5.2-3 Student Learning Assessment Committee. The SLAC Committee is comprised of faculty and staff representatives from across the campus:

1. One faculty member from each of the four academic divisions, appointed by the Dean for a three-year term;
2. A representative, preferably faculty, from these cross-campus bodies: the General Education Committee, the Distance Learning Committee, and the Learning Assistance Center;
3. The Institutional Effectiveness Officer (who is also the Chair of the Institutional Effectiveness Assessment Committee);
4. The Staff Associate to the Chief Academic officer;
5. A designee of the Vice President for Student and Community Engagement;
6. Designees of the Dean of Liberal Arts and the Dean of STEM.

SLAC meets a minimum of three times a semester, with more meetings scheduled on an as-needed basis. Less formal subcommittees --which may feature members from outside the Committee -- work on Information Management, Distance Education, General Education, Critical Thinking Assessment, and planning the annual year-end “Carnival of the Assessments.”

The SLAC Chair is a full-time, tenured faculty member appointed to a three-year term by the Chief Academic Officer, and is granted appropriate release time (currently six hours). Besides presiding at meetings and keeping records of assessment reports prepared by various departments, the Chair’s most important duties include regular visits to academic divisions and departments, not merely to discuss assessment activities and responsibilities, but to encourage individuals and groups to see assessment as a vital means of achieving student success.

The SLAC Chair is also expected to work in conjunction with shared governance bodies, chiefly the Council for Academic Issues. The Chair or a delegate attends each CAI meeting, providing regular reports on SLAC activities and working with the CAI on campus-wide initiatives. For example, the Chair worked with CAI and General Education Committee representatives in 2013-2014 on constructing the College’s new General Education Policy. The Chair has also participated in ad-hoc CAI subcommittees focused on developing responses to the SUNY transfer initiative and on formulating consistent syllabus recommendations according to SUNY mandates.
SUNY Broome Community College Student Learning Assessment Report repositories are password protected. For access, contact the SLAC Chair, Dr. Andrew Haggerty, at haggertyaj@sunybroome.edu. Sample reports, including reports that compare student learning assessments in online and traditional sections, are included in Appendix 5.1-3.

5.2-4 Institutional Effectiveness Assessment Committee. Like SLAC, membership of IEAC is composed of faculty, staff, and the Institutional Effectiveness Officer. Under the leadership of the Institutional Effectiveness officer, the IEAC works closely with academic programs and administrative units to ensure that each unit has an assessment plan that is assessed at the end of each academic year. Each administrative unit selects goals that are aligned with the Strategic Plan, while faculty within academic programs select goals that are linked to indirect assessments of student learning.

Measurable annual outcome targets are determined based on which outcome assessment reports are submitted at the end of the academic year. Each unit tracks progress made on its strategic priorities and assesses whether or not these targets were attained. Findings from both student learning outcomes and administrative unit outcome assessment are used to inform changes where needed to ensure institutional effectiveness and continuous improvement. During the Spring 2016 Assessment Day, presentations and discussions focused on “closing the assessment loop.” Faculty from each of the four academic divisions, and staff from selected areas, presented to the campus community on how they use findings from prior assessments to close identified gaps.

Unit assessment reports are submitted to the Office of Institutional Effectiveness at the end of the academic year. The Institutional Effectiveness officer does the initial review of the assessment plans and reports and provides feedback to units as needed. After all revisions are submitted, the IEAC meets to review the reports to extol progress, laud achievement, and gently suggest modalities for improvement.

5.3 Assessment Reporting: Student Learning Assessment.

5.3 – 1. Narrative of Student Learning Assessment at SUNY Broome.

In the 2011-12 academic year, the SLAC Committee:

- Ensured that faculty wrote appropriate, measurable Student Learning Outcomes for all existing academic courses, and that the newly reformed Curriculum Committee would ensure that any new courses or programs would include appropriate Student Learning Outcomes. These outcomes appear in every course description on the College’s online Catalogue: http://catalog.sunybroome.edu/index.php?catoid=12.
- Co-created, with appropriate faculty, Curriculum Maps and Assessment Plans for academic programs and departments in each of the academic divisions. These documents are kept in hard copy in the SLAC Chair’s office, and online on the SLAC MyCollege site.
- Worked with the IEAC and representatives of other bodies to draft the College’s Institutional Learning Outcomes.
In the 2012-13 academic year, SLAC:

- Created Student Learning Assessment Reporting Forms for distribution across campus, and collected these at the end of the Spring 13 term. At this time, the Committee was less interested in the details of these forms and assessment procedures than it was in spreading awareness of assessment requirements and developing an understanding of the benefits of the process for students and faculty. The fora for this initiative included campus-wide meetings at the start of each semester, meetings with Division Councils and department chairs, and professional development activities scheduled through the Teaching Resource Center. Only about half of the forms were returned: of 33 forms sent, 16 came back.
- Worked with the IEAC to build cross-campus support for the Institutional Learning Outcomes. These were submitted to, commented on, and by the end of the year approved by every shared governance body, the Executive Council, and the Board of Trustees.

