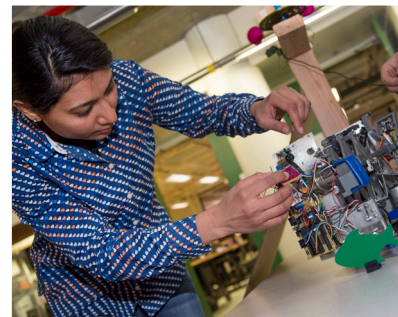# SUNY BROOME

A STATE UNIVERSITY OF NEW YORK COMMUNITY COLLEGE

Middle States Self-Study 2021

Prepared for the Middle States Commission on Higher Education

SUNY BROOME

Middle States Self-Study

Middle States Commission on Higher Education

March 2021

Chief Executive Officer:

Kevin E. Drumm, PhD., College President

Executive Summary

SUNY Broome Community College has engaged in a thorough Self-Study process, which has resulted in growth throughout the college. The college's Strategic Plan is closely aligned with the college mission, collectively guiding program development, budget allocation, and other key decisions. To ensure faithful representation, transparent communication, and equitable representation of all constituents throughout the college, SUNY Broome has included its stakeholders in the Self-Study process through its Steering Committee structure, the composition of working groups, and the frequent sharing of information to the college community. The inclusion of key stake holders from both internal and external constituencies is evidence of the college's commitment to ethics and integrity, as addressed in the standards.

SUNY Broome is committed to quality academics and adequate student support services to ensure a focus on retention, persistence, and graduation, as addressed in Standard IV. To maintain focus on student success and demonstrate continuous improvement as a result of assessment results, numerous supports have been added over the years. In addition to improving student success metrics, the college has also increased its focus on educational effectiveness through its commitment to professional development and the technological tools needed to ensure that the college achieves the defensible standards consistent with its programs of study and its mission (Standard V). The college has also increased its use of data to make decisions impacting program success and sustainability as it moves into a period of declining enrollment trends, as a result, in large part, to the local declining high school population.

The college has managed to improve its overall financial position over the last 5 years prior to Covid and has maintained a balanced financial position, even with declining external support. This has caused the college to rely even more heavily on assessment and data driven decisions when developing budgets. The Self-Study has allowed the college to examine these processes in detail, which, in retrospect, couldn't have come at a better time in the college's history.

The Self-Study process, coupled with the pandemic, has further encouraged the college to examine its governance processes and to utilize the governance structure to navigate the Covid pandemic and the budget situation. The college is well positioned to capitalize on what has been learned from the Self-Study process, and has become stronger as a result.

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Introduction

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 30 SUNY community colleges. 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 (BCC). 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.

Mission Statement

"SUNY Broome Community College supports all members of the learning community by creating access to inclusive, diverse educational experiences. Success is achieved through the provision of innovative academics, transformative student support, and meaningful civic & community engagement."

SUNY Broome's mission is realized through the following institutional goals: **Goal 1**. Diversity and Inclusion, **Goal 2**. Teaching and Learning, **Goal 3**. Fiscal, Program Development, and Infrastructure Sustainability, **Goal 4**. Student Support and Success, **Goal 5**. Civic, Community Engagement, and Service-Learning, **Goal 6**. Strategic and Continuous Improvement.

Enrollment

Total enrollment for Fall 2020 was 4,248, based on census data. Enrollment represents a decline which had been a trend; albeit relatively small until Fall 2020, which was coupled with the effects of the global pandemic. The majority (38.4%) of students were between 18-19 years old; 17.2% were aged 20-21 years; 11.2% were 22-24; 9.9% were 25-29; 6.4% were 30-34; 6% were under 18; 4.1% were 35-39; 4% were 40-49; 2.2% were 50-64; and 0.3% were 65 and older. The majority (61%) of enrolled students were female with 39% male. Most (64%) reported their race/ethnicity as White, followed by 13% African American or Black; 5% Hispanic or Latino; 4% Asian; 4% two or more races; 0.5% American Indian/Alaskan Native; and 10% not reporting race. The composition of student race/ethnicity is reflective of that of the County, with differences noted in that the college has a lower percentage of White students as compared to the County (85%) and a higher percentage of enrolled Black/African American students, as compared to County data (6.4%).

The college primarily serves Broome County; 58% of enrolled students come from Broome County. Other NYS counties include 24% of the college's enrollment population, and enrolled students also include counties surrounding Broome: Tioga (7%); Chenango (4%); Delaware (2%); and Cortland (1%). Four (4%) percent of the college's enrollment is from out of state and a very small (0.2%) population of enrolled students are from outside the United States.

For Spring 2020, enrollment was 4,209; 68% of students were enrolled full-time and 32% part-time. Fall 2020 enrollment was 4,247; 69.7% of students were enrolled full-time and 30.3% part-

time. Spring 2021 enrollment is 3,448; 66.7% students are enrolled full-time and 33.3% part-time.

Further, 24.8% students were enrolled exclusively in online courses for Fall 2020 compared to th Fall 2019 online enrollment of 14.7%. For Spring 2021, the percentage of students enrolled exclusively online was 27.1%, as compared to Spring 2020 when 16.5% enrolled exclusively online. The College also enrolls students through its Fast Forward partnership program with local high schools. In Fall 2020, Fast Forward included 1,873 students. The college is projecting Fast Forward enrollment for Spring 2021 to be approximately 1,110 students, which is comparable to Spring 2020. The faculty headcount in Fall 2020 was 362, made up of 137 full-time and 225 part-time faculty members, resulting in a 12:1 student to faculty ratio. The student-to-class section ratio is 13:1.

Educational Offerings

SUNY Broome Community College has four academic divisions: Business and Professional Services (BPS); Health Sciences (HS); Liberal Arts (LA); and Science, Technology, Engineering, and Math (STEM). These divisions offer four different types of degrees and certificate programs. Associate in Arts (A.A.) and Associate in Science (A.S.) degrees provide students the necessary coursework and preparation for transfer. The Associate in Occupational Studies (A.O.S.) and Associate in Applied Sciences (A.A.S.) degrees provide education and training for students moving directly into the workforce. The College has 59 active degree offerings registered through the New York State Education Department (NYSED): 29 A.A.S., 18 A.S., 1 A.A., 2 A.O.S., and 9 Certificates, available in full- and part-time study, day and evening, and in a distance education format. Twenty-one of these offerings are available in a fully-online format and 7 are offered in which at least 50% of content is delivered online. SUNY Broome has a large health sciences division and has 14 different active programs and certificates (10 A.A.S., 1 A.S., and 3 certificates).

The college has a total of 12 accredited programs. Within the Health Sciences division there are 7 accredited programs: Clinical Laboratory Technician A.A.S. (National Accrediting Agency for Clinical Laboratory Sciences-NAACLS); Dental Hygiene A.A.S. (Commission on Dental Accreditation); Health Information Technology A.A.S. (Commission on Accreditation for Health Informatics and Information Management Education-CAHIM); Medical Assistant A.A.S. (Commission on Accreditation of Allied Health Education Programs, upon the recommendation of the Medical Assisting Education Review Board-MAERB); Nursing A.A.S. (Accreditation Commission for Education in Nursing-ACEN); Physical Therapist Assistant A.A.S. (Commission on Accreditation in Physical Therapy Education-CAPTE); and Radiologic Technology A.A.S. (Joint Review Committee on Education in Radiologic Technology-JCERT). The Liberal Arts and Sciences division has one accredited program: Chemical Dependency Counseling A.A.S. (New York State Office of Addiction Services and Support-OASAS). Within the STEM division, there are three accredited programs: Civil Engineering Technology A.A.S. (Engineering Technology Accreditation Commission of ABET); Electrical Engineering Technology A.A.S. (Engineering Technology Accreditation Commission of ABET); and Mechanical Engineering Technology (Engineering Technology Accreditation Commission of ABET). The college's concurrent enrollment program, Fast Forward, is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

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Self-Study Approach

The College has followed a Standards-Based Approach focusing on three priorities: (1) Diversity and Inclusion; (2) Student Retention, Support, and Success; and (3) Institutional and Pedagogical Sustainability. The college has engaged in an inclusive process beginning with the President of the college, Dr. Kevin Drumm, notifying the campus community in May 2018 of the Self-Study process. At that point, he invited faculty and staff interested in serving on the Steering Committee or Working Groups to contact the Co-Chairs of the Self-Study. The college has seen numerous personnel changes since that original invitation, including the retirement of the Executive Vice President of Academic Affairs and the resignation of the Dean of Institutional Effectiveness and Enrollment Planning. The new Vice President for Academic Affairs and the Interim Dean of Institutional Effectiveness and Enrollment Planning (Co-Chair) now serve as part of the leadership team, along with Co-Chair Dr. Andrew Haggerty, Associate Professor of English. The Steering Committee and Working Groups have wide representation from faculty, administrators, staff, a student, and the Board of Trustees.

Throughout the process, the leadership team provided guidance to the working groups. The working groups' reports were reviewed by the Steering Committee and multiple versions of drafts of the Self-Study document were shared and reviewed, with feedback incorporated. The college community was updated at nearly every shared governance meeting throughout the spring and fall of 2020 and provided opportunities provide feedback and comments on the Self-Study draft, which was also presented through Broome Zoom meetings (weekly meetings to update the campus community during the pandemic).

Intended Outcomes of the Self-Study

The Self-Study process will demonstrate that:

The college currently meets the Commission's Standards for Accreditation and Requirements of Affiliation.

- The college focuses on continuous improvement in attaining its mission and its institutional priorities.
- The college engages in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the college community.
- The College anticipates that the Self-Study will provide lasting institutional value over the next 3-5 years, evident in enhanced improvement in Strategic Planning and assessment efforts, and a better understanding of pedagogical sustainability.

Outcomes of the Self-Study are directly tied to the three Institutional Priorities: (1) Diversity and Inclusion; (2) Student Retention, Support, and Success; and (3) Institutional and Pedagogical Sustainability.

Significant Milestones

The Self-Study has been undertaken during an extraordinary time and many of the changes at the college are a result of the pandemic. The notable increase in courses and programs delivered in a distance format are a direct result of the pandemic; however, the college has recognized the opportunity to tailor course offerings in line with student preferences. Throughout the pandemic, to assess the impact of the change to remote learning/working, the college has engaged its

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students in several surveys to help identify preference for types of course delivery. This has required the college to focus on improving our online courses and programs and devote a full-time presence (new Assistant Dean) to oversee distance learning. The college has also recognized a need to provide more consistent advising and is working on redesigning the academic advisement process to incorporate a holistic case management approach. Our large Health Sciences division has learned from and adapted to the pandemic, using it as an opportunity to build on the ability to utilize simulation in their programs and is currently partnering with Binghamton University to utilize their state-of-the-art simulation area. Worth mentioning, we believe, is that even with the challenges of remote learning, our Dental Hygiene program was able to achieve a 100% pass rate on the Commission on Dental Competency Examinations.

While changes are occurring as a result of the pandemic, even prior to the pandemic, the college recognized a need to cut expenses, to maintain fiscal responsibility and ensure institutional health. As a result, an early separation incentive was offered in the Summer/Fall of 2020 resulting in a loss of 39 employees (26 nonfaculty, 6 non-classroom faculty, and 7 faculty). This, too, has required some restructuring to fill in gaps left by this separation. Although the pandemic has challenged the college, many positive events have occurred. The college completed the renovation of the former Carnegie Library in downtown Binghamton and began offering culinary and hospitality classes in this location in January of 2020. The college recently received notice that they have received the 2020 New York State Historic Preservation Award, which recognizes excellence in the preservation and rejuvenation of New York State's historic and cultural sites.

Additional campus renovations and improvements have occurred while fewer students were on campus. The Campus Services building, which had previously housed the Copy Center was renovated to develop much needed rehearsal space for our music program, including a dedicated, multipurpose fully-equipped performance and rehearsal space. As part of the continuous campus improvement plan, this new space will allow students to practice, perform, and learn, while safely social distancing.

The college has provided a video for the team to view in order to get a sense of the extensive efforts that the college makes to provide students with a state-of-the-art collegiate experience. SUNY Broome is proud of the work that we've done and of what we've learned from the Self-Study. The college is confident that is poised to grow from the experiences of the last year, as well as from what we've gleaned from the Middle States Commission on Higher Education Self-Study process.

Steering Committee and Work Group Membership

Lead Team: Dr. Penny Haynes, Vice President of Academic Affairs, CAO, and Middle States Liaison
Dr. Andrew Haggerty, Associate Professor, English (Co-Chair)
Dr. Kimberly McLain, Interim Dean of Institutional Effectiveness and Enrollment Planning (Co-Chair)

Steering Committee	**Middle States Work Group I Mission and Goals**
- Dr. Penny Haynes, Vice President for Academic Affairs and Chief Academic Officer (Self-Study Lead, Middle States Liaison) - Dr. Andrew Haggerty, Associate Professor, English (Co-Chair) - Dr. Kimberly McLain, Interim Dean of Institutional Effectiveness & Enrollment Planning (Co-Chair) - Larry Allen, Budget & Institutional Effectiveness Specialist (Work Group 6 Chair) - Sharon Ball, Board of Trustees Representative - Danielle Berchtold, Senior Associate to Vice President and Chief Academic Officer/Adjunct Instructor (Work Group 3 Co-Chair) - Angie Bergholtz, Senior Account Clerk, Budget & Finance (Work Group 7 Co-Chair) - Erin Frye, Associate Professor, Business (Work Group 3 Co-Chair) - Marty Guzzi, Director of Enrollment Services, Registrar (Work Group 7 Co-Chair) - Rachael Hagerman, Associate Professor, Chairperson Clinical Laboratory Technologies (Work Group 5 Chair) - Dr. Michael Kinney, Associate Vice President and Dean of Liberal Arts and Business and Professional Studies - Donna Rehak, Staff Associate to the Dean of Liberal Arts (Work Group 4 Chair) - Gian Roma, Professor, Chairperson Business Programs (Work Group 1 Chair) - Dr. Carol Ross-Scott, Vice President for Student Development and Chief Diversity Officer/Executive Director - Dr. Michele Snyder, Associate Vice President and Dean of STEM and Health Sciences - Lisa Strahley, Professor, Chairperson Teacher Education/Early Childhood Education (Work Group 2 Chair) - Michael Sullivan, Vice President for Administrative and Financial Affairs - Amanda Van Horn, Student Assembly Representative - Jesse Wells, Executive Enrollment Management Officer	- Gian Roma, Professor/Chairperson Business Programs (Chair) - Dr. Meghan McGuinness, Professor, Dental Hygiene - Andrea Roma, Staff Associate for Fast Forward/Early College/P-Tech/Articulations - Danielle Tierno, Senior Staff Assistant, Sponsored Programs
Middle States Work Group II Ethics and Integrity	**Middle States Work Group III Design and Delivery of Student Learning Experience**
Lisa Strahley, Associate Professor, Early Childhood Education (Chair)	Danielle Berchtold, Senior Associate to Vice President and Chief Academic Officer/Adjunct Instructor (Co-Chair)

Steering Committee and Work Group Membership

- Lauren Bunnell, Staff Associate to the Dean of Business & Professional Studies
- Ciara Cable, Programmer/Analyst II, Marketing and Communications
- Monica Chiao, Assistant Controller, Budget and Finance
- Dr. Mary Donnelly, Associate Professor, English
- Lucy Harkness, Assistant Professor, English
- Therese Kettering, Staff Associate to the Dean of STEM
- Diana Lenzo, Assistant to the President
- Brittney Richardson, Staff Assistant, Admissions
- Jesse Wells, Executive Enrollment Management Officer

- Erin Frye, Associate Professor, Business (Co-Chair)
- Dr. Emre Dogan, Instructional Designer, Teaching Resource Center
- Andrew Glenn, Professor, Physical Sciences and Chair, Curriculum Committee
- Janet Hertzog, Director of Continuing Education and Workforce Development
- Dr. Phyllis O'Donnell, Associate Professor, Biology
- Clint Ryan, Senior Learning Specialist/Coordinator of Math Lab

Middle States Work Group IV **Support of the Student Experience**	**Middle States Work Group V** **Educational Effectiveness Assessment**
- Donna Rehak, Staff Associate to the Dean of Liberal Arts and Coordinator of LAAA and Individual Studies (Chair) - Maureen Breck, Staff Associate, Academic Affairs - Valerie Carnegie, Staff Associate – Career and Transfer Services Department - Gina Chase, Interim Director, Career and Academic Services - Richard Griffis, Assistant Director of Financial Aid/Operations - Rebecca Lawson, Staff Associate Health Science Division/Adjunct Instructor - Melissa Martin, Associate Counselor, Chair Counseling Services - Dr. Carol Ross-Scott, Vice President for Student Development & Chief Diversity Officer/Executive Director - Darin Schmidt, Professor, Criminal Justice & Emergency Services - Kathryn Taylor, Academic Advisor, Chair, Academic Advising - Amanda Van Horn, Student Assembly Representative	- Rachael Hagerman, Associate Professor, Chairperson Clinical Laboratory Technologies (Chair) - Dr. Tracy Curtis, Professor, Biology - Dr. Diana Heron, Assistant Professor, Business, Coordinator Business Programs - Dr. Stephanie Malmberg, Assistant Dean, Distance Learning and Professional Development - Karyn Moyer, Assistant Professor, English - Mary Seel, Associate Professor, Chairperson English - Denise Wells, Associate Professor, Business Information Technology
Middle States Work Group VI **Planning, Resources, and Institutional Improvement**	**Middle States Work Group VII** **Governance, Leadership and Administration**
- Lawrence Allen, Budget and Institutional Effectiveness Specialist/FLAC Academic Coordinator (Chair) - Shelli Cordisco, Interim Associate VP of Student Development and Dean of Students - Laura Hodel, Director of Student Financial Services - David Ligeikis, Director of Facilities Management - Patrick O'Bryan, Associate Professor, Business - Jeannette Tillotson, Associate Vice President and Controller	- Angie Bergholtz, Senior Account Clerk, Budget & Finance - Marty Guzzi, Director of Enrollment Services, Registrar - Diane Kelly, Professor, Biology - Diana Lenzo, Assistant to the President - Dr. Giovanni Scaringi, Associate Professor, Economics

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Criteria 1 a, b, c

Clearly defined mission and goals that: (a) are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; (b) address external as well as internal contexts and constituencies; (c) are approved and supported by the governing body.

Mission and Strategic Goals

SUNY Broome Community College has a clearly defined mission, which serves as the foundation for all activities at the college. The mission is realized through the goals established in the Strategic Plan and activities conducted, which align with strategic goals. On March 17, 2016, President Dr. Kevin Drumm ([Dr. Drumm SPC Announcement](#)), acting upon campus input gathered throughout a year-long deliberative process conducted by the Strategic Planning Committee presented the college's revised mission:

> *SUNY Broome Community College supports all members of the learning community by creating access to inclusive, diverse educational experiences. Success is achieved through the provision of innovative academics, transformative student support, and meaningful civic and community engagement.*

Faculty, staff, administrators, students, alumni, the community, and Board of Trustee members comprised the Strategic Planning Committee (SPC). The committee met throughout 2016-2017 to develop the vision and mission and to capture the college's strategic intentions into a set of 6 strategic goals and objectives, which provide guidance and direction for achievement of the corresponding goals. As a result of this collaborative effort, the [SUNY Broome Strategic Plan 2017-2022](#) was created. The strategic goals serve as the mechanism by which the college evaluates its progress toward attainment of the mission and vision. The deliberate discussions to capture the voice of all constituencies during the development of the Strategic Plan resulted in the following strategic goals:

1. ***Diversity and Inclusion*****:** Foster the essential connections among diversity, equity, and inclusion in all of the college's endeavors. **Goal 1.** Demonstrate commitment to diversity and inclusion by making SUNY Broome an increasingly engaged, culturally responsive, socially responsible and equitable place to learn, teach, work, and live.

2. ***Teaching and Learning*****:** Provide dynamic educational experiences to afford students opportunities for transfer, employment, personal enrichment and to contribute to community life. **Goal 2.** Develop an inclusive teaching- and learning-centered environment that supports pedagogical excellence, student success and student attainment of key learning outcomes.

3. ***Fiscal, Program Development, and Infrastructure Sustainability:*** To provide sustained open access to diverse and innovative educational experiences and transformative student support, the institution commits to responsible acquisition and stewardship of resources. **Goal 3.** Practice

fiscal responsibility and sustainability as part of a comprehensive decision-making process to support equity among all members of the learning community to ensure continuous improvement.

4. ***Student Support & Success:*** Foster student growth and success by providing transformative academic and student supports, comprehensive resources, and an enriching climate that contributes to the attainment of individuals' goals and achievements from initial inquiry through graduation and beyond. **Goal 4.** Enhance accessibility and use of support services to help students obtain their academic and personal goals.

5. ***Civic, Community Engagement, And Service-Learning:*** Emphasize the importance of each individual being an informed and engaged citizen. **Goal 5.** Provide opportunities to increase community engagement by developing collaborative, socially-just, responsive and effective solutions to local, national and global community needs.

6. ***Strategic and Continuous Improvement:*** We continue to take full responsibility for our institutional outcomes to continuously improve and fulfill our college mission. **Goal 6.** Enhance assessment and decision-making that is grounded in reflective practices to best align existing and emerging initiatives, fiscal capacity, and human resources with the college mission.

Collaborative Development of the Strategic Goals

Upon Dr. Drumm's campus email commencing the Strategic Planning process, the appointed Co-Chairs, Dr. Sesime Adanu, then Dean of Institutional Effectiveness, and Dr. Meghan McGuinness, Professor of Dental Hygiene, identified representatives of the different campus and community constituencies to form the [Strategic Planning Committee](#) (SPC). The committee was charged with reviewing the existing 2010-2015 Strategic Directions and mission and vision statements, and with developing a new mission, vision, and Strategic Plan, that would reflect the collective voice of the campus community and determine SUNY Broome's direction for the next five years. Throughout the planning process, the SPC regularly documented its activities and made these records available to the campus on the Institutional Effectiveness website ([SPC Minutes 2016-2017](#)); regular campus feedback was solicited as outlined below.

Strategic Planning: Spring, Summer, and Fall 2016

The Strategic Planning Committee (SPC) began its planning and community engagement process in May 2016 with a campus-wide [Survey on Mission, Vision, and Values of the College](#) to assess campus views about the current mission, vision, and values statements, and about where the college should focus in the future. The results were analyzed over the summer of 2016 and shared at the SPC Kick-Off meeting in September 2016; they were utilized throughout fall planning sessions to aid in the development of new mission, vision, and values statements, as well as the Strategic Plan. A campus-wide [SWOT Survey](#) was administered September 2016 to obtain campus input into SUNY Broome's strengths, weaknesses, opportunities, and threats; SWOT analyses were subsequently conducted with various campus groups throughout the fall semester ([Strategic Planning Timeline](#)). Data from the campus surveys and SWOT analyses were utilized to develop an initial draft document, which was provided to Executive Council in December 2016 for review and feedback ([EC Minutes 12.20.16](#)).

Strategic Planning: Spring and Summer 2017

During spring 2017, the SPC continued to refine the draft mission, vision and values statements. To obtain campus input, two community forums were held February 16 and 21st (Community Forum Invitation). Throughout spring 2017, the SPC systematically developed and refined what would come to be the current 6 strategic goals. A Town Hall was held in March 2017, after which the SPC further incorporated campus feedback into the draft. The final draft was shared with the campus in May; the SPC continued to polish the Strategic Plan during the summer, prior to Board of Trustee (BOT) approval in August 2017.

Governing Body Support and Approval and Campus Communication

Transparency throughout the Strategic Planning process included regular updates to the college's shared governance bodies: College Assembly, Council for Academic Issues, and Council for Operational Issues, of which many on the SPC were members. The 2016-1017 Strategic Planning Data Collection Plan provides an overview of the 21 campus groups, with whom Co-Chairs met to obtain input during the process. The Strategic Planning Timeline outlines the various campus constituencies for which SWOT analyses were conducted and events and meetings held to obtain feedback. The SPC Minutes 2016-2017 clearly reflect the consideration and incorporation of campus feedback, as shown In the Analysis of Campus Feedback.

The final draft was presented to College Assembly, whose membership represents all campus constituencies (CA Minutes 5.15.17), the Academic Leadership Team, and Executive Council (EC Minutes 5.23.17), who had also reviewed drafts throughout the process. On August 24, 2017, after review and approval from Executive Council of the final document (EC Minutes 8.8.17), Dr. Drumm submitted the Resolution of Approval of the Strategic Plan to the BOT, who, after reviewing the Strategic Plan, voted to unanimously approve the new SUNY Broome Community College mission and Strategic Plan (BOT minutes 9.21.17).

Communication of the Final Mission and Strategic Plan

At the Fall 2017 Faculty Staff Assembly, Dr. Francis Battisti, the then-Vice President of Academic Affairs introduced the new Strategic Plan, provided an overview of the 6 strategic goals, and discussed its integral role in formulating the campus vision and priorities. In President Dr. Drumm's Strategic Plan Announcement, he tasked the campus with developing measurable outcomes aligned with the Strategic Plan to be assessed each year, so that gaps revealed during the assessment process would be identified and addressed. This cemented the importance of Strategic Plan assessment for the purpose of continuous institutional improvement.

The final mission and vision statements and the Strategic Plan were communicated widely across campus. Copies were printed in booklet format and quick reference guides; these were distributed to each mailing unit. Mission, Vision, Values Posters were hung in conference rooms and all campus buildings and published on the college website. Operational plans including the Academic Master Plan and the Facilities Master Plan were subsequently developed in conjunction with one another and aligned with the new mission and Strategic Plan. An Annual Strategic Plan Report published on the Institutional Effectiveness website provides for continuous communication about Strategic Plan achievement and informs development of annual goals.

Addressing Internal and External Constituencies

The mission and goals were developed in collaboration with and address both external and internal constituencies. The college's academic programs, services, decision-making processes, and community partnerships work to achieve the Strategic Plan and meet the mission of creating inclusive, diverse access through innovative academics, student support and community engagement.

Strategic Goal 1 for example, focuses on meeting the needs of internal stakeholders by increasing the recruitment and retention of underrepresented minority (URM) employees and students. The hire of a Chief Diversity Officer, participation in SUNY PRODiG (Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth), the hire of 3 URM faculty (see Standard II), programs such as the Educational Opportunity Program (see Standard II), and the implementation of academic coaches demonstrate concrete efforts to achieve this goal.

Strategic Goal 5 focuses on community engagement. To meet this goal the college has forged strong community partnerships. Through concurrent enrollment programs, such as Fast Forward, (Participating High Schools), and the Pathways in Technology Early College High School (P-TECH) program, students may get on a path to obtain a college degree or gain workforce skills. These programs enhance college enrollment, and in turn, enhance institutional sustainability (see Standard IV). The college's strong Continuing Education and Workforce program serves the community through proactive partnerships related to economic regional development and constitutes further evidence of the college's commitment to Goal 5. Collaborative workforce partnerships with companies such as Amex, Raymond Corporation, and Maines developed through the Opportunity Impact Training Program in Manufacturing and Warehouse Opportunity Impact Program support the local labor market by providing students with workforce skills and immediate employment upon program completion. The Women's Working Circle meets the diverse needs of women in the community by enhancing their independence through learning practical workforce skills. The annual SUNY Broome MLK Job Fair, in partnership with the NYS Department of Labor, is open to students, alumni, and the community, and brings local businesses to the college to provide employment connections. A new initiative held in January 2020, SPARK, hosted nearly 2,000 eighth graders from the Southern Tier in an interactive experience with all divisions to "spark" interest in careers and programs at SUNY Broome.

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Criterion 1 d

Clearly defined mission and goals that (d) guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes.

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Linking Mission and Strategic Goals to Decision-Making

The mission statement serves as SUNY Broome's foundation, and along with the strategic goals constitutes the measurable method through which the college realizes its mission. As reflected in the Mission, Strategic Plan, and Assessment Policy, all programs and services at the college collectively work towards fulfilling the mission, align with strategic goals, and are assessed on a regular basis to ensure achievement of the Strategic Plan. To promote communication across campus in this endeavor, all departments and programs publish mission statements on their websites (Sample Published Mission Statements) and on assessment reports (Sample Nuventive

Mission Statements). Mission statements are reviewed annually as part of the assessment process and during annual web maintenance (MarCom Annual Review).

Resource allocation is inextricably tied with the mission and Strategic Plan. Data and assessment results inform all decision-making. The Budget Policy explicitly states that its purpose is to ensure the alignment of resource allocation with the college mission and strategic goals. The Budget Development Process requires units to define their mission and align strategic initiatives with the department budget; Vice Presidential-level review is conducted to prioritize resource allocation in accordance with strategic goals and assessment results. All personnel requests require Personnel Justification Forms, which include a breakdown of department costs, a justification for the position, and explanation of how the request aligns with the strategic goals (see Standard VI).

As the Mission, Strategic Plan and Assessment Policy states, "all activities at the College align with the strategic plan, which, through regular assessment, serve as the mechanism by which the College evaluates its progress toward attainment of the mission and vision". Administrative units develop annual assessment plans mapped to strategic goals, and upon analysis of assessment results, develop action plans to utilize data for the continuous improvement of programs, services, and student supports. These demonstrate furtherance of the mission and Strategic Plan (e.g., Continuing Education/Workforce 19-20; Financial Aid 19-20; Human Resources 19-20; Registrar 19-20; Accessibility Resource Office 19-20). General education and program assessments provide regular evaluation of Strategic Goal 2. General education courses, which capture the college's Institutional Learning Outcomes (ILOs), are assessed during course assessments, conducted on a three-year cycle (see Standard III). Student achievement of ILOs within programs, along with an assessment of Program Learning Outcomes (PLOs), occurs every five years during the program review process (see Standard V). Assessment data informs curricular revisions and resource allocation.

Criterion 1 e
Clearly defined mission and goals that (e): include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution

The College Mission and Strategic Plan Supports Scholarly Inquiry and Creativity

The college is committed to supporting professional development to encourage scholarly inquiry and creative activity for faculty and staff, appropriate to a community college. This is evidenced by professional development being engrained within the Strategic Plan (Goal 2, objective 2.2).

Professional development is supported by administration in numerous ways as discussed extensively in Standard III. Administration is committed to ensuring funds are available to faculty and staff who wish to pursue educational opportunities. For example, tuition assistance and SUNY Broome course tuition waivers are available to members of the Guild (Guild Contract-Article 16, p. 11 and Article 35, p.21), and the Faculty Association (FA) (FA contract: Article 46, p. 49). Educational leaves are available to members of the Educational Support Personnel Association (ESPA) for a period of up to 1 year at half salary or half year at full salary (ESPA Contract, Article 30, p. 34-35). Compensation supports faculty development for up to two online courses (FA Contract, Article 50, p. 59); engaging in Shared Governance Leadership (FA Contract Article 52, p. 62); sabbatical leaves (FA Contract Article 15, p. 11); and conference

travel expenses (FA Contract Article 21, p. 16). The Promotion and Appointment Process, (FA Contract Article 40, p. 47), is intended to support faculty promotion and retention, opportunities for personal and professional growth, and service to the college.

The college is committed to supporting academic freedom, as evidenced by the Faculty Association (FA) Contract: "It is the policy of the college to maintain and encourage full freedom within the law of inquiry, teaching, and research" (FA Contract Article 39, p. 43). Scholarly activities are supported through both academic programming funds and the operating budget. For example, funds for the two largest annual campus events, designed to promote inquiry and scholarship, Convocation Day (~$18,000) and the Interdisciplinary Conference on Applied Ethics (~$3,700), have remained largely intact, despite college budget reductions.

To bring research into the community college realm, a number of faculty have participated in the Community College Undergraduate Research Initiative (CCURI), resulting in several faculty-led student research projects and a partnership between STEM faculty and Binghamton University. The college has supported these endeavors through Academic Affairs funding at SUNY Undergraduate Research Conferences, invitations to present at BOT meetings (BOT Minutes Research Presentation), and campus news publications about these accomplishments (Research Presentation News). Recently, two faculty-developed research courses have been approved by the Curriculum Committee and the Vice President of Academic Affairs.

Numerous professional development offerings, covering a wide range of topics, are available for faculty and staff. Over the last three years, more than 380 professional development offerings have been provided (PD Offerings 2017-2020). An annual Teaching Conference held at the college provides for professional development related to a particular theme; the theme of the 2020 Annual Teaching Conference was "Assessment and Student Learning". Grant opportunities such as Sunshine Fund Grant Program, Teaching Grant Program, the Professional Development Assistance Program, and the OER Grant Program, support faculty development of interdisciplinary and collaborative projects (see Standard III).

SUNY Broome has a rich history of SUNY Chancellor Award Winners, which provides the college the opportunity to highlight some of its most excellent faculty and staff. Through review of nominees' creative, scholarly, and professional activities, a shared governance subcommittee forwards the finalists to the President, who determines the nominees to be moved forward to SUNY for selection (SUNY Chancellor Award Policies & Procedures). The college also boasts a number of Distinguished Professorship Awards, conferred through the SUNY Board of Trustees (SUNY Distinguished Faculty Policy & Procedures). The names of: Professors Douglas Garnar (2008), James Antonakos (2009), Richard Firenze (2010), and Francis Battisti (2012), are proudly displayed in the Wales Administrative building entrance.

Criteria 1 f, g
Clearly defined mission and goals that (f) are publicized and widely known by the institution's internal stakeholders; (g) are periodically evaluated.

The College's Mission and Strategic Goals are Widely Known

To guide institutional decision-making, the mission statement is widely publicized and displayed throughout the campus. The mission, vision, values, ILOs, and the Strategic Plan are posted on

the "About" webpage, within the Catalog, on the IE webpage, on the President's, and BOT's webpages, and within the Employee Handbook. The mission is communicated to students in the Student Handbook, at New Student Orientation, and in the Fast Forward Student Handbook.

Many campus committees highlight the college mission and vision on their agendas and meeting minutes. Examples include: Shared Governance bodies (CA Minutes 11.4.19, CAI Minutes 2.12.20, SA Minutes 3.13.20), Executive Council (EC Agenda 7.16.20), Board of Trustee (BOT minutes 5.14.20), Academic Leadership Team (Academic Leadership Agenda 10.28.20), and the General Education Committee (GEC minutes 3.5.20). Conference rooms and departments throughout campus have hung posters displaying the SUNY Broome vision, mission, and values.

The Mission and Goals are Periodically Evaluated

To ensure resource allocation is aligned with college and department missions, and the Strategic Plan, the Budget Policy requires that expenditures are linked to the mission and strategic goals, and that assessment results inform intentional planning: "The purpose of the budget policy is to ensure that the budget is aligned with the mission of the College, its strategic goals, the mission and goals of individual units, and that the planning and resource allocation process is: evidence-based, incorporates assessment results, demonstrates continuous improvement, and is clearly communicated and documented." Vice Presidents evaluate budget requests by considering their alignment with the mission and strategic goals and utilize assessment results to evaluate how well their division is meeting its goals; results guide planning for the upcoming academic year.

As part of the quinquennial academic program review process, programs reflect on the alignment of their program with the college mission and strategic goals. Programs conduct an assessment of their PLOs and of the college ILOs, providing for further evaluation of strategic goal attainment. This periodic review provides programs with the opportunity to ensure alignment and attainment of goals, and to make adjustments accordingly in the action plan, that is developed at the completion of the process (Program Review Template). In annual administrative assessments, unit goals are mapped to strategic goals. The assessment process provides for the documentation of outcomes, measures, and results; units develop an action plan based on these findings to achieve continuous improvement, such as shown in the IE 19-20 Assessment.

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Criteria 2 and 3

2: Institutional goals that are realistic, appropriate to higher education, and consistent with the mission; and 3: Goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with the institutional mission.

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The College's Goals are Appropriate to Higher Education and Consistent with its Mission

In accordance with New York State Education Law, Article 126, the college's strategic goals are appropriate and realistic for publicly funded community colleges (NYS Education Law, Sections 6301, p. 1-2and 6303, p. 3-4). Goals are consistent with and provide the mechanism for measuring successful attainment of the college mission. The 6 strategic goals focus on diversity and inclusion (Goal 1); student learning, success, and community engagement (Goals 2, 4, and 5); institutional health and sustainability (Goal 3); and continuous improvement (Goal 6). A number of initiatives demonstrate the college's commitment to meeting its mission and goals.

The College's Goals are Focused on Student Learning and Institutional Improvement

The college's strategic goals and its programs, services, and processes are focused on student learning and institutional improvement, and they are driven by the mission.

Strong student support programs such as the Library, learning labs, tutoring, academic advising, transfer planning, academic coaches, as well as software such as Starfish and DegreeWorks, aid in student retention and completion (see Standard IV). Big Interview and Purple Briefcase are technological tools available to aid students in career planning, readiness, and attainment, and demonstrate college focus on achieving Strategic Goal 4 (discussed in detail in Standard IV).

The Facilities Master Plan, aligned with Strategic Goal 3, lays out the college's plans for physical plant expansion and revitalization. The creation of the Calice Center for Advanced Manufacturing and the Culinary and Events Center, for example, point to support of academic programs and efforts to meet workforce demands, in line with Goals 2 and 5, (see Standard VI).

As part of the SUNY and NYS Education Department (NYSED) approval processes, new programs are required to discuss how they link to the college mission and strategic goals as shown in the Sports Studies SUNY New Program Proposal (see Standard V). As discussed in Standard V, all courses are required to have Student Learning Outcomes (SLOs), which are regularly assessed to measure student achievement. The academic program review process provides for an assessment of student achievement of PLOs and ILOs, designed to be consistent with the college mission and Strategic Plan. Through these assessment processes, which support Strategic Goal 2, faculty determine the effectiveness of its programs and make any necessary curricular improvements (e.g., BIM Program Review; Engineering Science Program Review).

Implementation of Nuventive, an assessment software program, supports the college's commitment to continuous improvement (Strategic Goal 6), as it provides an efficient mechanism for institutional assessment. The budget request process also supports this goal as it requires linkage between requests and the Strategic Plan, as well as utilization of assessment data related to strategic goals to determine resource allocation. Further supporting Goals 1 and 6, the college's Electronic Information Technology (EIT) Accessibility Plan ensures the accessibility of its website, digital content, classrooms, library, and procurement processes.

To support Goal 5, the college focuses efforts to meet the workforce needs of the community through strategic continuing education and workforce partnerships. These provide for targeted offerings to meet local labor market needs. Investment in the adoption of Acclaim by Credly, the platform hosting micro-credentialing badges also helps to support student learning and career goals, and aids in meeting community labor workforce need. The college is also currently implementing Unmudl, an online program to support workforce development in the distance learning space.

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Criterion 4
Periodic assessment of mission and goals to ensure they are relevant and achievable.

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The College Engages in Periodic Assessment of its Mission and Goals

Numerous processes at the college enable continuous assessment of the college mission and strategic goals. The college utilizes a five-year Strategic Plan assessment cycle. The last

Standard I: Mission and Goals

Strategic Plan assessment completed in 2016, involved significant campus review and feedback through a deliberative process which resulted in the development of a new mission and goals for 2017-2022. In 2022, the college will conduct a review of institution-wide and program data collected over the last 5 years, including the annual Strategic Plan Reports, which outline progress towards the attainment of strategic goals. Feedback provided by MSCHE at the conclusion of the Self-Study will aid in the development of the next Strategic Plan.

Executive Council meetings allow executive leadership to discuss weekly updates related to Strategic Planning by each of the Vice Presidents, Enrollment Management, Institutional Effectiveness, and Human Resources. This dynamic assessment of strategic direction allows for the adjustment of goals based upon ongoing feedback related to enrollment trends, budgetary, academic, student, and human resources issues. Built-in mechanisms within Nuventive allow administrative units to assess the attainment of the Strategic Plan, as outcomes map to strategic goals; results-based action plans are developed to continuously improve programs and services. Faculty conduct ongoing assessment of SLOs, PLOs, and ILOs, and develop action plans which inform teaching strategies. Academic program reviews allow for reflection of program alignment with the college mission and strategic goals, an inventory of resources to aid in resource allocation planning, and focused 2-and 5-year enrollment and retention action plan goals.

In addition to focusing on achievement of Strategic Plan initiatives, the college recognizes the importance to also reflect on the assessment process. Built-in questions within the assessment process provide opportunities to reflect on the challenges, barriers, achievements, and insights identified throughout the assessment process. This, along with assessment data, help to inform development of future action plans. Vice Presidents utilize assessment findings to inform annual divisional strategic planning and to determine resource allocation.