In the 2013-14 academic year, SLAC:

- Simplified the Student Learning Assessment Reporting Forms, based on feedback from faculty, and attempted to improve the process of collection and archiving assessment results. The Committee identified best practices in particular academic areas and created forms for distribution to faculty unfamiliar with assessment. Outreach and professional development activities continued. The Committee also worked with the Fast Forward program and the Distance Learning Committee to develop student learning assessment models to demonstrate consistency in student performance in these modalities. The reporting rate improved to about 23 of 33 forms (some forms miscarried in transmission and included incorrect information; others included a plan for assessment but no record of a completed assessment). The response rate was higher in areas where faculty had experience in conducting assessment to fulfill SUNY General Education requirements (as in Liberal Arts) or to meet the requirements of programmatic accreditors (as in Health Sciences). It was recognized that a serious difficulty was posed by personnel turnover, especially in departments with new and inexperienced chairs.
- Worked with the General Education Committee and the Council for Academic Issues to revamp the College’s General Education policy. This included the alignment of course-level outcomes in General Education courses with SUNY General Education outcomes and the Institutional Learning Outcomes. (See section 3.6.)
- Worked with the Teaching Resource Center, the Library, and the Distance Learning Committee to develop electronic learning modules for faculty to use to help students meet the first two SUNY-General Education Requirement outcomes for Information Management. While available to
all faculty, these learning modules are typically embedded in first-
semester College Success courses. Students show they have mastered the
material by completing a quiz; Teaching Resource Center staff collect the
results of these quizzes and forward a report of the results to SLAC. In
2013-14, XXXXX (This initiative was interrupted by the need to transition
from ANGEL to Blackboard in 2014-2015. It resumed in the Fall of
2015.)

In the 2014-15 academic year, and the Spring of 2016, SLAC:

• Focused on enhancing participation in the creation of a culture of
assessment. The SLAC Chair visited departments with new or recent
chairs to explain assessment requirements and to assist in constructing and
carrying out useful assessment activities. Professional development
sessions on assessment continued to be offered. Assessment Planning
Forms were distributed early in the Fall of 2015, generating a positive
response from faculty, particularly chairs. Student Learning Assessment
Reporting Forms were further streamlined, and the decision was taken at
the end of the year to move from uploaded Word files to wholly online
Google Forms. The hope was that this change would make record-keeping
much easier, and to make it easier for faculty to complete the form. In the
Fall, Assessment Planning Forms were distributed; in the Spring,
Assessment Reporting Forms were distributed. The Fall results were
promising: 27 of the 33 Planning forms were returned. Of the 7 areas not
responding, 6 were from departments with new leadership. The SLAC
chair communicated with departments not reporting to offer assistance and
explanations. The 2015-2016 Reporting forms are due on 1 July.

• As directed by the Council for Academic Issues, created a new General
Education Assessment Policy, in conjunction with the General Education
Committee. SLAC will collect Student Learning Assessment Forms
prepared by faculty teaching General Education courses. In the Spring of
2019, when the newly revised overall General Education Program has had
time to mature, both committees will issue a joint Report to the Council
for Academic Issues, addressing the state of the newly revised General
Education Program, and reviewing the success of “closing the loop”
activities in each General Education area.

• In conjunction with the IEAC, began the process of strengthening,
streamlining, and standardizing the SUNY Program Review process,
particularly in regards to student learning assessment. A Google Docs
repository was created, containing resources for faculty and staff charged
with completing SUNY Program Reviews. SLAC and IEAC members
consulted with these faculty and staff members, assisting in the creation of
maps linking course-level learning outcomes to program-level learning
outcomes, and program-level outcomes to the Institutional Learning
Outcomes. As with the establishment of the General Education
Assessment process, the goal is to locate meaningful “closing the loop”
activities within the spheres that faculty and staff know best: their own programs.