A [Strategic Plan Annual Report](#) prepared by the Dean of IE and available to the campus, provides updates related to strategic goal activities and achievements, and is used by leadership in planning for the next academic year. Each Vice President completes an annual report submitted to the President, which outlines strategic goal achievement. The President utilizes these to inform his submission of an annual Strategic Plan report to SUNY, in accordance with [SUNY Board of Trustee Policy Article IX](#). A [Data Book](#) prepared by the Office of IE provides trend analysis of enrollment, retention, persistence, graduation rates, and outcome data, which provides executive leadership with necessary data to make evidence-based decisions, and to further assesses the college's achievement of its mission and goals.

Conclusion: The SUNY Broome Community College mission informs the Strategic Plan, which consists of measurable goals and serves as the mechanism by which the college evaluates its progress toward mission attainment. College policy and built-in mechanisms ensure alignment with the mission and infuse strategic goals into the assessment, and operational, decision-making, and resource allocation processes utilized by the college. The collective missions and goals from programs and departments across the college collectively realize the institution's mission and Strategic Plan. There is clear evidence that throughout the strategic planning process, extensive campus involvement, governance support, consideration of internal and external constituencies and transparency occurred. The mission and strategic goals of the college are highly publicized, support scholarly inquiry and creative activity, and are regularly evaluated.

Requirements of Affiliation: Evidence for specified requirements is outlined below:

Standard I: Mission and Goals

#7. Met by Criteria 1a; 1 c; and 2.
#10. Met by Criteria 1a; 1d; 3; and 4.

Opportunities for Ongoing Institutional Improvement and Innovation:

1. Continue to build on the efficiencies that have been gained using Nuventive software to improve assessment processes campus-wide and to make the usefulness of Nuventive more widely known through utilization of assessment reports in ongoing discussions on campus.

2. When engaging in decision-making about major strategic initiatives, to maximize buy-in and transparency, the college should consider establishing a process that capitalizes on the shared governance process.

Institutional Priorities: The Self-Study Institutional Priorities are in alignment with the college mission (Table 1), and with the Strategic Goals, (Table 2).

Table 1. Institutional Priorities Mapped to Institutional Mission

	College Mission	Institutional Priority I: Diversity & Inclusion	Institutional Priority 2: Student Retention, Support & Success	Institutional Priority 3: Institutional & Pedagogical Sustainability
Elements of Institution's Mission Statement	Learning Community	X	X	X
	Access and Inclusion	X	X	X
	Diverse educational experiences	X	X	
	Student success		X	
	Innovative academics			X
	Civic and Community Engagement	X		X
	Student support		X	

Table 2. Institutional Priorities Mapped to Goals

Strategic Plan Goals	Institutional Priority 1: Diversity and Inclusion.	Institutional Priority 2: Student Retention, Support and Success.	Institutional Priority 3: Institutional and Pedagogical Sustainability.
Goal 1. Diversity and Inclusion	X	X	
Goal 2. Teaching and Learning		X	X
Goal 3. Fiscal, Program Development and Infrastructure Sustainability			X
Goal 4. Student Support and Success	X	X	
Goal 5. Civic, Community Engagement and Service Learning		X	X
Goal 6. Strategic and Continuous Improvement	X	X	X

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Criterion 1
An accredited institution possesses and demonstrates the following attributes or activities: a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

The College is Committed to Academic and Intellectual Freedom, Freedom of Expression, and is Respectful of Intellectual Property Rights

SUNY Broome is committed to academic and intellectual freedom, freedom of expression, and respect for intellectual property rights, which are well documented within college policies and procedures, the faculty collective bargaining agreement, and student handbooks.

The college is committed to supporting academic freedom, as evidenced by the Faculty Association contract: "It is the policy of the college to maintain and encourage full freedom within the law of inquiry, teaching, and research. In the exercises of this freedom, the faculty member may without limitation discuss his/her own subject in the classroom" ([FA Contract Article 39, p. 43](#)). Intellectual property rights are outlined in the contract with regard to online course development, for which faculty receive a stipend. For faculty owned courses, intellectual property rights remain with the faculty who have right of refusal to teach all sections of the developed course. For college-owned courses, intellectual property rights are transferred to the college by faculty agreement ([FA Contract Article 50, p. 59-62](#)). In the event that which faculty are not paid for course development, intellectual property rights remain with the faculty member.

The values of academic and intellectual freedom and freedom of expression are outlined in the Student Code of Conduct within the [Student Handbook](#). It emphasizes a student's right to express their opinion, and stresses that "free and open discussion, speculation, and investigation are basic to the academic progress" and ensures that performance is evaluated "solely on an academic basis, not on opinions or conduct in matters unrelated to academic matters."

In alignment with college policy, the [Student Rights and Responsibilities](#) procedure states that the college: "supports freedom of speech, freedom of inquiry, freedom to dissent, freedom to assemble, and freedom to demonstrate in peaceful fashion. The college also stands for the right of students to pursue their legitimate educational goals without interference." For Student Village residents the [Residence Life Handbook](#) provides expectations for conduct to protect the safety and well-being of residents, but also reminds students that the college serves "as guides and advocates while they experience collegiate life on their own terms".

Criterion 2
An accredited institution possesses and demonstrates the following attributes or activities: a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

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The College Fosters a Climate that Values Respect, Equity, Diversity, and Inclusion

In accordance with its mission, Strategic Plan, the Strategic Plan for Diversity and Inclusion, and the Non-Discrimination Policy, SUNY Broome strives to create, support, and sustain a climate of respect and civility, and to promote appreciation, understanding, and acceptance of diverse perspectives and people, while creating an atmosphere of inclusion. The college mission, to "support all members of the learning community by creating access to inclusive, diverse educational experiences" and its values, which are embedded in the behaviors and activities in which all campus members are expected to follow, is a commitment to fostering a climate of respect and one that embraces diversity and inclusion. The values of the college are:

- **Inquiry:** We embody an environment that promotes critical and creative thinking.
- **Respect:** We demonstrate courtesy and tact.
- **Integrity:** We act with honesty and fairness.
- **Trust:** Our relationships and interactions are based on mutual understanding and good faith.
- **Equity:** We embrace diverse and inclusive practices.

To ensure an environment of respect, equity, and inclusion, the college has instituted policies which explicitly prohibit certain behaviors and outline reporting methods and consequences for violations. The Anti-Bullying Policy exists to promote a respectful environment, equity, and well-being of employees. It expressly prohibits engagement in bullying via any means of communication, on or off campus. Accordingly, the Workplace Violence Prevention Procedure expresses the college's commitment to promoting a safe and secure environment to support its mission and expectation that all campus members participate in maintaining an environment free from violence, harassment, intimidation, or coercion. Complaints may be reported to Campus Safety and Security, who facilitates response in conjunction with Human Resources.

In accordance with the Non-discrimination Policy, the Discrimination Complaint Procedure provides the process by which Title IX complaints may be reported, and includes complaint processing timelines and contact information for the Equal Employment Opportunity Commission, NYS Division of Human Rights, and the Office for Civil Rights. Incidents of sexual harassment and violations of the college's Sexual Harassment Response and Prevention Policy, are also reported via this procedure. Instances of bias may be reported through the Bias Incident Report or by contacting the Office of Public Safety (Bias Incident Response Protocol).

The college assesses student perception of diversity and inclusion. As compared to 2016, the 2019 Student Opinion Survey showed improvements in student opinion about: racial harmony on campus (+5.96%); campus acceptance of cultural differences (+2.05%); openness to expression of opinions (+1.63%); and satisfaction with diversity of the student body (+1.52%).

Activities, goals, allocation of resources, and decision-making at the college are guided by the mission and Strategic Plan. As such, SUNY Broome has engaged in a number of initiatives specifically intended to enhance and embrace diversity, inclusion, and equity.

Institution-wide Initiatives and Policies Support Equity, Diversity, & Inclusion

An important initiative for meeting the goals outlined in the Strategic Plan and specifically Strategic Goal 1, objective 1.1, the college redefined the role of the then retiring Vice President

for Student & Economic Development and hired Dr. Carol Ross-Scott as its Vice President for Student Development and Chief Diversity Officer (CDO) in 2017 (New CDO).

Search Committees for new hires must include an Affirmative Action Resource person; they provide recommendations outreach to increase the diversity of the pool of candidates (Search Plan). The college advertises administrative and faculty positions through national resources such as *The Chronicle of Higher Education* and *HigherEdJobs,* and to reach a diverse audience, to members on its Affirmative Action List, which includes URM fraternities/sororities and diversity hiring managers. To support the hiring of underrepresented minority (URM) faculty, the college participates in the SUNY PRODiG (Promoting Recruitment Opportunity, Diversity, Inclusion and Growth) initiative. To address URM and program needs, two faculty in STEM programs were hired in 2019 and a nursing faculty member in Fall 2020.

The college has taken a number of steps to improve diversity in hiring practices, including: maximizing the use of demographic information about applicants through the applicant platform Interview Exchange to identify trends, gaps, and inequities; adapting the existing search committee handbook to include diversity resource information; collaborating with Binghamton University to identify potential pipeline opportunities for teaching faculty internships and positions; and engagement with the faculty bargaining unit to create a Faculty Fellows program to identify, hire, and provide mentorship to potential URM faculty (PRODiG Progress Report).

The President's Task Force on Diversity & Inclusion (PTODI) is the most inclusive, college-wide initiative to support diversity and inclusion at SUNY Broome. This committee works to make the college an increasingly inclusive and welcoming environment and to enhance college achievement of its mission to "create access to inclusive, diverse, educational experiences". PTODI makes recommendations to enhance diverse hiring; and provides professional development opportunities related to equity, diversity and inclusivity. For example, PTODI worked with the General Education Committee to develop an ILO specific to addressing racism, and a sub-committee is researching additional diverse recruitment strategies to enhance the diversity of our hiring pool.

To promote inclusivity of access for students and employees at SUNY Broome, and in accordance with the SUNY BOT EIT Policy, in Summer 2020 a campus-wide Electronic and Information Technology (EIT) Accessibility Plan was developed. The campus has an identified EIT Officer who oversees the development, implementation, and assessment of the EIT Plan, in collaboration with an EIT Advisory Council. The plan promotes strategic implementation of policies, procedures, and procurement processes to ensure accessibility efforts.

The college is committed to fostering an environment free of sexual harassment and assault, and gender inequality. Consistent with NYS Education Law 129-B and SUNY policy, the college participates biannually in the SUNY Campus Climate Survey. A public Title IX webpage outlines campus policies and reporting requirements. The college also publishes the annual Equity in Athletics Disclosure Act Report on its Consumer Information page.

The Institution Offers Programs for Students to Support Equity, Diversity, & Inclusion

Specific student support programs offered at the college support diversity and inclusion, such as EOP, Men of Excellence, and the PEP Squad; these directly align with the Strategic Plan,

particularly Strategic Goal 1, objective 1.2. Programs are designed to provide mentorship and resources to aid in student retention and successful completion, while increasing self-confidence.

Educational Opportunity Program (EOP): EOP provides access, academic support and financial first aid to first-time, full-time students who show promise for succeeding in college, but who may need additional support. New students are required to attend a three-week, no-cost, Summer Advancement Academy, where they learn strategies for success. Weekly study sessions, workshops, dedicated tutoring, and an assigned EOP Counselor provide students with key academic tools to ensure their success. An EOP Grant helps subsidize the cost of attendance. Through continuous improvement processes, such as increasing the length of its summer Academy by adding enhanced math preparation, the program has shown an increase in student outcomes (C or better) in college level math courses. Student performance on these outcomes increased from 33% in 2017 when students were not exposed to math during the Academy to 50% in 2018 with implementation of math exposure and to 56% in 2019 ([EOP Assessment](#)).

Men of Excellence: Through the support of the PTODI, the college offers its minority male students an opportunity to participate in Men of Excellence. Eligible students apply online for this year-long program, and take an oath to foster a sense of pride, community, and respect for diversity and inclusion on campus. Students meet regularly with staff and faculty mentors and attend events such as the [Men of Excellence Conference](#). Through a $10,000 grant from the Broome County Youth Bureau, and in collaboration with area law enforcement, and local middle and high schools, students within this program implemented the [Lunch with Law](#) series in 2018. This ongoing series of discussions provides an opportunity to address bias and stereotypes among members of law enforcement and young men of color.

Phenomenal, Educated, and Powerful (PEP Squad): The PEP Squad supports women of color by encouraging them to empower one another through mentorship and service. Through a $5,000 NYS Office of Children & Family Services grant awarded via the Broome County Youth Bureau in 2019, the [Young Women of Color Leadership Project](#) provided PEP Squad members a unique civic engagement opportunity by mentoring local female high school students and coordinating events such as Lunch with the Law with local female law enforcement officers ([Lunch with the Law Female Focus](#)).

SUNY Empire State Diversity Honors Scholarship: Under-represented students (including URM, students with disabilities, those who are economically disadvantaged, first-generation or from a non-English speaking background) with a minimum 3.0 GPA, who are matriculated into a degree-granting program of study and have a FASFA on file, may be eligible to receive the SUNY Empire State Diversity Honors Scholarship. A total of $7,100 is awarded annually, from funds received from SUNY Empire State in the amount of $3,500 and a match by the BC Foundation of $3600. Approximately 10-15 students receive this scholarship annually.

Institutional Learning Outcomes Provide Development of Diverse Ideas and Perspectives

The college's general education program is comprised by the college Institutional Learning Outcomes (ILOs), of which all graduates are expected to attain. ILO 1: Cultural and Global Awareness, addresses diversity; by graduation, students are expected to "possess knowledge, encompassing values and ethics, by exploring and engaging with topics related to humanity, society, the environment, sustainability, or diversity." Numerous general education courses in

varying subjects educate and assess concepts aligned with this ILO (Gen Ed Courses Mapped to ILOs).

While this ILO measures concepts related to diversity and inclusion, the college has recognized that it is not all encompassing of what students should know and do by the time they graduate: to recognize and act upon issues related to racism. As a result of campus-wide discussions over the last several years, and more frequently since Summer 2020, and inspired by the national Black Lives Matter movement, the faculty, Council for Academic Issues, PTODI, General Education Committee, Dean of IE, and the Vice Presidents of Academic Affairs and Student Development, engaged in deliberative conversations to develop a new ILO related to racism in Fall 2020. The drafted ILO will be discussed campus-wide Spring 2021.

The College Provides Professional Development to Support Equity, Diversity and Inclusion

The college provides faculty and staff with professional development and training specific to diversity and inclusion. Per policy, employees are required to attend an annual Title IX training. Starting with New Faculty Orientation, recently hired faculty learn about resources to support students with disabilities, ADA Compliance, Title IX; they are provided with an overview of Ally, the accessibility checker built into courses hosted on Blackboard. The Teaching Resource Center provides faculty with ongoing training related to accessibility and the use of Ally and the SUNY OSCQR rubric, an accessibility tool utilized to ensure universal design of courses.

The Professional Development Committee regularly provides numerous programming events focused on diversity and inclusion. Two of the most recent teaching conferences addressed these areas (2016 Teaching Conference, 2018 Teaching Conference). Other offerings include developing inclusive teaching practices (PD Workshops), and creating accessible documents (National Distance Learning Week). Book clubs provide opportunity for collegial discussions about racism and injustice (Book Club). The annual Convocation Day often focuses on diversity and inclusion, with speakers who discuss issues related to race and social injustice. For example, Dr. Sut Jhally, from the University of Massachusetts Amherst, kicked off one Convocation Day with an exploration of the intersection of race, privilege, and justice. Academic Programming events also include topics related to race, social justice, and diversity, such as the 3-part film series, Race: The Power of Illusion. PTODI Campus Activities provide opportunities for the college to engage in deliberative discussions related to equity, diversity, and inclusion.

The College Strives to Create a Safe, Civil Environment to Support Freedom of Expression, and Deliberate Discourse to Address Issues Related to Racial Injustice

To ensure a safe environment in which all viewpoints may be expressed and to encourage open communication, honesty, and empathy, in 2014 the college adopted a Civility Statement, endorsed by all shared governance bodies, Executive Council and ultimately, the Board of Trustees. The statement reminds the campus community that all persons have the right to be heard, and to be treated with respect, kindness, and compassion, while expressing their opinions, beliefs, and values. In light of recent national events, the PTODI Community Solidarity Statement was released to the campus about the need to courageously challenge prejudices, and to stand together in peaceful protest to condemn racism and promote social justice.

Criterion 3

An accredited institution possesses and demonstrates the following attributes or activities: a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.

The College has Documented Grievance Policies & Processes for Students

The college has clear, documented policies and procedures by which students can file complaints or grievances. These are published in the Student Handbook, annually distributed to students, as well as posted on the college website. The Academic Grievance Procedure allows students to grieve academic decisions made by instructors, which they believe to be in violation of Student Rights. The timeline and appeals process are clearly outlined.

The standards of Student Conduct for SUNY Broome students and the conduct expected from Student Village residents are clearly outlined in the Student Handbook, and the Residential Life Handbook, respectively. Information about Title IX, including the procedure for violations of the Title IX Sex Discrimination Grievance Policy in the Student Code of Conduct, how to report violations, and the investigation and grievance process for students who have been charged with these violations is provided to all students and also located on a dedicated webpage.

The College has Documented Grievance Processes for Faculty and Staff

Each of the collective bargaining agreements with the three campus unions outline grievance procedures. Collective bargaining units represent full- and part-time faculty and non-classroom faculty (Faculty Association of Broome Community College), administrative (Broome Community College Administrative Guild), and civil service personnel (Educational Support Personnel -ESPA). Collective bargaining agreements comply with New York State Civil Service and Labor Laws. Each contract (Faculty Contract, Article 12-Grievance Procedure, p. 6-7, Guild Contract, Article 38-Grievance, p. 23-24, ESPA Contract, Article 6-Grievance Procedure p. 6-8) outlines the rights of employees to union representation and describes the time limits and processes governing how a grievance may be escalated and appealed.

Criterion 4

An accredited institution possesses and demonstrates the following attributes or activities: the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.

The College has Policies and Procedures to Prevent Conflict of Interest by All Constituents

A clear Conflict of Interest Policy, applicable to students, employees, and Board of Trustee members, outlines expectations: "All campus members are expected to observe standards of ethical conduct in order to fulfill the mission of SUNY Broome Community College and avoid any and all circumstances which could reasonably be interpreted as a conflict of interest. Such circumstances are those which would interfere with the unbiased and objective performance of one's professional duties". The policy further states, "Officers and employees are required to comply with the county code of ethics and Article 18 of the General Municipal Law".

To ensure Board of Trustee members and executive leadership (the President and Vice Presidents) avoid financial conflicts of interest, as per Broome County request and in accordance with Broome County policy, BOT members and executive leaders file an annual statement of financial disclosure with the Broome County Board of Ethics. To prevent the risks inherent in romantic relationships between people of unequal power, which could result in favoritism and sexual harassment, the Amorous Relationship Policy prohibits romantic involvement with a person with whom one has a reporting or supervisory relationship; the Amorous Relationship Procedure describes how any such conflict is addressed. The Nepotism Policy prohibits employees from evaluating, supervising, making employment decisions, or providing academic instruction to a relative or person living within the employee's immediate household. The Employee Handbook provides an annual reminder of these policies.

Criterion 5
An accredited institution possesses and demonstrates the following attributes or activities: fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees.

The College is Committed to Fair and Impartial Human Resources Practices

The Human Resources Office adheres to County, State, and Federal governments, SUNY Broome Board of Trustees, Department of Labor, and Department of Homeland Security regulations. In addition to compliance with county, state, and federal laws, to ensure impartial employment practices the college follows the policies and processes outlined in the collective bargaining contracts. The Strategic Plan supports these efforts as specifically outlined in Goal 1, objective 1.3, Goal 3, objective 3.5, and Goal 4, objective 4.5.

To ensure compliance with state and federal stipulations that employees have a right to information about campus safety, policies, procedures, and services regarding health, safety, and overall operations, the Human Resources Office distributes an annual Employee Handbook, which lists relevant college policies.

The College Follows Impartial Practices in Recruitment and Searches

In all of its activities, the College adheres to its Non-discrimination Statement. Posted on the Human Resources website, it reads:

> *SUNY Broome Community College does not discriminate on the basis of race, sex, color, creed, religion, (religious attire, clothing or facial hair), age, national origin, disability, marital status, sexual orientation, gender identity, transgender status, pregnancy, predisposing genetic characteristics, domestic violence victim status, military status or status as a disabled veteran or veteran of the Vietnam era in the recruitment of students; the recruitment and employment of faculty and staff; or the operation of any of its programs and activities. In this context sexual discrimination includes sexual harassment and sexual violence.*

Each job posting includes a statement indicating that the college is an Affirmative Action/Equal Opportunity Employer, as seen in the Assistant Professor Vacancy example.

Efforts to recruit a diverse candidate pool for faculty and professional staff, part of the college's Strategic Plan include recruitment outlets such as the Affirmative Action List (which includes

women's colleges, the YMCA, HBCUs, the American Civic Center, etc.) in addition to resources such as: The Chronicle of Higher Education, HigherEdJobs, the Press & Sun Bulletin (local newspaper), the NYS Department of Labor, and the Human Resources webpage. Support staff positions fall under Civil Service regulations, including competitive testing requirements for appointment; examination announcements are published on the HR website.

To ensure candidates are hired in a manner that meets the college's needs and complies with Affirmative Action and Equal Employment Opportunity laws and regulations, search committees are provided with a Search and Selection Procedure Booklet. The booklet details the guidelines that govern the search process, including: specifications for committee composition; interviews; candidate selection; offers; unlawful inquiries; responsibilities of the Affirmative Action Resource Person; and Equal Opportunity Employment Laws. Specifications for search committee membership to ensure equal representation of appropriate campus constituents are outlined in the Professional Recruitment Plan – Faculty and the Professional Recruitment Plan - Admin. & Guild. Applicants are informed that employment is contingent upon a satisfactory background check (Background Check Procedure).

In support of its Strategic Plan, specifically Goal 3, the college has leveraged technology to provide a more efficient way to process applications and manage the search process, through Interview Exchange, a human resources software system. The system has effectively reduced paper waste and the man-power required to process hard copies of documents and lowered barriers for applicants who may now submit all required documentation to one central repository. The system promotes equity in hiring as consideration requirements are automatically ranked.

The College Follows Impartial Practices in Evaluation, Reappointment, Promotion, Discipline, and Separation of Employees

The college adheres to each of its three collective bargaining contracts. These contracts outline the procedures for employee promotion, discipline, evaluation, and separation. For example, the FA Contract sets forth the processes for appointment and promotion, including timelines, procedures, and notification of status changes (Faculty Contract Article 35, p. 29-35; Faculty Contract Article 36, p. 35-38). The evaluation process of teaching and non-classroom professionals, including frequency, who may conduct evaluations, and components of the evaluator report are also outlined (Faculty Contract Article 40 p. 43-46).

Outlined within the ESPA contract, disciplinary proceedings are governed by Section 75 and 76 of Civil Service Law (ESPA Contract, Article 7, p. 9-11). The Guild contract lays out procedures for promotions, rates of pay, and describes the need for a college plan for vacant positions (Guild Contract, Article 37, p. 22-24). The frequency of evaluations (Guild Contract, Article 44, p. 26) and the right to a job review if an employee believes their job description has been substantially modified are also parts of the contract (Guild Contract, Article 41, p. 25). The Personnel Records Policy and collective bargaining contracts state that personnel records are maintained by the Human Resources Office.

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Criterion 6
An accredited institution possesses and demonstrates the following attributes or activities: honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as internal communications.

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The College is Honest and Truthful in its Publications, Admissions and Recruitment Practices, and within its Internal Communications

College procedures are in place to ensure its degree and certificate program requirements including total required credits and courses, including pre-requisites are communicated truthfully. Through the Curriculum Committee process, outlined in Standard III, all curricular proposals, revisions, and deactivations, undergo a review prior to review and approval by the Vice President of Academic Affairs (VPAA). General education courses undergo the same type of review by the General Education Committee, as outlined in Standard III. To ensure accuracy, revisions to the catalog and website are completed via Academic Affairs and overseen by the VPAA. New, revised, and discontinued/deactivated programs are also reviewed by SUNY and then NYSED; per these regulations, programs are not advertised until they have received approval. Upon receipt of SUNY/NYSED approval the VPAA's office sends an announcement to applicable personnel.

SUNY Broome ensures honesty and truthfulness in its internal and external communications and publications. Board of Trustee meetings are published on their webpage after approval, and accessible to the public. Minutes from Executive Council and the Academic Leadership Team are recorded, reviewed for accuracy, and published on the college website, within MyCollege, accessible to all campus members. Campus bodies, such as Shared Governance, and those involved with curricular review such as the General Education Committee and Curriculum Committee, also record, review, approve, and publish minutes within MyCollege.

There are clear channels and processes for internal communications. To ensure all campus constituents have an opportunity to communicate with the wider campus, any faculty or staff member may submit a request to post a campus announcement via SUNY Broome Today, distributed to campus members via email. The Office of Marketing and Communications (MarCom) vets all communications to ensure branding consistency, manage communication flow, and ensure the consistency and accuracy of messages to internal and external constituencies. MarCom is also responsible for campus special events, web infrastructure, media production, marketing materials, and public relations. Admissions materials are regularly updated to reflect the most accurate program and admissions related information and are reviewed annually by the VPAA and Academic Leadership Team to ensure integrity and that required approvals have been received. A single hub for web-edits, available via MyCollege, allows for requests for webpage content updates and verification of content. RAVE Alert is utilized for emergency communication with employees and students, via phone call, text message, and email.

Great efforts have been taken over the last several years to redevelop the college website to be mobile friendly and ensure accessibility. Consumers may click on program links to obtain detailed information about program missions, program and course learning outcomes, course sequence, and time to completion. To ensure the quality of web content and accessibility, the college utilizes SiteImprove. Over the last year, considerable improvements have been made to web accessibility and quality; the college has a current rating of 97.4%, which exceeds the industry average for higher education of 76.5% (SiteImprove Report).

As part of its annual web maintenance plan, a MarCom Annual Review is conducted in which MarCom meets with offices and academic department chairs to complete a thorough content and

accessibility review, whereby irrelevant content is deleted and revisions made to ensure accuracy. The IE Office maintains the college's accreditation and Consumer Information webpages and conducts an annual review to ensure the accuracy of required reports and information. Information about student housing may be found on the college's website, including the annual Housing License which clearly outlines housing eligibility, oversight of the Student Village by the BCC Housing Development Corporation, and current housing and dining rates.

Criterion 7

An accredited institution possesses and demonstrates the following attributes or activities: as appropriate to its mission, services, or programs in place: (a) to promote affordability and accessibility; (b) to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.

The College Promotes Affordability and Accessibility for its Students to Reduce Barriers

SUNY Broome works to promote affordability and accessibility and reduce barriers which may exist for students seeking higher education at the college. As evidenced in its mission, the college "supports all members of the learning community by creating access to inclusive, diverse educational experiences."

In support of the Strategic Plan, SUNY Broome has a strong history of providing students with financial aid support. As compared to other institutions, the college has high rates of awarded grant or scholarship aid for full-time, first-time, degree-seeking students. In 2019, 70% of full-time first-time students received a grant or scholarship aid for a total average of $6,477, which is $1,605 more than other institutions (IPEDS Report). Since 2017, a total of $1,565,746.40 has been awarded in Excelsior scholarships; $28,741,491 in TAP aid, and $5,648,782 in institutional scholarships (Data Book). Since 2014, there has been an increase of $182,579 in scholarship monies provided. For 2019-2020, a total of $30,659,105.91 in aid was provided help ensure accessibility for students obtaining higher education at the college. Comparing cost to quality, 82% of students report the college is a good value (Student Opinion Survey).

To support students, the Financial Aid Office provides assistance with the completion of FASFA, TAP, Veterans Education Benefits, grant, and scholarship applications. Financial Aid staff participate in Open House and other events such as Factual Fridays to answer questions and provide an overview of available resources. Embedded within Orientation is an overview of financial aid services, contact information, and financial wellness. The SUNY Net Price Calculator is accessible on the Consumer Information and Financial Aid pages. This tool provides students and families to estimate the financial aid for which they may qualify, and to project the estimated cost of attending college, less any estimated financial aid.

The College Enhances Student Understanding of Funding Options and Resources, and Works to Ensure Financial Independence and Wellness

In support of the Strategic Plan, Goal 4, specifically objective 4.4, the college makes numerous efforts to ensure students are informed of funding sources and options, to reduce incurring debt, and to gain financial independence and wellness.

In addition to providing financial aid information during the enrollment process, the college website offers comprehensive information about tuition and fees, refunds, billing and due dates,

book vouchers, housing costs, Financial Aid/Student Accounts FAQs, Federal Work Study, and the Excelsior Scholarship. The application for BCC Foundation scholarships is accessible online. Financial aid forms, Certificate of Residency form, and applications for Veterans Education Benefits may be accessed online; assistance in completion is provided by Financial Aid.

The college promotes financial wellness for SUNY Broome students. A dedicated Financial Wellness page provides students with access to resources related to financial aid, housing, and food. Students may request assistance with food insecurity, housing, and paying for college via an online form and one of the two Financial Wellness kiosks on campus (Financial Wellness). SUNY Smart Track, a financial literacy tool, available to all students on the Financial Aid website, covers the spectrum of personal financial literacy, from budgeting, responsible credit card uses, and avoiding identity theft, to the basics of banking and borrowing, through the completion of 10 online courses.

A dedicated Scholarships, Grants, and Loans page provides students with information about federal grants and loans, links to the online TAP and FASFA applications, to a free scholarship search engine, and to the SUNY Broome scholarship page which lists available scholarships. The BCC Foundation provides students with numerous scholarship opportunities. Financial Aid staff assist in completing scholarship and grant applications. The fall edition of the Broome Magazine provides an Annual Report of donors and monies provided by the Foundation to support the campus and student scholarships.

Criterion 8
An accredited institution possesses and demonstrates the following attributes or activities: compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: (a) the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; (b) the institution's compliance with the Commission's Requirements of Affiliation; (c) substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; and (d) the institution's compliance with the Commission's policies.

The College Engages in Full Disclosure and Meets all Compliance Requirements

The college meets all requirements for compliance associated with Middle States Commission on Higher Education (MSCHE), as well as federal, state, and programmatic accrediting bodies (Verification of Compliance Report). The Strategic Plan supports these efforts, as outlined in Goal 3, objective 3.10. In accordance with MSCHE policies, the Catalog and Accreditation pages indicate the accreditation status of the college and contact information for MSCHE. The VPAA is the college's Accreditation Liaison Officer, and is responsible for ensuring the submission of all statistics and reporting requirements.

In March 2019, a substantive change request was approved by MSCHE for the additional location of the SUNY Broome Culinary Event Center. Through the substantive change process, the inclusion of three additional high school locations in June 2019, and 17 additional high school locations in 2018, part of the college's concurrent enrollment program, were approved within the scope of the college's accreditation (Statement of Accreditation Status).

The VPAA oversees programmatic accreditation for its 12 accredited programs. For example, the Nursing Program is accredited by the Accreditation Commission for Education in Nursing; the Engineering programs are accredited by the Engineering Technology Accreditation Commission of ABET. A full list of accredited programs at the college, including accrediting body contact information and program links for specific information, may be found on the Accreditation page.

New, revised, and discontinued academic programs are reported to SUNY and NYSED for approval, as are required regulatory reports, such as financial aid information. The college submits data annually to the Integrated Postsecondary Education Data System (IPEDS), the National Student Clearinghouse (to track transfer students), and to the Voluntary Framework of Accountability (to assess outcomes related to developmental education). College compliance information is publicly available through the Consumer Information page including: The Data Book, Fast Facts (enrollment, student demographics, graduation rates, and Pell grants), the Annual Report, the Equity in Athletics Data Report, the Clery Report, licensure pass rates (Program Outcomes), the Job Placement & Transfer Report and the VFA Report.

The Vice President for Administrative and Financial Affairs oversees compliance and reporting at the state and federal levels to ensure programs at the college are aligned with the U.S. Department of Education financial aid compliance requirements. An annual audit, which includes all federal financial aid programs, is conducted through the services of an independent certified public accounting firm. Findings are presented to the BOT; whose meetings are open to the public. The most recent audit (Financial Statements & Audit Report FY 18-19) as well as those from the last several years, as discussed in Standard VI, demonstrate compliance with all applicable regulations and laws. The college also submits financial reports to SUNY; the college received the highest rated composite score for the past two years, indicating the financial responsibility of the college (Broome Financial Statements and Ratios 2017-2019).

Criterion 9
An accredited institution possesses and demonstrates the following attributes or activities: periodic assessments of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Periodic Assessment of Ethics and Integrity are Built into Institutional Policies & Practices

As part of its efforts to ensure that ethics and integrity are effectively practiced, the college periodically reviews its policies and procedures. The Policy on Policy and Procedures creates a framework for the authority, creation, approval and administration of policies and procedures, and defines the delegation of their authority. The policy provides a timeline for policy and procedure review (every 3 years or as required by changes in regulation of law). To ensure awareness of and transparency of all policies and procedures, it also establishes the practice of informing the campus about those that are new, revised, or deleted.

Further assessment of ethics and integrity is regularly conducted through reports the college submits to federal, state, and accrediting bodies, and which are published on the Consumer Information Page, as required. The Dean of IE conducts an annual review of the Consumer Information, Accreditation, and Institutional Reports pages to ensure accuracy. Participation in the Student Opinion Survey provides a triennial assessment of student perception about the

college. Campus goals are developed in light of survey results and are regularly assessed (SOS Goals Updates).

Additional checks and balances to ensure ethics and integrity and to provide for routine assessment exist within the shared governance bodies, whose members, including students, review policies, procedures, and major institutional decisions. Membership on these committees is by election. The BOT By-Laws detail the requirements of Trustees to comply with all laws dealing with conflicts of interest, including Sections 800-805 of the General Municipal Law and the County Code of Ethics; this requires members to voice potential conflicts of interest immediately, and to recuse themselves from voting if a conflict exists.

Conclusion: SUNY Broome Community College is faithful to its mission, honors its contracts and commitments, adheres to its policies and procedures, and represents itself truthfully. The college's core values serve as the foundation for all of its actions and activities and promote an atmosphere of equity, diversity, and inclusion, central to its mission. The college is committed to continuous institutional improvement and sustainability, especially with regard to fulfilling its mission and creating a campus climate that reflects equity, diversity, and inclusion. The college meets all Requirements of Affiliation.

Requirements of Affiliation: N/A

Opportunities for Ongoing Institutional Improvement and Innovation:

1. The college should continue its comprehensive review of policies and procedures to ensure all are current by 5/31/21.

Institutional Priorities: The following Self-Study Institutional Priority drove analysis of Standard II and is aligned with the college's mission and strategic goals.

Institutional and Pedagogical Sustainability

- Clear policies and procedures related to conduct expectations and processes for academic grievances exist and are accessible to students.
- The college supports academic and intellectual freedom and freedom of expression, and its Values and Civility Statements support its mission.
- Policies provide a clear message about the college's non-tolerance of bullying, sexual harassment, and discrimination, with clear violation reporting procedures.
- The Conflict-of-Interest Policy provides for equity and employee protection.
- Professional development offerings related to diversity and inclusion promote pedagogical inclusiveness.
- SiteImprove is utilized to continuously assess the accessibility of the college website.
- A Policy on Policies and Procedures ensures the periodic, comprehensive review of policies and procedures, promoting relevancy and the continuous assessment and improvement of college practices.

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Criterion 1
An accredited institution possesses and demonstrates the following attributes or activities: Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning.

The College Provides Degree and Certificate Appropriate in Length, Structure, and Design

SUNY Broome Community College offers 50 active associate degree programs and 9 certificate programs. Each are appropriate in length, structure, and design. There are 18 A.S. and 1 A.A. programs, are designed to prepare students for transfer to a four-year institution. The remaining 29 A.A.S. and 2 A.O.S. programs are designed to prepare students for employment. Programs are developed in accordance with the college's Credit Hour Policy, which is aligned with SUNY Credit Hour Policy. Curricular requirements for degrees are within the New York State Education Department (NYSED's) 60 credit hour requirements and SUNY's 64 credit limit. Liberal arts and science credits reflect NYSED and SUNY requirements, with the appropriate number of general education categories and required competencies built into A.A. and A.S. programs. Faculty complete the SUNY New Program Proposal Form, which outlines a coherent curriculum design reflecting program outcomes and college mission, and courses are offered with the frequency that allows timely completion. Programs, including those which have been revised or discontinued, are approved by SUNY and then NYSED. Certificate programs, short term credentials of at least 24 credits, follow the same method of development and levels of approval as degree granting programs (SUNY New Certificate Proposal Form). The college's programs are clearly and accurately listed on all publications, including within the Catalog, published on the college website. An "Our Programs" page provides current and prospective students with a list of all program offerings, and links to specific program information and requirements; the published list matches the NYSED Inventory of Registered Programs.

Several of the college's programs are accredited by discipline-specific organizations that require a rigorous self-study process by their accrediting body (Accredited Programs). For example, the Clinical Lab Technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences and the Dental Hygiene program is accredited by the Commission on Dental Hygiene. The Fast Forward program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP List of Programs).

The college has several Transfer Articulation Agreements with various public and private four-year institutions. As a SUNY college, many programs align with the SUNY transfer pathways which provide "guaranteed" transfer. Transfer agreements are found on the college website.

In addition to its degree and certificate programs, the college also offers customized workforce development programs and locally recognized certificates through Continuing Education and Workforce Development, which are approved by the Broome-Tioga Workforce Investment Board. Some examples of workforce certificates include: the IPC Soldering Certification, the APICS Supply Chain Management Certification, and the Local Basic Manufacturing Certificate.

Program Development Ensures Adherence to Requirements and Synthesis of Learning

Programs are developed by faculty with expertise in the field, in collaboration with academic deans and the Vice President for Academic Affairs (VPAA). Careful consideration of transfer or employment outcomes, community workforce needs, discussion with colleagues and advisory boards, and gathering of information about similar programs offered at other two-year SUNY community colleges is examined and informs the program mission and learning outcomes.

Faculty determine desired program outcomes and identify appropriate courses required to meet those outcomes. Consideration is given to course pre-requisites, alignment with SUNY General Education and NYSED requirements and Institutional Learning Outcomes. Through this process, faculty ensure program alignment with the college mission, and detail assessment plans in the SUNY New Program Proposal Form, which is submitted, along with the Curriculum Committee New Program Proposal paperwork to the Curriculum Committee (CC). The process is similar for revised programs: faculty detail a program outline, with current and proposed revisions to the semester-by-semester progression of courses, along with a rationale for programmatic changes in the Curriculum Committee Program Revision Proposal.

The process follows all governance procedures in the following order: faculty forward to their chair for department review and approval and then to the dean for division distribution and approval. Materials are then forwarded to the CC, whose membership is representative of all academic divisions (Curriculum Committee Bylaws) for review and endorsement, with final approval by the VPAA. Prior to SUNY and NYSED submission, new programs also require approval by the Board of Trustees (BOT). To ensure faculty have opportunity to review curricular changes, proposals are available on the CC website one week prior to the scheduled presentation; meetings are advertised in campus news, and open to the campus.

Coherent Learning Experiences are Assessed through Attainment of PLOs and ILOs

Program mission statements drive the creation of program learning outcomes (PLOs) and curriculum design; these are published in the catalog and on program webpages. During academic program review, programs provide evidence of assessment of PLOs, which are outlined within the curriculum map. Each program has a curriculum map, in which core courses are mapped to capture assessment of PLOs, as demonstrated in the Criminal Justice Corrections Curriculum Map and Visual Communications Curriculum Map. PLOs are also reviewed any time there are any changes to courses or the program, to ensure continued alignment. All changes to courses and PLOs are vetted by the Curriculum Committee and approved by the VPAA.

SUNY Broome students are provided with a coherent learning experience by meeting PLOs and Institutional Learning Outcomes (ILOs). The ILOs, developed through the collaborative Strategic Planning process and comprise part of the Strategic Plan's Goal 2 *Teaching and Learning*, include six areas: (1) Cultural and Global Awareness, (2) Critical Analysis and Decision-Making, (3) Oral and Written Communication, (4) Scientific and Quantitative

Reasoning, (5) Technological Competency and (6) Information Literacy. All programs require students to meet the ILOs, as demonstrated through mapping of courses to college ILOs, as shown in the Sports Studies ILO Map.