5.4. Assessment Reporting: Unit Assessment.

5.4 – 1. Narrative of Unit Assessment at SUNY Broome. In the 2011-12 academic year, the IEAC:

- Visited as many academic departments and administrative and service units as possible to describe the requirements regarding unit assessment. For academic departments, this involved explaining the distinction between indirect and direct measures of student learning, as well as the articulation of useful goals outside of the classroom, such as faculty professional development opportunities, student clubs and projects, and so forth. For administrative and service units, this involved identifying goals consistent with the College’s nascent Strategic Plan.
- Created Unit Assessment forms for distribution to departments and units; collected first completed forms in Spring 2012. The major challenge at this time was to explain the new initiatives to the campus community, as there was a good deal of confusion. The IEAC Chair – the newly hired Institutional Effectiveness Officer – spoke at campus-wide events and visited divisions, departments, and units and conducted professional development activities.
- Crafted the College’s new Strategic Plan, with appropriate consultation from other bodies. The IEAC shepherded the Plan through the nascent shared governance bodies, taking feedback and winning approval. Less formally, but importantly, during the construction of the plan the IEAC Chair conducted focus groups from a wide array of campus constituencies for purposes of buy-in, feedback, and communication.

In the 2012-13 academic year, the IEAC:

- Refined the Unit Assessment forms. At this time, the Committee was less interested in the details of these forms and assessment procedures than it was in spreading awareness of assessment requirements and developing an understanding of the benefits of the process for staff and faculty. The fora for this initiative included campus-wide meetings at the start of each semester, meetings with the leadership of key bodies and department chairs, and professional development activities scheduled through the Teaching Resource Center.
- Developed and managed the implementation of the College Employee Satisfaction Survey; the Survey was delivered again in 2015, as described in Section 2.1.
In the 2013-14 academic year, the IEAC:

- Made all student learning and unit assessment reporting forms available electronically for review. This process involved a good deal of technical work. Efforts in this regard were enhanced by additional personnel support commencing in the Spring of 2014.

In the 2014-15 academic year, the IEAC:

- Conducted a review of the Fast Forward and Early College high school Program through the administration of one- and four-year out alumni surveys.
- Met with and worked with department chairs to provide data in support of Program Reviews, including enrollment and retention data, job placement data, and graduation data for respective academic programs.

In the 2015-16 academic year, the IEAC:

- Worked with SLAC Chair to initiate the transition from the Microsoft Word outcome assessment reporting process to the use of Google Forms. The IEAC chair met with respective administrative offices to educate them about the change and how to use the new Google Forms.
- Met to discuss the submission of outcome assessment reports following the change to Google Forms, reviewed submitted reports, and provided feedback to units that needed to revise their reports.

5.5. Five-Year Student Learning and Institutional Effectiveness Assessment Goals.

5.5 - 1. In the Fall of 2015, it became clear that SLAC and IEAC had outgrown their MyCollege sites. The Committees felt that they needed a more public and flexible online presence in order to better communicate with and provide resources and feedback to the campus community. In the Spring of 2016, planning commenced on the construction of new sites.

5.5 – 2. The Committees will redouble efforts to provide professional development opportunities in regards to student learning and unit assessment. The Committees will identify and train faculty and staff willing and able to provide professional development sessions about assessment within their divisions or areas. For example, a faculty member in a department familiar with the General Education curriculum will be tapped to deliver a presentation specifically tailored for new faculty teaching General Education courses.

5.5 – 3. The Committees will focus on ensuring that meaningful, concrete “closing the loop” activities are developed that can withstand personnel turnover. In regards to student learning assessment, it is clear – and unsurprising -- that departments with a longer history of conducting assessment tend to produce more meaningful assessments. The Chemistry Department, for example, has successfully shown in assessments from 2013
and 2015 that “POGIL” (Process Oriented Guided Inquiry Learning) pedagogy improved their students’ ability to explain the topics of “Gases” in CHM 145 and ‘Equilibrium’ in CHM 146.” Chemistry has been conducting SUNY General Education assessments since 2004. A smaller department with fewer faculty that experiences rapid turnover may however feel dismayed at having to “reinvent the wheel.” Accumulating accessible, clearly written, and commonsensical student learning assessment records over time should alleviate this problem.
SECTION 6

Linked institutional planning and budgeting processes

Overview. The College has successfully linked the overall institutional plans with yearly budget processes that help provide clear and focused financial priorities.

In this section we provide:

6.1. An overview of the College’s institutional planning and budgeting process;
6.2. A narrative analysis of the College’s institutional planning and budgeting processes.

6.1. Overview of institutional planning and budgeting processes.

6.1 – 1. Planning and budgeting. The College maintains a well-structured planning and resource allocation process that is tied to the Master Plan, the Academic Master Plan, and the Strategic Plan. As the Strategic Plan states, the College strives to “continuously improve the teaching and learning support network, including human capital, on a sustainable basis to ensure academic excellence,” and to “develop strategies to safeguard the fiscal interests of the College.” (See Strategic Initiative 7, Section 5.1 – 2.)

The budget is developed and facilitated by the College’s Budget and Institutional Effectiveness Specialist - a position created three years ago to replace the vacated Budget Officer position. This innovative position is intended to link academics, administration, planning, budgeting, and assessment, thereby eliminating silos.