The program review process, conducted on a on a five-year schedule maintained by the Dean of Institutional Effectiveness (IE), ensures students are provided with a coherent learning experience. Program reviews include assessment of PLOs and ILOs, an evaluation of program mission statements, curriculum design, program resources, academic supports, program faculty, and student outcomes (e.g., transfer, employment, and licensure). Both internal and external constituents review and provide feedback on program reviews. The Program Review process follows a standardized Program Review Template and is discussed in detail in Standard V.

Criterion 2 a
Student learning experiences that are designed, delivered, and assessed by faculty and/or other appropriate professionals who are: a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, & service, as appropriate to the institution's mission, goals, and policies.

Faculty are Rigorous and Effective in Teaching, Assessment, and Service

Teaching and Learning, comprising Goal 2 of the Strategic Plan are central to the Vision, Mission, and Values of SUNY Broome. Consistent with the mission of the college, expectations for effective and engaging pedagogy and requirements for professional development and promotion are outlined in the Faculty Association (FA) Contract.

To set meaningful goals and assess the progress of teaching effectiveness, faculty design and implement Professional Development Plans (PDPs) with support from tenured faculty in their division who serve on their Promotion & Appointment Committee (P & A Committee), and in consultation with their dean. As outlined in the FA Contract (Faculty Contract Article 35 p. 29-35, Article 36 p. 35-38, Article 40 p. 43-46), PDPs are reviewed and amended as necessary after each change in appointment, until continuing appointment is granted. Faculty complete annual Self-Evaluation reports, based on PDPs, which are reviewed and approved by their P & A Committee, Professional Development Mentoring Committee (PDMC), and dean. Self-Evaluation reports include an assessment of teaching effectiveness/work performance, professional development, academic activities, and professional activities (Self-Evaluation Report Outline), and chair and student evaluations. This is discussed in detail in criterion 2e.

Faculty are expected to provide service to their department, division, and the college, and demonstrate this within their annual self-evaluations. While faculty are not required to engage in research or publication, as the mission is that of a teaching institution, these activities are valued by the college and may be used to demonstrate professional development and satisfy requirements in Professional Development Plans. An example of scholarly work by faculty is provided in this list, representing 90 faculty publications (Master Faculty Publications List).

Criteria 2 b and c
Student learning experiences that are designed, delivered, and assessed by faculty and/or other appropriate professionals who are: (b). qualified for the positions they hold and the work they do; and (c) sufficient in number

SUNY Broome Faculty are Qualified for Their Positions

Faculty candidates for teaching positions at SUNY Broome undergo a thorough review as part of the hiring search process. Faculty are hired based on a combination of educational, industry or teaching experience specific to each department; some departments require special licenses.

Faculty are required to hold a minimum of a master's degree within four years of hire (Faculty Employed without a Master's Degree); 64% of faculty have a masters and 21% a doctoral level degree or the equivalent. Job descriptions for the various levels of Professor (Assistant Professor, Associate Professor, Professor) outline specific requirements for each role. An additional 15 to 30 graduate credits beyond the masters is required to attain Associate Professor and Professor status, respectively (Faculty Contract, Article 36, p. 38). Professionals who work in other skill-based roles, such as Clinical Radiologic Technologist, and Learning Specialist must meet minimum degree qualifications and have related experience. Concurrent enrollment courses are taught by faculty that meet the same education requirements as their on-campus counterparts.

Job descriptions are approved by the BOT, and for newly created positions, sent to SUNY for review and approval. Standard II details the hiring process, including how the college promotes diversity of candidates, search committee membership as outlined in the Faculty Professional Recruitment Plan, and the recent hiring of 3 URM faculty through the SUNY PRODiG Initiative. After interviews, teaching demonstrations, and reference checks, finalists are forwarded to the academic dean of the division and the VPAA for interviews. Adjuncts are hired through academic departments at the discretion of the chair, in consultation with the dean. The hiring process for concurrent enrollment is outlined on the Fast Forward website; department chairs review candidates to ensure the same qualifications as with college-based faculty.

SUNY Broome Faculty are Sufficient in Number

In Fall 2020, SUNY Broome had a total of 362 faculty (137 full-time and 225 part-time) (Fast Facts). The college has a student/class section ratio of 13:1. Similar New York Community colleges (with between approximately 4,000 and 7,000 students) have a student/faculty ratio between 18:1 and 20:1. Full-time adjuncts at the college are those who work 30 or more hours per week or teach 12 credit hours or 15 contact hours per semester (Faculty Association, Article 4, p.2-3). The percentage of credit hours taught by full-time faculty versus adjuncts is sufficient to meet the college's needs. In 2019-2020, for example, 59% of credit hours were taught by full-time faculty versus 41% by adjuncts. Reliance on adjunct faculty has decreased, with more credit hours taught by full-time faculty (Teaching Hour Load Comparison).

The typical semester course load for faculty is 14-15 credit hours or 16-18 contact hours (Faculty Contract, Article 38, p. 43). Load assignments are made by department chairs, in accordance with the FA Contract. New faculty hires are based on current needs, enrollment trends and the ratio of FT and PT faculty, as is discussed in more detail in Standard VI. Per the FA contract, hiring can occur above the minimum range in order to attract a larger and more diverse pool. Recently the college hired an URM nursing professor at the maximum range and at the Professor level in order to meet the shortage of nursing faculty at the college.

Criterion 2 d

Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are: (d) provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation

Faculty are Provided with, and Utilize Opportunities for Professional Growth

Student learning experiences are designed, delivered and assessed by faculty who are provided with and utilize opportunities for professional growth and innovation. As discussed in Standard I, the college boasts numerous faculty winners of the SUNY Chancellor Award for Excellence in Teaching (Chancellors' Award Winners 2014-2020), and of SUNY Distinguished Professorships. Academic Affairs reports to the BOT by the VPAA highlights faculty accomplishments, presentations, publications, and professional development (e.g., Academic Affairs BOT Report Dec 2019, Academic Affairs BOT Report Jan 2020). A summary of Faculty Accomplishments highlights those for 2019-2020.

Evidence for the importance of professional development as a college priority is highlighted within the Strategic Plan (Goal 2). Faculty receive training and are informed of professional development opportunities starting at the time of hire. New faculty are oriented through the Human Resources Office, and the Professional Development Committee has developed an online New Faculty Orientation to ensure faculty are prepared to utilize available technological tools (e.g., Blackboard, Starfish, DegreeWorks), are knowledgeable of campus resources, the college mission, and MSCHE accreditation. Education is also provided about the college's Code of Ethics, Sexual Harassment Policy, Title IX, and Workplace Violence Prevention. New adjuncts are also required to attend the New Faculty Orientation (Faculty Contract, Article 55, p. 68).

Administration is committed to ensuring its faculty have funds available to support professional development and innovation for both its full and part-time faculty. The FA Contract outlines numerous opportunities for professional growth. For example, faculty who wish to pursue sabbatical leave for planned study, travel, research, or education (FA Contract Article 15, p. 11), or travel to conferences may receive reimbursement for travel expenses (FA Contract Article 21, p. 16). Over the last 3 years, in accordance with the Sabbatical Leave Policy, the college has supported Sabbatical Leaves for 10 faculty members to engage in the pursuit of scholarly studies. The BCC Foundation Sunshine Fund also provides grant monies for faculty professional development. Faculty may also receive tuition waivers to support courses taken at the college (Faculty Contract, Article 46, p. 49). Certification courses, such as in CPR, and continuing education required for licensure are often utilized by faculty, at no cost, through a tuition waiver. For example, Infection Control (required for licensed RNs in NY); "Healthy Strategies to Avoid Workplace Tragedy in Dentistry"; and "From Risk to Results: Periodontal Instrumentation for the Advanced Practitioner" assist dental hygiene faculty in maintaining their licenses. As outlined in the FA Contract (Faculty Contract, Article 55, p. 67), the college sets aside a $10,000 fund for this purpose. Those who have worked six or more consecutive semesters may receive tuition waivers to take courses at the college, including those offered through Continuing Education (Faculty Contract, Article 46, p. 49-50).

The BC Foundation provides annual professional development grant monies to the college. In 2020 for example, $21,250 in Foundation Professional Development and Teaching Grants and a

$2,000 Foundation Sunshine Fund Grant to support interdisciplinary projects was awarded. These amounts are relatively consistent each year.

All approved faculty teaching concurrent enrollment attend a Fast Forward Instructor Orientation, and a discipline specific orientation. Professional development is offered every November and is a mandatory requirement, as outlined in all agreements with high schools who offer SUNY Broome courses (Fast Forward Memo of Agreement).

The college consistently supports the professional development of its faculty, particularly in the areas of improving pedagogy, enhancing online teaching, and utilization of software and technology. Over the last three years, more than 380 offerings have been provided by Professional Development (PD Offerings 2017-2020). To ensure offerings are consistent with faculty needs, in Spring 2019, the Professional Development Committee conducted a needs assessment (PD Needs Assessment) and focus group (PD Focus Group Findings). Assessment results informed subsequent trainings; results indicated the need for advanced training options for basic courses, sessions to improve pedagogy across modalities, and for delivery of trainings across various modalities and scheduled times. A Professional Development Calendar, outlining program offerings, is made available at the beginning of each semester, is widely advertised in the campus news, and posted on the Professional Development website. To meet expressed needs related to technology-based and software instruction, software training, and learning about diversity, offerings often center around these topics. For example, National Distance Learning Week highlighted quality practices in distance learning. Software trainings for Google, Excel, Microsoft products, DegreeWorks, Ensemble, Canva and Blackboard are provided throughout the year, as are sessions on diversity and inclusion.

The Teaching Resource Center (TRC) provides pedagogical and technical support to faculty for creating online, blended, or web-supplemented courses and electronic learning materials, with trainings offered in both face-to-face and online modalities. Instructional Designers (IDs) serve as partners for faculty content experts and assist in course development and use of technology and software (ID Job Description). Since 2018, in an effort to make services more accessible to faculty and to support the design and delivery of the many online programs offered at the college, each division has an assigned Instructional Designer. The college currently has 21 fully online degree programs and 7 in which at least 50% of content is delivered online.

To ensure that the quality of SUNY Broome's online courses mirrors that of those offered on-campus, and that courses are accessible and designed with universal design principles, IDs work with faculty in utilizing the SUNY course quality review (SUNY OSCQR Rubric). Numerous resources dedicated to online teaching are also available (Overview of Teaching Online) and trainings are offered continuously throughout the year. In addition to basic Blackboard training (Bb 1-2-3 Training), advanced trainings to enhance basic skills utilizing Microsoft and Excel, available in asynchronous formats, and advanced Blackboard workshops such as "Bb Advanced: Collaborate; Ensemble; Grade Center"; and "Managing your Course" are available through the TRC. Extensive materials are available in the TRC's Distance education library collection and via the Online@SUNYBroome webpage. The Faculty Guides and Instructional Documents for example, list the many available guides developed by the TRC. In addition to numerous trainings offered throughout the year in varied formats, including self-paced asynchronous courses and drop-in hours throughout the week, individual appointments are available to faculty. The college

is a member campus of Open SUNY, which provides off-site HelpDesk services for troubleshooting Blackboard, and access to courses and resources regarding online pedagogy.

In addition to trainings provided by the TRC and Professional Development, Starfish Training is provided on an ongoing basis and extensive resources such as the Starfish Faculty Resources, and comprehensive Starfish User Guide are available. The Center for Career Development provides faculty with training and resources about Purple Briefcase and Big Interview software to enhance career exploration and interview preparation (Career Center Faculty Resources). Trainings related to faculty career development such as "LinkedIn for Faculty & Staff", and "Updating and Revising your Resume/CV" are provided (Professional Development Calendar).

Through the TRC and Professional Development, the college hosts an annual Teaching Conference, bringing in guest speakers renowned in their field. Dedicated topics focus on current challenges, hot topics in higher education, and initiatives being implemented at the college, such as development of OERs, diversity and inclusion, and assessment. For example, to provide enhanced professional development related to assessment, curriculum planning, and program review, the campus' 2020 Teaching Conference hosted guest speaker Dr. Debora Ortloff, Vice President for Strategic Initiatives and Assessment, Finger Lakes Community College. Other examples of Teaching Conferences may be found here (Teaching Conferences 2016-2019).

Faculty are Provided with Resources to Support Professional Development & Innovation

The Professional Development website hosts information and applications for grants, including Professional Development Assistance Program (PDAP) funds, as well as professional development materials to aid in the Promotion and Appointment process. The PDAP is designed to offer funding for workshop or conference attendance, and to support faculty professional and educational pursuits (PDAP Guidelines & Application Packet); over $25,000 has been awarded over the last 3 years to support approximately 75 faculty.

Sunshine Grant Funds, supported by the BCC Foundation also fund faculty professional development. These monies are awarded for faculty projects which highlight interdepartmental collaboration. For example, 3 departments were awarded a $2,000 grant for development of an electronic health record (EHR) system for student learning simulation (EHR Simulation Nursing, HIT, and BIT). A second $2,000 grant stemmed from this project, to support involvement of a fourth department (EHR Simulation for MA and MASC). Through the Teaching Grant Program, 3 faculty projects designed to enhance teaching and learning experience utilizing technology in the Biology, Mathematics, and History, Philosophy, and Social Science departments have been supported by the college the last two years (Teaching Grants 2018-2020).

In an effort to promote Open Educational Resource (OER) adoption, to decrease textbook cost, and improve access for students, the OER Grant Program provides a financial incentive of $500 for faculty to design courses utilizing an existing OER, and up to $3,000 for those who develop their own OER, utilizing existing or newly created materials, or who pursue professional development activities leading up to adoption of an OER. The process to apply for funds and receive support when developing resources for courses has been communicated to faculty via campus news announcements (OER Campus Announcement), as well as on the OER website. More than 60 OER resources for course adoption is available on this website (OER Collections). A total of 17 faculty have so far received OER Faculty Grant Awards across the college.

Criterion 2 e
Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are: (e) reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.

Faculty are Regularly Evaluated Based on Clear and Fair Criteria and Expectations

SUNY Broome faculty are committed to providing excellent learning experiences for students by ensuring courses are relevant and current, and that student achievement of course and program learning outcomes is assessed on a regular basis. Faculty effectiveness and service to the college are important components of faculty evaluation, as is their commitment to demonstrating teaching effectiveness. The objectives of the Promotion and Appointment (P & A) process, as outlined in the FA Contract, are: to improve performance, to encourage opportunities for personal growth, service to the college and students, professional development, and to gather information to aid in decision-making related to the promotion and retention of faculty (Faculty Contract Article 40, p. 43). The P & A process and requirements are outlined within the contract (Faculty Contract, Article 40, p. 43-46). The Faculty Guide to Promotion Handbook, P & A materials, evaluation forms, and the Promotion & Appointment Documentation Table, which outlines required documents and timelines, are on the Promotion and Appointment website.

Two peer evaluations are required per year and are conducted by faculty with continuing appointment. As the Faculty Contract, Article 40 states, within one week of the observation, a conference is conducted between the peer reviewer and faculty member, who is provided with a copy of the completed Peer Evaluation Form. A Chair Evaluation Form, which provides a narrative about teaching effectiveness, based on class observation and/or work performance, the annual self-evaluation, and student evaluations is also completed annually. Annual faculty self-evaluations focus on teaching effectiveness/work performance, professional development, academic activities, and professional activities (Annual Self-Evaluation Form).

Student evaluations are an important part of the P & A process, providing faculty the ability to receive anonymous student feedback about learning experiences and suggestions for course improvement. Student evaluations were developed and approved by a commission formed by the Faculty Association and the administration. Campus-based courses utilize paper-based surveys (Student Classroom Evaluation Form), while online courses utilize SurveyDig, an online survey evaluation tool (Online Lab Evaluation Form, Online Course Evaluation Form).

As the FA Contract, Article 40 stipulates, adjunct faculty are evaluated by the department chairperson or a faculty member with continuing appointment, at least once per semester for the first 4 semesters of teaching, and then at least once every 2 years. Students taught by adjunct faculty complete the same student evaluations as used for classes taught by full-time faculty.

Criterion 3
Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.

Clear and Accurate Descriptions of Program Requirements are Published

SUNY Broome Community College provides potential and current students with clear and accurate information about its degree and certificate programs through a number of venues. The Catalog is the central source of information about program requirements, expected time to completion, and courses and programs offered. Program missions, PLOs, the sequence of required courses, course descriptions complete with Student Learning Outcomes (SLOs), as well as general education requirements and available general education courses are published in the Catalog. Information about tuition, fees, financial aid, cost of attendance, admissions, student outcomes, and student life are also provided. The Catalog is reviewed annually by the Catalog Committee, who ensures content is updated for accuracy. The Catalog is archived on an annual basis; current and archived versions are accessible on the college website. Curricular changes vetted through Curriculum Committee and approved by the VPAA are updated in the catalog by Academic Affairs.

Students may find information about available programs on the college's "Our Programs" page, which lists all academic programs, including division in which it is housed, whether the program may be completed 50%-100% online, and if accredited, accreditation information. To help focus searches, a searchable filter is available. By clicking on program links, information about program mission, PLOs, degree/program requirements, and time to completion may be found.

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Criterion 4

Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.

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The College Provides a Variety of Learning Opportunities and Resources to Support Academic Progress

To support student's differing scheduling needs and academic/professional goals, the college provides courses offered at varying times and in different modalities. For example, the Nursing A.A.S. program is offered in both day and evening/weekend formats. A mix of face-to face, blended (components of both face-to-face and online), and online programs are offered. Beginning in 2020, in response to student need for remote course delivery, online instruction is offered in both asynchronous and synchronous formats. The college also increased its online and blended offerings to provide for student safety, while supporting their academic progress in the midst of the pandemic (Instructional Offerings 2018-2020). The college maintains a current list of 21 fully online degree programs and 7 of which are 50% or more online, located under the Academics tab on the college website (Online Learning). In addition to the traditional fall and spring semesters, the college offers winter and summer sessions with varying start dates, and a Flex-Start session, which enables students who enroll later than the start of the academic year to begin their studies by taking common general education courses (Flex-Start Schedule).

DegreeWorks: To support academic progress, in 2015, the college adopted DegreeWorks, a degree auditing tool. This allows students to take control of their academic progress as they can readily access a list of classes they are currently taking, those already taken and grades earned, and those left to complete for graduation (DegreeWorks Sample Report). Additional features include the What-If Tool and a Look Ahead Tool. Students are introduced to DegreeWorks during New Student Orientation, and assisted in its use throughout their academic career, such as during Advising sessions. The DegreeWorks website features an overview and video of how to complete a degree audit (Degree Audit Overview).

Cecil C. Tyrell Learning Resource Center (LRC-Library): The Library provides a broad range of resources and services to meet the informational and instructional needs of SUNY Broome students, faculty, and the extended college community. It is the main resource for academic support, providing students with needed books and materials to complete their academic studies. The Library is open during the semester Monday through Thursday 7:30 am-10:00 pm, Friday 7:30 am-5:00 pm, Saturday 1:00 pm-5:00 pm, and Sunday 3:00 pm-7:00 pm. The Library website offers a host of information, such as tutorials on how to research topics, select and evaluate sources, develop thesis statements, locate books and articles, to write in APA or MLA styles and to appropriately cite resources to avoid plagiarism ([Library Tutorials](#)). The Library participates in AskUs24/7, a virtual reference librarian chat service which can be accessed by patrons 24 hours per day, 365 days per year.

Librarians work closely with faculty to ensure student success. For example, each division has a designated Librarian who, during academic program review provides a narrative about library resources available to students within that program ([Program Review Template, p. 16](#)). In collaboration with faculty, librarians annually review textbooks and course materials on reserve to ensure relevancy. Librarians also conduct Library class sessions at faculty request for students enrolled in courses requiring a research component. For example, students enrolled in HST 100, Seminar in Health Sciences, attend a Library session to learn APA style, and to research books and journal articles. Reference Librarians will also prepare easily accessible books and articles for students enrolled in specific courses, at faculty request.

The Library is a key stakeholder in the college's efforts to ensure accessibility for their students and Librarians serve on the Electronic Information Technology (EIT) Advisory Council. As part of the college [EIT Accessibility Plan](#), the Library developed a website dedicated to accessibility. A designated Librarian Accessibility Liaison works to ensure the accessibility of digital documents and the ready availability of adaptive software and technology.

Additional Student Supports: The Learning Assistance Department, housed within the Library, provides students with resources to support their academic progress. These include: the Accessibility Resource Office, Tutoring, the Writing Center, the Math Lab, and the Testing Center. Services such as Academic Advising, and the Center for Career Development provide students with the resources and tools they need to succeed within their academic studies and to further their career and educational goals. These are discussed in detail in [Standard IV](#).

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Criteria 5 a and b

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At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that: (a) offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; and (b). offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives

The College Possess a General Education Program that Expands Intellectual Experience

SUNY Broome students are exposed to a general education program which draws them into new areas of intellectual experience, expands global awareness and cultural sensitivity, and prepares them to make well-reasoned judgments outside and within their field of study. Numerous General Education Course Offerings are available in all 10 SUNY general education categories: Mathematics, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, The Arts, Foreign Language, and Basic Communication.

SUNY requires all SUNY colleges to offer a prescribed General Education program. The college meets these requirements in all transfer programs and aligns them as closely as possible to the SUNY Broome ILOs, which comprise the college's General Education program. Through the use of a General Education Rubric, the General Education Committee vets proposed SUNY general education courses to ensure that Student Learning Outcomes (SLOs) meet SUNY general education requirements and have course assessment plans that will effectively demonstrate achievement of course outcomes (General Education Course Proposals).

Students Acquire and Demonstrate Essential Skills through Achievement of ILOs

As the college's Institutional Learning Outcomes (ILOs) are considered its General Education program, program courses are mapped to the college ILOs (Gen Ed Courses to ILO Map). Ideally, these courses are SUNY general education courses but this may not prove to be the case, particularly in AAS and AOS degree programs. Programs have the flexibility to elect to utilize a course within their own curriculum to meet ILOs (e.g., Engineering Science ILO Map). Each course represented under a college ILO has an established assessment to capture ILO accomplishment. During the program review process, programs are required to demonstrate student achievement of ILOs (Program Review Template, p.10); upon review of assessment data, revisions to ILO mapping, courses, or assessments to assure attainment may occur.

Through ILO attainment, students demonstrate that by program completion, they have obtained essential skills in oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. To aid in assessment of the ILOs, each is accompanied by an ILO Measurable Statements, which operationalizes the cognitive, behavioral, or affective skill students must possess to demonstrate achievement.

To aid in the ILO assessment process, the college has some universal learning experiences of which most programs utilize. For example, one of the courses most commonly used to satisfy ILO 3: Oral and Written Communication is ENG 220, which also satisfies the SUNY required critical thinking infused competency for A.S. and A.A. programs. Utilizing a critical thinking rubric, an assessment which included all modalities, found that 58% of students demonstrated they met or exceeded the established benchmark. Based on results, enhanced implementation of a semester-long project to develop critical thinking skills was planned (ENG 220 assessment). To aid in student attainment of ILO 6: Information Literacy, the Teaching Resource Center (TRC), in conjunction with the Student Learning Assessment Committee, developed an Information Management Essentials toolkit which includes two modules: Module 1: Computer Use for College Students and Module 2: Understand and Use Basic Research Techniques. Many programs require student completion of this tutorial. Student success is assessed by achieving at least 80% on all quizzes. Approximately 1,499 students have met this ILO since 2018. Based on student and faculty feedback, and to incorporate new technologies and campus processes, in conjunction with the Library, the TRC revamped the modules in 2018 (Information Management

Toolkit). The College ILO Assessment provides an overview of assessment of ILOs (the college's general education program).

Criteria 5 c and 6

Criteria 5 c and 6 are not applicable to SUNY Broome Community College.

Criterion 7
Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers

The College Ensures Appropriate Review for Third-Party Learning Opportunities

The College utilizes STAR-NY, a consortium of SUNY institutions that share resources and expertise to meet student needs for online tutoring. It is available to all SUNY Broome students, and is designed, delivered, and assessed by a third-party provider. As part of the college's participation, it provides 1-2 tutors who work 5 hours per week, as well as an annual fee for use of the available whiteboard (About STAR-NY). The Tutoring Program Coordinator attends annual consortium meetings and provides training, supervision, and evaluation of college tutors involved in the program. Services are available Sunday through Thursday 7:00 p.m. – 12:00 a.m. The STAR-NY program is regularly reviewed and assessed by both internal and external constituencies. The Tutoring Coordinator monitors student usage and conducts regular assessment of taped tutoring sessions to provide feedback to tutors. In 2019, SUNY Broome students utilized 1,550 minutes of STAR-NY services (STAR-NY Student Usage). Ongoing need is annually reviewed by the consortium (STAR-NY Member Schools) and revisions to the system are made, based on feedback and analysis of sessions throughout the year.

Criterion 8
Periodic assessment of the effectiveness of programs providing student learning opportunities.

The College Periodically Assesses the Effectiveness of Student Learning Opportunities

SUNY Broome engages in regular and systematic assessment of its courses and programs to assess effectiveness of student learning opportunities. The academic program review process, which follows a 5-year schedule, ensures that programs remain current and relevant (Program Review Schedule). Enrollment, retention, graduation trends, assessment of SLO, PLO, and ILO achievement, and input from external reviewers are part of the program review process. In response to internal and external feedback, an action plan, which outlines strengths, weaknesses, and steps the program will take to improve is developed (Program Review Template). Program review information and results are published on the IE website for transparent communication. Ongoing assessment at the program and course level, is discussed in great detail in Standard V.

Conclusion: SUNY Broome provides students with learning experiences characterized by rigor and coherence at all program, certificate, and degree levels, for all modalities, and which are consistent with the expectations of higher education. Programs are designed by qualified faculty who are provided with and obtain regular opportunities for professional development. Numerous student support services bolster academic offerings. The college has a strong general education program, which is demonstrated by achievement of the college Institutional Learning Outcomes.

Standard III: Design and Delivery of the Student Learning Experience

A rigorous program review process ensures standardization of program review for all academic offerings, and supports attainment of Standard V, the college mission, and its Strategic Plan.

Requirements of Affiliation: Evidence for specified requirements is outlined below:

#9. Met by: Criteria 1; 5 a; & 5 b; and 8.
#10. Met by: Criteria 1; 4; 5a; & 5b; 7; and 8.
#15. Met by: Criteria 2c and 2 e

Opportunities for Ongoing Institutional Improvement and Innovation:

1. To facilitate deliberate start-to-completion support for all students, including non-traditional learners, the college should consider offering alternative terms within a semester and expanding its offerings of evening/weekend courses and support service hours.

2. Complete and implement a comprehensive Distance Education Strategic Plan, incorporating a requirement that all online courses utilize the SUNY OSCQR rubric to ensure accessibility.

Institutional Priorities: The Self-Study Institutional Priorities drove analysis of Standard III and demonstrate how the college supports student learning.

1. Diversity and Inclusion:

- General education courses and academic programming initiatives allows student exploration of a variety of topics, including those directly relating to diversity. All programs demonstrate ability of students to achieve ILO 1 through regular assessment.
- Partnerships with local high schools and workforce agencies increase diversity of the student body and helps the college to meet the diverse needs of the community.

2. Student Retention, Support and Success:

- Developmental courses and programs such as EOP, along with the EIT Accessibility Plan, promote success for underrepresented students.
- Professional development offerings for faculty promote practices that further inclusion, the understanding of diverse student needs, and the enhancement of the student experience, through the use of OERs and trainings on pedagogical effectiveness.

3. Institutional and Pedagogical Sustainability:

- The Curriculum Committee and program review processes demonstrate the college's commitment to continually improving program offerings supporting pedagogical sustainability.
- Standardized webpages, published mission statements, PLOs, advising sheets, and a regularly updated and comprehensive Catalog ensure clear communication of program expectations.
- Community partnerships with local high schools through concurrent enrollment promote institutional sustainability.
- Continual investment in facilities and technology, demonstrate a commitment to support academic programs and help to ensure institutional and pedagogical sustainability.

Standard IV: Support of the Student Experience
Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

SUNY Broome is committed to student retention, persistence, completion, and success. The mission of the college provides the foundation for excellent academic and student services support: "Success is achieved through the provision of innovative academics, transformative student support, and meaningful civic and community education". The Strategic Plan, consistent with the mission, directs efforts toward student success, specifically as outlined by Goal 4: Student Support and Success. Student programming is designed with student success in mind, with the inclusion of regular student input and feedback, in conjunction with program assessment.

Criterion 1
An accredited institution possesses and demonstrates the following attributes or activities: clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission.

Clearly Stated Ethical Policies are in Place to Facilitate Student Success

SUNY Broome has clearly stated ethical policies to admit, retain, and facilitate the success of its students. The college is an open admission (with the exception of 9 competitive health science programs), public community college which serves a diverse population. Specific admission requirements for health sciences are outlined in the: Competitive Admissions for Health Science Programs. The Students Rights and Responsibilities Procedure stresses that "admission to the college is not granted or denied on the basis of ethnic origin, race, religion, sex, sexual orientation, age, nationality, political belief or affiliation. Thus, within the limits of its facilities, SUNY Broome Community College is open to all students who are qualified according to its admission standards". As an open admissions college, a matriculated student must have graduated from high school or received a high school equivalency. As the Admissions Procedure states, students needing additional skills, such as developmental education, are advised into the appropriate courses based on the Accuplacer exam.

Recruitment and Enrollment

The Admissions Office, in collaboration with support from academic departments and other college offices, is responsible for coordinating the recruitment, engagement, onboarding, and support of students seeking admission. This multi-pronged approach is outlined in the Enrollment Management Strategic Plan, which informs annual assessment goals. An Enrollment Checklist guides students through the admission process and serves as a reminder for important steps, such as applying for financial aid and placement testing. The college accepts Prior Learning credit and transfer credit and has procedures in place for evaluating prior learning, as

outlined in the [Prior Learning Assessment, Credit by Examination (CBE) and Portfolio Review](#) procedures.

Events and High School Student Engagement: The majority (62%) of enrolled students are from Broome County, with 36% from other NY counties ([Fast Facts](#)). Various events held on and off campus are designed to engage students within and outside Broome County. For example, in 2019, the Admissions Office visited 45 high schools in Broome and its surrounding counties and hosted numerous high school group visits on campus ([Admissions Events](#)). To increase the enrollment of diverse populations, the college has expanded its territory to NYC high schools. Targeted [URM Campaigns](#) highlight Underrepresented Minority (URM) students. "Express Admission" campaigns in collaboration with NYC high school guidance counselors and working with the Chief Diversity Officer to facilitate engagement with URM communities ensures that recruitment materials and the enrollment process are culturally sensitive.

The Admissions Office partners with local high schools for Instant Admit events. These events serve to remove enrollment barriers, such as transportation. Instant Admit Days were held at 11 high schools in Fall 2019 ([Admissions Events](#)). SUNY Broome hosts two annual Open House events, in spring and fall, to provide prospective students an opportunity to connect with faculty and staff and to apply for admission. Faculty from all academic disciplines, and staff from student support services and Student Life participate in these events. The Admissions Office attends numerous college fairs and Parents Night events throughout the county. Dedicated Pathway to Career and Technical Education Support Services (CTE), and Culinary Arts program recruitment events provide for targeted recruitment for specific programs and services.

Concurrent Enrollment and P-Tech: Concurrent enrollment programs, such as the NACEP accredited Fast Forward Program, promote and offer challenging college-level experiences to students in their last 1-2 years of high school. Students benefit from the ability to enroll in college-level courses while simultaneously meeting high school graduation requirements. Through fostering community partnerships, the college now has over 25 [Fast Forward Partnerships](#). The BCC Foundation awards (20) $1,000 scholarships for incoming freshmen who participated in the Fast Forward program. The college participates in a PTECH (Pathways in Technology Early College High School) program with Broome-Tioga BOCES, area school districts and industry partners. Students entering grade 9 are selected to participate in the program for 6 years, during which time they will earn a Regent's high school diploma and an associate degree from SUNY. In 2017, the college welcomed 30 students in its [First PTECH Cohort](#), with four of these students graduating early ([First Graduates PTECH](#)).

The College Offers Transfer Opportunities to Facilitate Student Success

To facilitate the success of its students who wish to pursue advanced degrees, the college hosts events and partners with numerous four-year institutions. Instant Decision Days provide students a decision the same day as they apply for a transfer, and the college hosts in-house transfer advisors from four-year institutions to aid in the transfer planning and application processes. Numerous [Transfer Agreements](#) facilitate students' successful transfer to four-year institutions. The SUNY Seamless Transfer program guarantees students completing their degree at any two-year SUNY school admission to a SUNY four-year school.

The college has unique partnerships with Bellevue College, Excelsior College, and SUNY Empire State; these transfer institutions have a physical presence at SUNY Broome. The Bachelor Partnership Center provides academic advisement and mentorship for students enrolled in one of these colleges. Staff from these offices attend Open House and other recruitment events, and provide support for enrolled students. These partnerships support success for all students, but particularly those who are place bound and unable to attend an out of area institution.

The College Engages with the Community in Outreach Events that Support its Mission

The college has a strong community presence at many local events. Participation in these events demonstrates the college's commitment to its mission and Strategic Plan, specifically, Goal #5 Civic, Community Engagement, and Service Learning, and promotes recruitment through visibility (Community Events Examples). Many of these civic engagement events allow current students to participate, such as Mobile Food Pantry of the Southern Tier events and the annual American Heart Association Heart Walk, hosted on campus. For example, at the Heart Walk, students in the Medical Assistant program provide blood pressure screenings and teach Hands-Only CPR to event attendees. For its fundraising efforts, the college recently won the Children's Health Challenge, which resulted in a donation of a recess pack to support the B.C. Center childcare facility. The college's annual Mock Disaster event, a collaboration between 14+ campus departments and with community involvement, such as from Broome County and Tioga County Health Departments and the Broome County Hazmat Team provides students with a simulated disaster experience for hands-on application of the skills they learned in their academic program.

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Criterion 1 a

An accredited institution possesses and demonstrates the following attributes or activities… (a) accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds.

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The College Provides Students with Accurate and Comprehensive Information

In keeping with the college's mission and Strategic Plan to support student success, and prepare students for financial independence and responsibility, as specifically outlined in Goal 4 and to increase retention of underrepresented students, as outlined in Goal 1, SUNY Broome provides students with accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds. The college engages in efforts to remove economic barriers that impede student success, particularly for first-generation, non-traditional students, and those from a lower socioeconomic background. The SUNY Empire State Diversity Honors Scholarship, dedicated to underrepresented students, is annually offered. A total of $30,659,105.91 in financial aid was provided in the 2019-2020 year (Data Book).

Financial Aid and Services

The Admissions Office, generally the first point of contact for potential students, provides an overview of financial aid services and instructions for completing the Free Application for Federal Student Aid (FASFA). Reminders to apply for financial aid, loans, and scholarships are included in the Enrollment Checklist, and Financial Aid staff assist in completing applications.

Financial Aid Office staff visit classes by invitation, attend Open House, New Student Orientation, and they conduct workshops, such as Factual Fridays, a series available to current and prospective students, which covers a broad range of topics, such as advising, transfer opportunities, and financial aid. Financial Wellness Kiosks, located across campus provide information about community and campus resources, including food, housing, and scholarships. The "SUNY Broome Online Orientation: Financial Aid" video provides an overview of financial aid and available options for students unable to visit campus.

Veterans and Military Affairs: The college is a strong advocate for its veteran and military students. Approximately 75-80 certifications for veterans attending classes at the college are processed annually. The office is a direct liaison with the Veterans Administration Regional Office. Students receive assistance in completing the Veterans Educational Benefits Request Form and VA forms to change a program or place of training and with obtaining military transcripts and applying for benefits.

Institutional Scholarships: The Financial Aid Grants-in-Aid program, supported by the BCC Foundation, awards approximately $1,000,000 annually through merit-based scholarships. Students may access information about available scholarships via the "Broome Community College Foundation Scholarships" video and campus-wide email announcements. Applying for scholarships is a streamlined one-step process; via MyCollege log in students may apply for numerous scholarships simultaneously and request recommendations. A total of $996,428 was provided to students in institutional scholarships 2019-2020 (Data Book).

Excelsior Scholarship: The Excelsior Scholarship is an innovative New York State financial aid program approved under Governor Cuomo's Free-Tuition Plan in 2017. It is available for students and families making up to $125,000 per year who are enrolled full-time, and average 30 credits per year. This scholarship covers gaps between grants, scholarships, and tuition costs. Excelsior Scholarship Information and an Excelsior Scholarship Checklist are published on the website and Financial Aid staff assist students with the application. Since 2017, a total of 701 students have benefited from this scholarship, totaling $1,565,746.40 (Data Book).

Refining the Financial Aid Processes to Facilitate Student Success

The Financial Aid Office engages in ongoing assessment to continuously improve services. In response to long lines and increased hold times on the phone during busy periods, the college utilizes the services of the Ellucian Student HelpDesk. Ellucian manages calls outside of business hours and during busy periods for the college's processing offices (Financial Aid, Student Accounts, Registrar, and Admissions) to answer student questions about admissions, registration, financial aid, and student accounts. This service has provided readily accessible information to students 24/7, reduced wait times, and improved the efficiency of processing offices. Effective Fall 2020, the college implemented Dynamic Forms to provide students the capability to electronically submit required enrollment forms, thereby removing another barrier to student success. To reduce high levels of student borrowing and default rates, in 2018, the college established a partnership with Inceptia which assists students with student loan repayment options and default prevention; the default rate has decreased from 19.0 in 2010 to 17.4 in 2017 (Broome Default Rate Data).

Criterion 1 b

An accredited institution possesses and demonstrates the following attributes or activities: (b) a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, supported in attaining appropriate educational goals.

The College Works to Support Students with Varying Levels of Preparedness

As an open admissions college, the college works to prepare students who may not be quite ready for college courses, and to facilitate the success of those who need additional support.

Placement Testing and Developmental Education

To help ensure appropriate course placement, important to college success, the college utilizes the Accuplacer Assessment, a computerized assessment which includes Math, Reading, and English. Faculty subject area experts establish recommendations for cutoff scores and recommended placements (Placement Scores & Rules). Academic Affairs Goals 20-21 include an examination of the efficacy of placement testing. To meet the needs of students who are academically underprepared in mathematics, English, or literacy, the college provides developmental course offerings in a variety of modalities.

To promote time to degree completion, the college is trying to reduce the number of developmental level courses. Recently, members of the Strong Start to Finish Grant, which takes a guided pathways approach to math success, developed a co-requisite model that was implemented in Fall 2020. Students simultaneously complete both MAT 127-Mathematical Literacy II (3 credits) and MAT 089-Mathematical Literacy Supplement (1 credit). A co-requisite model was also developed for ENG 110, where students are placed in the college-level course while simultaneously receiving individualized support. These co-requisite models provide for enhanced student success and on-time degree completion. In a single semester, students meet basic college requirements and earn college credit, while receiving necessary developmental level support (see Standard V).

Learning Resource Center (LRC), Library, and Learning Labs

The Cecil C. Tyrell Learning Resource Center (LRC-Library) provides students with access to a variety of support tools and services, including a large-scale poster printer for course projects, and needed assistive technology. Five study rooms, two of which are designated for students with disabilities are available. During the fall and spring semesters, the Library is open seven days a week for a total of 75.5 hours and six days a week for a total of 43.5 hours during the summer. Students have access to reference librarians during open hours. The Library provides access to print, digital, and media resources and databases, with Interlibrary loan (ILL) services available for resources not readily accessible. Textbooks and electronic materials are on reserve for students to complete coursework.

The Library is home to the Gallery, where student, staff, and community art work is displayed and student exhibits occur year-round. The 3-year-long Faces Exhibit displayed a 5-part series of portraits, created by ART 115-Beginning Drawing students to learn about the elements and principles of art, celebrate diversity, and connect with a historically marginalized person related to: The Holocaust, Women Suffragists, the Underground Railroad, Veterans, and Native Americans.

Housed within the Library are the Learning Assistance Department (LAD) labs, where services, courses such as those in literacy, and student success workshops, designed to improve student retention and completion, are offered.

Testing Center: The Testing Center provides a monitored alternative testing location for students with documented disabilities and for make-up testing. To support accommodations, students may have exam questions read aloud to them, receive extended completion time and utilize special software (e.g., screen readers such as Jaws).