Budgetary requests from units and departments must be linked to the Strategic Initiatives of the College. Submitted budgets are reviewed by divisional Vice Presidents to ensure requested resources are aligned with institutional priorities. Budgetary revisions are requested if a vice president determines that requests are not aligned with strategic priorities. Units are given the opportunity to appeal denied budget requests.

Divisional plans and budgets are aligned with the Strategic Plan per each major spending item. These plans and budgets show how resources are used to meet the goals of the Strategic Plan and the mission and vision of the College. See Appendix 6.6 – 1 for the current, 2016-17 SUNY Broome budget development instructions.

6.2. Narrative of Institutional Planning and Budgeting Processes.

6.2 – 1. Continuous improvement and linked planning, budgeting, and assessment processes -- Overview. The link between planning, budgeting, and assessment continues to be a strong one at SUNY Broome. In the past four years, these closely linked processes have continued to evolve and strengthen.
6.2 – 2. **Assessment has been more fully integrated into the personnel planning and budgeting process.** SUNY Broome’s personnel planning and budgeting process features close ties between planning, budgeting, and assessment. Enrollment, teaching ratio, and other benchmarking and assessment data have been included as contexts for resource allocation decisions for at least a decade. Assessment was more fully integrated into these processes two years ago with the addition of a column on the personnel planning and budgeting form asking for evidence of need from assessment.

The proposed personnel changes form used during our annual budget development process is below. The existing planning and budget links and recently enhanced link to assessment evidence are highlighted:

<table>
<thead>
<tr>
<th>Department</th>
<th>Proposal</th>
<th>Rationale / Justification</th>
<th>Proposed Title</th>
<th>FT Teaching Rate</th>
<th>Dpt's Enrollment</th>
<th>Other Factors</th>
<th>Cost</th>
<th>Strategic Initiatives</th>
<th>Evidence of Need from Assessment</th>
</tr>
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6.2 – 3. **Assessment has been more fully integrated into the contractual expense planning and budgeting process.** SUNY Broome’s contractual expense planning and budgeting process also includes a very strong connection between planning and budgeting – strategic priorities have been the ‘lens’ through which budgets have been developed for years.

Assessment was more fully integrated into this process two years ago by adding two years of prior year cost data and an area for evidence of need from assessment. The proposed contractual expenses form used during our annual budget development process is below. The links to planning and recently added assessment areas are highlighted:
6.2 – 4. Assessment integrated into budget reallocation process. An attempt was made to enhance the link between assessment and budget reallocations two years ago by adding a field to the SUNY Broome budget reallocation form. This enhancement was rolled out to the campus with much fanfare, but so far the use of the assessment field has been limited. The College is brainstorming ways to more fully integrate assessment into our budget reallocation process. Moving forward, assessment results and data would be used to allocate resources. The Student Learning Assessment Results forms, as well as the Unit Assessment Results forms, each ask departments and units to answer this question: “What can the College do to help you implement your recommendations for maintaining or enhancing student academic success?” The SLAC and IEAC committees in the future will compile these responses, and the Institutional Effectiveness Officer will communicate these to the Chief Academic Officer and the Budget and Institutional Effectiveness Specialist.
6.2 – 5. Technology planning and budgeting link strengthened in tech fee budget allocation process. The link between technology planning and budgeting was strengthened two years ago by including a proposal review, comment, and recommendation period by the campus Technology Committee in the student technology fee proposal process. This body also develops the campus Technology plan and vets proposals for campus media services equipment. The technology fee timeline is included below with the technology committee review step highlighted.

**Timeline**

- **Oct 15**: Campus wide call for student technology proposals
- **Oct 15**: Funding made available for approved campus-wide initiatives
- **Oct 15 - Oct 29**: Proposals developed
- **Oct 29**: Proposals due to chairs and directors
- **Nov 3 - Nov 17**: Proposals reviewed and prioritized by chairs and directors
- **Nov 17**: Prioritized proposals due to Associate VP
- **Nov 17 - Dec 1**: Proposals reviewed and prioritized by Associate VP
- **Dec 1**: Prioritized proposals due to Technology committee
- **Dec 1 - Dec 19**: Prioritized proposals reviewed by Technology Committee and comments / concerns added
- **Dec 19**: Prioritized commented proposals due to Exec VP
- **Jan 5 - Jan 7**: Proposals consolidated
- **Jan 8 - Jan 23**: Proposals reviewed by VPs and awarded
- **Jan 23**: Approved tech fee purchases announced and funds made available

6.2 – 6. Link between facilities, planning and budgeting has been strengthened as an integrated and coordinated campus facilities master planning process is undertaken. [Brief material from forthcoming MP and AMP, with link or Appendix]

END