Math Lab: The Math Lab assists students to understand course material, develop mathematical skills, and build confidence in their mathematical abilities. Students can take advantage of walk-in tutoring or make an appointment for one-on-one services from professional and peer math tutors, math faculty, and learning specialists. The lab provides computer aided assistance, specialized review aides, and course textbooks. Staff engage in regular efforts to ensure service provision is tailored to student needs. For example, examining data collected over the last two years (Math Lab Survey 2019, Math Lab Survey 2018), staff were able to determine frequency of and reason for lab usage, as well as student satisfaction with services (Math Assessment). Results were used to inform services. In Spring 2020, 53% of Perkins and 61% of non-Perkins students who utilized the lab achieved a grade of C or higher in their math courses (Math & Writing Center Student Outcomes), demonstrating effective impact of the lab on student success.

Writing Center: The Writing Center aids students to improve overall writing skills and specific pieces of written work. Tutors work by appointment individually or in small groups of 2-3 students. To promote success for students not present on campus, online tutorial feedback is available. In Spring 2020, 69% of Perkins and 79% of non-Perkins students who utilized the lab achieved at least a C in their writing courses (Math & Writing Center Student Outcomes).

Tutoring Program: The Tutoring Program supports and guides students in their efforts to achieve their academic goals. Drop-in tutoring for most subjects, particularly those with high failure rates, one-on-one tutoring, and evening/weekend online tutoring via STAR-NY (see Standard III) are available. Supplemental Instruction for some high failure rate courses in which a peer tutor who has exceled in the course attends scheduled lectures and provides instruction outside of class to augment learning material is also available.

Accessibility Resource Office (ARO): The ARO provides service for students with documented disabilities. Over the last 3 years, the office has provided services for 2,145 students, with 747 students served in the 19-20 academic year (Data Book). Services include coordinating testing accommodations and providing note takers, alternate format texts, interpreters, academic coaching, facilities access, and housing related accommodations. Interpreters and Assistive Technologies are provided to students for academics, club activities, athletics, and campus events.

Educational Opportunity Program (EOP): The Educational Opportunity Program (EOP), discussed in detail in Standard II and Standard V provides college preparation courses in developmental math and English during a 3-week Summer Advancement Academy, as well as academic support and financial aid for eligible disadvantaged students.

Academic Coaches: Academic Coaches within each of the divisions, help students achieve success by providing assistance with time management, study skills, test preparation, goal setting,

and notetaking tips. An Enrollment Coach in the Admissions Office supports enrollment of prospective and new Career and Technical Education Support Services (CTE) students, while the Center for Career Development's Career Coach supports students' career development efforts.

Starfish: SUNY Broome implemented the Starfish Student Success Network in 2015 as a retention tool. Starfish is utilized for early alerts, kudos, student appointment scheduling, and referrals. Since 2015, student success rates (grade C or higher) for those receiving Starfish alerts have increased 13 percentage points and they are retained at a higher rate than students who do not receive alerts (Starfish 2019-2020 Report). Starfish is discussed in detail in Standard V.

Freshman Seminars: While not required, each academic division has a freshman seminar to prepare first-year students for success. These include: BUS 122-Self-Management (BPS), HST 100-Seminar in Health Sciences (HS), COL 105-Academic Planning Seminar (LA), and STM 105-Freshmen Planning Seminar (STEM).

Academically Enriched Opportunities: The college provides opportunities for students who may benefit from accelerated programs and academically enriched opportunities. The Honors Program provides enriched educational offerings via courses and extracurricular activities for students with at least a 90% average or a 3.2 GPA. The Liberal Arts and STEM divisions offer research specific courses, and a number of faculty across campus often offer independent study options for students to engage with research opportunities. Students can also join International Honor Societies such as Phi Theta Kappa and the Business honor society, Alpha Beta Gamma.

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Criterion 1 c

An accredited institution possesses and demonstrates the following attributes or activities… (c) Orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience.

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New Student Orientation (NSO): Orientation provides new SUNY Broome students with the tools, resources, and connections to help them succeed throughout their studies. Topics include: #ProTips (college transition and success strategies), TechTalk (how to access available technology), campus life, Life After Broome (transfer and career services), student wellness, paying for college, academic advising, and a campus tour. NSO is regularly assessed via student feedback surveys, examination of participation across demographics, and, since 2015, retention rates and student success outcomes (GPA of 2.0 or higher). Students who attend NSO have higher retention rates as compared to the rates for the overall college (Orientation Retention Data). The overall college Fall: Fall retention rate for 2018 was 50%; the retention rate for students who attended NSO was 57%. The college will continue to track retention rates and enhance strategies to encourage participation.

New Student Orientation has been modified over the years, based on student survey feedback and in response to changes in the internal and external environments. Based on assessments, FASFA information was removed and replaced with a focus on financial wellness, and enhancements were made to TechTalks. Institution-wide data is also used to improve the NSO. Findings from the Student Opinion Survey indicated a need for increased mental health services and information about transfer services; these informed NSO revisions. Further exploration of potential barriers for attending NSO by URM students is planned for 2020.

Academic Advising: Academic Advisors educate students about program and general education requirements, academic standards, and college policies and procedures. They help students develop achievable educational goals and to successfully complete degree requirements. They educate students about the link between academic standing and financial aid eligibility and help them plan for transfer to four-year institutions. Advisors also provide information about enrichment opportunities such as: Service Learning, Honors Courses, and Internships. Academic Advisors utilize DegreeWorks, a degree audit tool, during advising sessions to teach students to gauge their progress toward degree completion. The department serves as a resource to faculty to help ensure students meet degree requirements and select courses appropriate to their degree. Advisors participate in events such as Transfer Day, Career Exploration activities, and attend class sessions.

Academic Advisors serve students from all academic divisions; however, the model has operated as a mix of faculty and professional advising. Findings from the recent enrollment task force indicate confusion among students with this model. As a result, one of the Academic Affairs 20-21 Goals is to redesign the Academic Advising program, utilizing a case management approach, while coordinating services with academic coaching and faculty mentorship.

Counseling Services: The Counseling Services Department provides confidential, free services to any registered SUNY Broome student. Counselors are licensed and governed by their Code of Ethics and the laws and regulations of NYS. Counseling Services offerings include: personal counseling, crisis intervention, group counseling, and outreach programming. Various types of wellness events and counseling groups ranging in length from 4-12 weeks are provided throughout the year as shown in the Counseling Services Activities Examples.

Criterion 1 d
An accredited institution possesses and demonstrates the following attributes or activities…
(d) processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement

The College has Processes Designed to Support Students' Goal Achievement

Transfer Planning and Counseling

SUNY Broome provides support to all enrolled students, whether for degree completion at the college, or to transfer to another institution. The college has a strong history of successful student transfers. The National Student Clearinghouse is utilized to obtain data about institutions our students have transferred; information is published in the Job Placement & Transfer Report and Data Book. A total of 722 First-Time-Full Time matriculated students in the Fall 2016 cohort transferred to 146 different institutions; of these, 181 (25%) graduated with a degree after transfer. Transfer services were provided to 5,467 students during the 19-20 academic year (Center for Career Development Assessment).

Broome offers a variety of transfer agreements with four-year public, private, and international institutions to help students meet their educational goals. Using a filtered search on the Transfer Planning webpage, students may locate specific colleges in which they are interested, or browse the list of 144 transfer articulation agreements with four-year institutions (Transfer Agreements). In a partnership with Binghamton University and Broome County Promise Zone, students who

stopped-out from Binghamton or Broome were offered the opportunity to re-enroll to complete their degrees, or a reverse transfer for those who transferred without earning their associate degree. Since 2016, through the Broome County Higher Education Access, Retention and Success (HEARS) program, 123 SUNY Broome students received their degree through reverse transfer, and 102 through re-enrollment (BC Hears Annual Report). Through the Cross the Finish Line Grant supported by the Foundation, for the 19-20 year, $10,000 in aid was distributed to 13 students who had 1 course remaining to complete their degree; 11 students have since graduated.

Center for Career Development

The Center for Career Development officially opened in the Fall of 2016. Students are encouraged to visit early in their academic career to explore career and transfer options and to develop career-readiness skills. To ensure awareness of services and aid in attainment of career and transfer goals, staff frequently visit classrooms and collaborate with faculty to integrate specific academic preparation with Center services. During 2019-20, 74 classroom presentations were provided, 618 students received 1:1 career service, 1,720 students were reached via the career services classroom, and partnerships fostered with 1,033 campus and community partners (Center for Career Development Assessment). The Career Closet, located in the Applied Technology Building, opened in the Spring of 2019 and provides no-cost professional attire for job/internship interviews, or for those currently employed and in need.

Software is also available for student, faculty, and alumni to aid in career exploration and job searches. These include Purple Briefcase, the college's main platform for internal and external job searches, Big Interview, virtual interview practice software, and Vmock, online resume review software. Focus2 is an interactive self-guided career and educational planning system utilized within the Center as well as on academic program webpages. During the 19-20 academic year, 16 faculty and 384 students utilized Big Interview Software;1,535 students, 222 employers, and 48 faculty utilized Purple Briefcase, with 673 jobs posted by employers; 51 students utilized Vmock and 1,159 students utilized Focus2 (Center for Career Development Assessment).

Campus Collaboration to Promote Student Success in Achievement of Goals

Numerous events which engage collaboration from across campus are held at the college, such as the annual MLK Jr. Career Fair, in collaboration with the NYS Department of Labor. The college actively seeks to meet the diverse needs of its students and hosts many career programs, such as the Black History Month Healthcare Career Panel which featured invited minority healthcare professionals. To celebrate women in the workforce and expose students to available opportunities, the Center for Career Development collaborated with the Women's Institute at SUNY Broome, to host a Women & Work Career Panel and Networking Event.

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Criterion 2
Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.

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Policies and Procedures for Evaluating Prior Learning are in Place at the College

The Transfer & Articulated Credit Procedure outlines the procedure for accepting credits earned outside of SUNY Broome. The college accepts credits earned for courses in which students

earned grades of "C" or higher at regionally accredited post-secondary institutions. Grades of "C- "or "D" and those earned at non-regionally accredited institutions with whom the college has an articulation agreement, may be transferrable with approval. The college has 15 specific course articulation agreements with secondary education and BOCES schools from around NY State. Successful completion provides SUNY Broome credit, which further enables timely degree completion.

Matriculated students may gain credit for Prior Learning via Prior Learning Assessment (PLA), Credit by Examination (CBE), and Portfolio Review (PORT). PLA credit is issued at no cost to the student; fees are associated with CBE and PORT. The Credit by Portfolio Fee Structure and Credit by Examination Fee Structure outline the student fees and instructor compensation for reviewing prior learning materials. The Prior Learning Procedure outlines the process for students to earn prior learning credit for the courses on the published PLA Course List.

Criterion 3
Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.

Policies are in Place to Ensure Security of Student Information and Records

Maintaining the safety and security of student records is of utmost importance to the college. The Network Security Guidelines serve to ensure that data and confidential information are protected from theft or unauthorized disclosure, and outlines requirements for third-party access to the college's network and data systems. To ensure security of access to SUNY Broome computers, systems, and databases, computer accounts for employees and students are granted solely by the Information Technology Services (ITS) Office. Passwords are required to access certain areas of the website where personal identifying information may be found, such as MyCollege, Banner, Argos (the college's data software system), and the "O" drive (the college's internal storage system for data and documents). Access is granted to database systems by authorized need. ITS maintains Cyber Security guidelines for both employees and students. An annual security awareness training, mandated by SUNY, is provided to employees, and dedicated staff oversee security at the college with an established Security Incident Response Plan.

In conjunction with federal law, the Buckley Amendment Procedure governs the maintenance and release of student information and records and limits the college's right to access and disclose education records without student consent. The Registrar is the college's Records Access Officer and the repository for student records is the Office of the Registrar. Students who have a release of information on file are coded by a specified notation on the SPACMT form in Banner. According to the Retention & Disposition of College Records Policy, the retention and disposition of records follows the SUNY Records Retention and Disposition Schedule.

Information about students' rights under FERPA is published in several locations. The Consumer Information page provides links to the FERPA Privacy Act and Student Information, which explains FERPA law, the type of information which may be shared without consent, and how students may request access to their records for a parent/guardian. A "Parents and Families" page details FERPA and access to student information. The Catalog and Fast Forward Student Handbook also provide information about FERPA. To protect student privacy, the college uses

an [Information Release Form](#) which sets parameters for release of information and details the types of information which may be released, and to whom. Students are provided an [Annual Rights Notice](#) to inform them about their rights related to FERPA, as required by SUNY Policy #6600 and in compliance with the FERPA Act of 1974. To ensure understanding and compliance, the college provides training and professional development for its faculty and staff on laws related to FERPA, such as at [New Faculty Orientation](#) and the [Employee Handbook](#).

Counseling Services maintains student records digitally through Titanium, a secure program for scheduling and record keeping. Student health records are maintained under lock and key in the Student Health Services Office, for a period of 7 years after the last semester of attendance. Health record security is governed by HIPAA laws. Immunization information is entered into the Banner system, with access restricted to Student Health Services personnel.

Criterion 4
If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs

Student Affairs Activities are Regulated by Sound Principles and Procedures

Athletics, student life, and extracurricular activities, which provide for student development outside the classroom and enhance the academic experience, are governed by the same principles and procedures which govern all programs at the college. The Vice President for Student Development & Chief Diversity Officer oversees Student Affairs; the Dean of Students, Director of Health & Safety and the Faculty Student Association (FSA) Manager directly report to the Vice President. The Dean of Students provides administrative oversight for Student Activities, Housing, and Athletics ([VPSD & CDO Org Chart](#)). The Student Bill of Rights and Student Code of Conduct and procedures for violations is outlined in the [Student Handbook](#), distributed annually, and readily available on the college website, including the [Consumer Information](#) page.

Student Assembly (SA): Student Assembly, the student shared governance body at SUNY Broome, discusses issues pertaining to students on campus, reviews student-related policies, and provides input on club activities, social events, and programming. The SA consists of ten student members: a President, Vice President, and 8 Senators. Representatives of SA are voting members on the three shared governance bodies: College Assembly, the Council for Academic Issues, and the Council for Operational Issues. A SA member serves as the Student Trustee on the SUNY Broome Board of Trustees, and votes on all items brought forth to that group.

Student Activities: Student Activities hosts numerous college-wide events throughout the year, such as the college's annual participation in Giving of the Toys, where the campus community comes together to donate toys for Toys for Tots; Welcome Week, and Spring Fling. Events are planned with student input, including Student Assembly and Council of Clubs. Clubs and organizations are housed within The Swarm, the college's student engagement network, which provides access to clubs, events, and a co-curricular transcript to track extracurricular involvement. [Student Clubs](#) are governed by policies and procedures outlined in the [SUNY Broome Club Handbook](#) and by the Council of Clubs. Clubs are provided with an annual stipend, from Student Activities funds; additional funds needed are requested through the Finance Committee, comprised of students.

Athletics: As are all programs at the college, Athletics operates under the policies of the Board of Trustees. Athletic teams at the college compete as members of the Mid-State Athletic Conference and Region III of the National Junior College Athletic Association. Intercollegiate athletics are open to all students of the college who meet National Junior College Athletic Association (NJCAA) eligibility requirements, outlined in the NJCAA Eligibility Pamphlet, academic eligibility requirements, and policies of the college. Student athletes complete an NJCAA Eligibility Affidavit, an Athletics Eligibility Checklist, and undergo a physical prior to participation. Student athletes adhere to a Student Athlete Code of Conduct, and participate in sports with the understanding that their primary responsibility is to maintain good academic standing. Competitive sports offered include: basketball, cross-country, soccer, and tennis for both males and females; baseball (men); and cheerleading, volleyball, and softball (women). To increase engagement with nontraditional students and meet student interest, the college offers competitive eSports for both men and women.

Athletic facilities at the college consist of two gymnasiums, a dance room, an athletic trainer's room, baseball field, soccer field, six tennis courts, and the BAGSAI Sports Complex, next to the college. A Fitness Lab and Weight Room is available to students and employees at no cost. SUNY Broome has a 758-seat arena within the Ice Center, which hosts community events and includes a café and video arcade. Students may enjoy Lunch Time Skate and Open Skate sessions at a nominal cost. The Ice Center operates under the Skater's Code of Conduct.

The college's athletic teams have a rich tradition of success in two-year college competition, with numerous wins in Regional and Conference Championships. The Women's Soccer team has won Division III National Championships in 2007, 2008, and 2016. Many of the college's student athletes have received All-American and All-Region honors and have continued their academic and athletic pursuits at four-year colleges.

Per federal regulations, the Athletics Director completes and publishes the annual Equity in Athletics Data Analysis Report (EADA) Report. This report outlines the salaries of coaches, total student sports participation, and expenses and revenue for all sports across gender.

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Criterion 5

If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers

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Third-Party Providers of Student Support Services are Regularly Reviewed

SUNY Broome has engaged the services of some third-party providers to support the student experience. The Faculty-Student Association, Inc. (FSA) exists as a not-for-profit corporation to support the college and assist students in their educational, employment, and extracurricular pursuits. The FSA has a contract with American Food and Vending to operate the college's cafeteria. The FSA also oversees childcare services with the B.C. Child Care Center on campus, which provides childcare for students and employees for children aged 6 weeks to 4 years. The FSA is the employer of record for staff in the residence hall, the Student Village. The Follett Bookstore located on campus is an auxiliary program contracted through the FSA.

The FSA assesses programs annually through budget and financial audits and unit assessments. For example, the FSA 19-20 Assessment included goals related to budget, textbook costs, and funding to improve upon services. Students have an important voice in the evaluation of these services. The Student Assembly is utilized as a forum to bring forward concerns, including those related to housing, dining, and the bookstore. Through regular meetings with students, the Dean of Students obtains feedback about student services to ensure continuous improvement. For example, dining hours and menu items have changed to meet student requests.

In an effort to ensure continuous access for students to obtain the information they need from processing offices (Financial Aid, Student Accounts, Registrar, and Admissions), the college utilizes the services of the Ellucian HelpDesk, discussed earlier. Regular assessments related to efficiency of the service and numbers of calls help ensure effectiveness and need. For the 19-20 year, Ellucian managed 11,200 calls for the college. The college also conducts an annual review of the college's default rate to monitor effectiveness of its partnership with Inceptia (Broome Default Rates). To serve students' health needs, Student Health Services contracts with United Health Services (UHS) for a medical provider to provide healthcare services. The assessment of the college's membership in STAR-NY, which provides evening online tutoring support is discussed in Standard III.

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Criterion 6

Periodic assessment of the effectiveness of programs supporting the student experience

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The College Engages in Regular Assessment of Student Support Programs

SUNY Broome provides a variety of programs and services to support the student experience. Providing transformative student support is a key part of the college mission and is aligned with the Strategic Plan, particularly Strategic Goal 4: Student Support & Success. The Strategic Plan is assessed annually with results published in the Strategic Plan Annual Report.

As with academic units, administrative units engage in annual unit assessment. Each Vice President establishes annual divisional goals aligned with the college's Strategic Plan (20-21 VP Annual Goals). Departments, in turn, establish goals in alignment with these divisional goals and are informed by lessons learned and action plans established from the previous year's assessment activities. Administrative units have an excellent history of engaging in assessment activities at the college. Since the implementation of Nuventive, the campus assessment software, participation has increased over the last 3 years from 33 administrative units in 2017-2018; 43 in 2018-2019; and in 19-20, 53 units. Math & Writing Center Student Outcomes are tracked for students who utilize these tutoring services to gauge their efficacy. All student support services, such as Counseling, Tutoring, the Library, and Advising engage in assessments of their units (Student Support Services Assessments).

As part of the college's efforts to reimagine and improve upon enrollment and retention initiatives and processes, in Fall 2019, the VPAA established an Enrollment and Retention workgroup to evaluate the effectiveness of the student processes at SUNY Broome and make recommendations for improvement. In consideration of the recommendations made by this work group (Enrollment & Retention Report), and those from the Academic Leadership Team, Academic Affairs Goals 20-21 include: a redesign of academic advising to include a case management holistic approach consistent across divisions, a review of placement assessment

processes, streamlined student communications through enhanced use of SLATE, and the development of an Enrollment Management & Retention Strategic Plan.

The college tracks retention, graduation, transfer, and employment rates. As part of the academic program review process, the IE Office provides programs with extensive data related to enrollment, persistence, retention, and graduation rates. The program review process requires that goals specific to enrollment and retention be established within Action Plans. In addition to internal data, external data sources also provide a means of assessment and inform strategic planning at every level of the college. The college participates in the Voluntary Framework of Accountability (VFA), of which the report (VFA Report) is made publicly available on the Consumer Information page, along with other Institutional Outcomes data, such as licensure pass rates (Program Outcomes), the Job Placement and Transfer Report, Fast Facts and Annual Report. A comparison data analysis for the 2011 to 2012 VFA cohorts demonstrate an overall improvement (VFA Executive Summary 2019). To obtain student feedback about academics, student support services, and student life, the college participates in the Student Opinion Survey every three years, and develops campus-wide goals to address student responses (SOS Goals) and assesses achievement of these goals (SOS Updates).

To assure compliance with relevant laws and regulations pertaining to student financial aid administration, Financial Aid and Student Accounts records are audited each year by an outside/independent agency. These audits, of which there have been no findings in several years, are presented annually to the Board of Trustees and are discussed in more detail in Standard VI.

Conclusion: SUNY Broome Community College provides its students with a wide array of support services to enhance their academic success. Services support traditional and non-traditional students, and many specifically focus on addressing the needs of the college's culturally diverse student body. SUNY Broome is committed to student retention, persistence, completion, and success through coherent and effective systems which are led by qualified and dedicated professionals, who are committed to student achievement of educational and career goals, student empowerment and in the provision of an enriched student living and learning experience.

Requirements of Affiliation: Evidence for specified requirements is outlined below:

#8. Met by: Criteria 1a; 4; and 6.
#10. Met by: Criteria 1; 1a; 1b; 1c; 1d; 5; and 6.

Opportunities for Ongoing Institutional Improvement and Innovation:

1. While the college has numerous means to assess student services, a comprehensive student affairs assessment plan should be developed to ensure consistency in process and equitable service delivery.

2. Given the recent early separation incentives and budget decreases, the college will need to be innovative in its student support services and consider additional restructuring, cross-training, and shared services to remain efficient and competitive, and to ensure student success across all modalities.

3. With a significant number of courses and programs now delivered in an online/distance format, more student support resources are needed to meet the holistic needs of students across modalities. The Distance Education Strategic Plan will include a comprehensive plan for student support services. Additionally, the college should ensure that the new student online readiness assessment is required for all online courses starting Spring 2021 and it should increase awareness of the availability of SUNY online support desk services.

Institutional Priorities: The Self-Study Institutional Priorities drove analysis of Standard IV and are aligned with the college's support of the student experience, aiding fulfillment of its mission and Strategic Plan.

1. Diversity & Inclusion:

- The Diversity and Inclusion Strategic Plan guides the college's diversity and inclusion efforts, including those offered within Student Life and student support services.
- EOP, ARO, and CTE Perkins funded programs provide targeted and enhanced services to promote the success of the college's URMs, socioeconomically disadvantaged students, students with disabilities, and non-traditional students.
- Orientation programming is regularly reviewed to ensure equal access for all students, across all demographic variables, particularly for URMs.

2. Student Retention, Support & Success:

- Concurrent enrollment and P-Tech programs expand access, create pipelines to the college and community, and facilitate student success.
- Student support services such as Academic Advising, Transfer Counseling, the Bachelor Partnership Center, and the Center for Career Development facilitate student achievement of academic, career, and transfer goals.
- Orientation programming provides students with information about available student supports.

3. Institutional & Pedagogical Sustainability:

- Implementation of SLATE enhances clear and consistent student communication throughout the enrollment process and in conjunction with the Enrollment Checklist and implementation of Dynamic Forms, reduces student barriers.
- Consistent assessment of all student support services has led to continuous improvement within service areas to ensure efficient and effective delivery of services to students.
- Third-party providers such as the FSA enhance the ability of students to engage in academic pursuits, by providing childcare and decreased textbook costs through IncludEd. The college's food vendor contract is being re-negotiated to decrease costs which enhances institutional sustainability.
- DegreeWorks software promotes pedagogical sustainability by providing readily available access to information related to degree completion.
- The academic program review process integrates an assessment of student support services, review of retention and graduation rates, and includes development of 2- and 5-year focused enrollment and retention goals.

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Criterion 1
Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.

The College has Clearly Stated Interrelated Educational Goals Consistent with the Mission

The mission serves as the foundation for all programs and educational experiences at SUNY Broome and is realized through the Strategic Plan. Goal 2 serves as the specific focus for educational goals established at the institutional and program level. Educational goals at the college are laid out across three interconnected levels: course level goals, defined as Student Learning Outcomes (SLOs), program level goals, defined as Program Learning Outcomes (PLOs) and institution-level goals, defined as Institutional Learning Outcomes (ILOs). ILOs represent SUNY Broome's general education program (ILO Measurable Statements).

SUNY Broome students are provided with a clear, coherent learning experience by meeting PLOs and ILOs within the timeframe of program completion. Each academic program has a curriculum map outlining courses within the program and their alignment with PLOs. ILO maps outline how program or general education courses capture attainment of the ILOs, which all students enrolled in degree-granting programs at the college are expected to achieve by graduation (see Standard III). The academic program review process requires programs to demonstrate how the outcomes mapped within their PLO and ILO maps have been achieved (Program Review Template p.10, p.12-13). Outcomes at all levels are communicated through the Catalog and program webpages; a check of SLO and PLO accuracy within publications is incorporated within the program review process, along with demonstration of how the program mission is aligned with the college's mission and strategic plan (Program Review Template p. 4-5).

Faculty developing new programs complete the SUNY New Program Proposal Form which outlines a coherent curriculum design reflecting the outcomes of the program and mission of the college, along with the Curriculum Committee New Program Proposal form, which is reviewed following governance procedures (outlined in Standard III), approved by the VPAA, who submits to the BOT, and upon approval, to SUNY and the NYSED for review and approval.

To be approved by SUNY and registered by NYSED, the program must align with the college mission and strategic goals. For example, the Mathematics A.S. Program mission aligns with that of the institution's: to prepare students for transfer to a four-year institution, while the missions of Emergency Medical Technology/Paramedic Certificate and Culinary Arts A.O.S. prepare students for the workforce through hands-on experience, with exposure to diverse patient populations, and cuisine, respectively. Similarly, the Health Studies A.S. Program aligns with the college mission by preparing students to advance their educational and career goals within the health field, by demonstrating cultural competence within the healthcare setting.

Criterion 2

Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.

Organized and Systematic Assessment Evaluates Student Achievement of Goals

SUNY Broome possesses a coherent and continually evolving assessment structure, intended to foster and demonstrate successful achievement of institutional and program goals through the assessment of institutional, course level and program learning outcomes. Assessment processes guide the development of new academic programs and courses, and the revision of those current to ensure learning opportunities are aligned to course, program, and institutional level goals. Student learning outcomes at the course level are assessed on a three-year cycle to ensure achievement of course level, and ultimately, program level goals. Program curricular maps illustrate how course level learning assesses achievement of PLOs. Institutional Learning Outcome maps illustrate the courses utilized to assess institutional learning goals. Through a coherent program review process, conducted every five years, in which the three levels of educational goals: student learning outcomes (SLOs) at the course level, program learning outcomes (PLOs) at the program level, and institutional learning outcomes (ILOs) at the institutional level are assessed, faculty utilize findings for the purposes of continual curricular and pedagogical improvement. As part of this process, which follows a standardized Program Review Template, programs also evaluate student outcomes, including: retention, graduation, and employment/transfer to assess achievement of institutional and program goals.

Criterion 2 a

Define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals.

Curricular Goals are Defined with Defensible Standards to Evaluate Student Achievement

During the process of program development, faculty ensure the coherence of programs by the mapping of courses to PLOs and ILOs. Consideration of how individual courses aid students in achieving PLOs and ILOs occurs during program development. Faculty develop SLOs to ensure evaluation of course level goals, in alignment with program and institution level goals.

Course-level student learning assessment data are collected annually and on an established three-year schedule, with all course modalities assessed, as shown in the STEM Division Assessment Schedule; these data form a core component of the program's analysis of educational effectiveness. As part of this process, faculty determine whether students have met, not met, or exceeded clear benchmarks utilizing an established measure (e.g., essay, exam, project), following a template within Nuventive (Nuventive Template) which ensures a standardized reporting format. Based on assessment results, action plans for continuous improvement are developed. For example, in DEN 101, for the SLO: "Students must apply ergonomic principles to the clinical practice of dental hygiene", assessment results showed that 97% of students met the established 85% benchmark on a clinical competency exam. To aid in further student attainment of this SLO, faculty will enhance use of Starfish which will help connect underperforming students to academic coaches and student supports to promote student success. To meet the SLO "Create a drawing that contains the formal art elements, and is composed through applying the formal design principles" in ART 115, attainment of this outcome is

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assessed through utilization of the ART 115 Rubric; a score of 80% is required to meet the standard; 90% of students met the standard. Rubrics provide feedback to students to aid in completion of future assignments in the course.

Accredited programs must adhere to the curricular goals of the accrediting body, in addition to those established at the college. Courses are developed to ensure attainment of accreditation requirements, which are specified within the PLOs. During the self-study process, PLO attainment and alignment with accrediting body standards are evaluated, and revisions are made at the course and/or program level to ensure attainment of program goals. For example, to align with the updated Medical Assistant Educational Review Board Accreditation Standards, Medical Assisting courses were revised to ensure alignment of courses with PLOs (MA Curriculum Map) and accreditation standards, as shown in the MDA 115 Medical Assisting Procedures I revisions.

Approved programs enter the five-year program review cycle, according to the Program Review Schedule. Course level SLOs are examined, along with achievement of PLOs, as outlined in the Program Review Template (p.12-13). Curriculum maps provide a clear illustration of how programs support student attainment of PLOs through course assessment, as shown in the Engineering Science Program Review and the Business Information Management Program Review. This provides the opportunity to consider productive curricular and pedagogical interventions intended to enhance student attainment of PLOs. During this process, PLOs are also examined to ensure currency, relevance, and accurate reflection of program purpose and goals. Based on course level assessment findings, faculty may determine that PLOs and/or courses need to be revised. For example, to better meet the PLO "Interpret observations and evaluate children's social, physical, literacy, intellectual, creative, and emotional development for developmentally appropriate practice", and address workforce concerns related to a decline in quality of early care classrooms, Early Childhood faculty worked with the B.C. Center to install cameras within infant classrooms at the center, and course requirements for ECE 190 were changed to include a 10-hour live observation. Through the governance process, SLOs for ECE 190 (ECE 190 Curriculum Committee) were revised for better alignment with the PLOs.

ILO maps demonstrate how courses and learning opportunities demonstrate ILO attainment within programs. Assessment data related to ILO achievement is reviewed during program review, with revisions made to courses or maps, dependent on assessment findings. For example, during the program review of Liberal Arts and Sciences A.A., faculty reviewed assessment data for COL 105-Academic Planning Seminar, a course utilized to meet ILO 6: Information Literacy and PLO 9 "Show competency with modern information technology and research skills". Assessment findings revealed students did not meet established benchmarks to measure the SLO "Access and use SUNY Broome's electronic resources for students correctly and effectively". Through extensive discussion and collaboration, SLOs were revised (COL 105 Curriculum Committee) to better capture ILO 6 and changes to assignments made. Students will be required to develop an academic plan and to utilize the college-wide Information Management Toolkit across sections. An assessment of these revisions will occur in the 20-21 academic year.

Accredited programs undergo self-studies in accordance with specified templates established by their accrediting body. Accreditation requirements include demonstration of how curricular goals are defined and the standards by which student attainment of program goals are assessed, (e.g., the Clinical Laboratory Self-Study). As the period of time between self-studies may be as high as

10 years, a modified program review at the mid-point between self-study cycles is conducted, as reflected on the [Program Review Schedule](#).

All SUNY colleges must offer a prescribed General Education (GE) program. SUNY approval of programs requires that all transfer programs demonstrate knowledge and skills in 7/10 general education areas (see [Standard III](#)). Curriculum maps to demonstrate achievement of these required competencies are outlined in SUNY program proposal paperwork, such as within the [Math A.S. SUNY New Program Proposal](#). [General Education Course Offerings](#) are vetted by the General Education Committee (GEC) to ensure alignment of course SLOs with learning outcomes established by SUNY ([Guidelines for the Approval of State University General Education Required Courses](#)); approved by the VPAA and then SUNY. Most of the college's GE courses are used to aid the college to meet its own GE program, represented by the college ILOs ([General Education Courses Mapped to ILOs](#)). Programs map courses to ILOs in the same manner as courses are mapped to PLOs. Transfer programs generally utilize GE courses to meet ILOs, while other programs, such as A.A.S. and A.O.S., utilize required program courses to assess achievement of the college ILOs ([Program ILO Map Examples](#)).

SUNY Broome's program review process includes an evaluation by a team of external reviewers who possess relevant academic and/or professional qualification, and help ensure that programs are up to date in their academic or professional field. External reviewers are guided through their review of the program review, assessment and program data (e.g., enrollment, retention, graduation rates) through the use of an [External Reviewer Checklist](#), and completes a narrative, detailing strengths, weaknesses, and suggestions for improvement. Action Plans are developed informed by recommendations, such as the [Environmental Science External Reviewer Report](#), in which a suggestion to foster links to transfer pathways through research collaborations informed the [Environmental Science Action Plan](#) item: "Review ENV electives and transfer paths to ensure best transfer opportunities and improve enrollment in upper-level courses".

Criterion 2 b
Articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals.

Students are Prepared in a Manner Consistent with the College Mission

SUNY Broome's [Strategic Plan](#), specifically Goal 2, articulates the college's commitment to prepare students for transition into careers or transfer institutions. As part of the program review process, faculty review program missions and purpose and alignment with the college mission, Strategic Plan, and PLOs to ensure coherency ([Program Review Template p. 4-5](#)). Revisions to program mission, such as the one that occurred as a result of the [Engineering Science A.S. Program Review](#), were made to more closely reflect the mission, values and strategic goals of the college, as well as the purpose of the program. The [Engineering Science Revised Mission](#) statement incorporated key words reflective of skills necessary for successful transfer (critical thinking, innovation), college values (equity, inclusion), with a focus on student learning.

To ensure students are prepared for professional expectations of their field and that PLOs are designed to prepare students to be successful within the workforce, the program review process requires faculty to describe the specific ways the program does this and to review Department of

Labor projected growth statistics as well as the required skillset (Program Review Template, p.11). For example, during the Early Childhood Education A.A.S. Program Review, an expected growth in children under the age of 5, and a 7% increase through 2028 in job outlook for childcare center directors and teachers was noted. This, along with assessment data revealing some student weaknesses related to ability to develop a child study (Early Childhood Assessment), input from community childcare professionals, and changes within an articulation agreement, led to PLO revisions to ensure alignment with the National Association for the Education of Young Children Professional Standards and Competencies for Early Childhood Educators. This information, along with enrollment declines of 43%, will lead to development of an Action Plan item to specifically address retention and enrollment to meet community need for qualified early childcare workers, and revisions to the curriculum (Early Childhood Curriculum Committee), and portfolio rubric used to ensure PLO attainment.

A review of student outcome data in programs which prepare students for a licensing exam is an important component of annual assessment activities to ensure programs are meeting their intended mission, as is the case for many of the health science programs. Program Outcomes for accredited programs are published on the college website. This regular review provides insight into achievement of program mission and goals and data inform curricular changes.

For instance, the Clinical Laboratory Technician A.A.S. program's mission is to develop NYS licensed and nationally-certified clinical laboratory professionals, and to serve as a pathway for employment in the statewide healthcare community. Faculty review key student success indicators, including the American Society for Clinical Pathology Certification Pass Rates, Licensure, graduation and placement rates, and employer surveys, in addition to SLO and PLO assessments. Findings are detailed in the annual CLT Assessment Report which serves as the basis for programmatic improvement. A review of assessments in 2019 showed that first-year students in the on-campus program were retained at lower rates than those online, and student learning assessment of laboratory work showed underperformance in relation to their online counterparts. In light of these findings, and student discussions, the course sequence of the on-campus curriculum was changed to include laboratory courses within the first semester, rather than only required GE courses. An assessment of this change will occur during 2020.

In light of persistently low NCLEX scores for students within the Nursing Program, in 2016, faculty implemented a data-based course evaluation tool to evaluate the curriculum in relationship to course/program learning outcomes. Incorporating the HESI nationally standardized exam results, the Mountain Measures reports, and student input, it was determined no one area needed improvement, rather, the entire curriculum. Based on review of NCLEX success literature and curriculum standards, a decision was made to shift to a concept-based curriculum. After a national search, the college contracted with the University of Kansas School of Nursing (KUSON) to assist in curriculum revision. This resulted in revisions to PLOs in 2018 and establishment of specific measurable expected levels of achievement (ELAs), with revisions to data collection processes for end-of-course reports. All faculty have been trained on program assessment and the use of different sources of data to evaluate PLOs. In addition, a comprehensive systematic plan of evaluation (SPE) for measures for each PLO, along with expected levels of achievement and an assessment schedule were developed. As a result of these revisions and ongoing assessment activities, first-time pass rates have improved with the 4th quarter NCLEX Report (p. 8) indicating a 90% pass rate as of Fall 2020. To ensure dedicated

oversight and student outcome achievement, a search for an Associate Dean of Nursing will commence 2021.

Internships, externships, and service-learning opportunities within the curriculum demonstrate program alignment with the Strategic Plan, specifically Goal 5. A number of programs at the college require applied learning experiences. Each accredited health sciences programs require an externship or clinical to effectively prepare students for licensure and to enter the workforce. For example, Radiologic Technology A.A.S. requires 5 clinical rotation experiences, 900 hours, (Rad Tech Advisory Sheet) to prepare students to achieve the Rad Tech PLOs and Mission. Students are assessed for mastery of clinical skills and PLO attainment through specific competency rubrics, which, along with evaluation forms, are found within the Rad Tech Clinical Evaluation Manual. On-site supervisors evaluate students' real-world skills and provide faculty with continuous assessment data to adjust instruction prior to program completion to help ensure student success. The program has a 5-year 90% pass rate average on the American Registry of Radiologic Technologists exam.

The Sports Management A.S. program also requires applied learning experiences. These are aligned with National Association of Colleges and Employers (NACE) best practices for internships. All experiences must meet the same SLOs, but each are tailored to unique student-sponsor needs through development of collaborative learning objectives (Rumble Ponies Objectives). Faculty assess student achievement of PLOs through career development activities, a paper in which students discuss their achievement of SLO and objectives attainment, and supervisor evaluation (SPM 297 Sports Management Practicum).

Program effectiveness to evaluate student preparation for successful careers and meaningful lives is also assessed through student and employer surveys. For example, as part of its ongoing assessment efforts, the Dental Hygiene program utilizes Student Exit Surveys to assess student perception of competencies related to PLOs including: the development of ethics, critical thinking, and patient care and assessment skills. Student scores from 2013-2019 using a scale from 1 (low) to 4 (high) show ratings above 3.9 in all of these areas. Employers and patients from the on-campus Dental Clinic are routinely surveyed to provide an assessment of student skills. Surveys indicate employers' rate graduate preparation as very high and patients report very high levels of satisfaction with the care they received. The program also monitors persistence, retention, and graduation data to evaluate program effectiveness. Data in the 2020 Dental Hygiene Self-Study point to the program surpassing the college average for all student success indicators. Faculty ensure high retention by utilizing skill competency evaluations throughout the program in order to immediately remedy poor student performance and implement support for student success.

The Strategic Plan highlights the importance of preparing students for employment or transfer, as outlined in Goal 4.7. The program review process requires programs to assess student outcomes according to program purpose. Employment and/or transfer rates are examined in alignment with PLOs and provide an indicator of student success. For example, the Health Information Technology program has a 100% graduate employment rate over the last 2 years and Nursing program employment rates have been 90-94% since 2017.

To aid in these efforts, the IE Office administers a Graduate Survey at time of and 6-months post-graduation to obtain data related to employment, transfer, educational plans, and

effectiveness of applied learning experience preparation. As shown in the Job Placement and Transfer Report, 72% of responding students obtained employment and 45% transferred. Data from the National Student Clearinghouse is also utilized. A total of 722 First-Time-Full Time matriculated students in the Fall 2016 cohort transferred to 146 different institutions. Of these, 181 (25%) graduated with a degree. Transfer rates for the last 4 years are shown in the table below:

Academic Year	# of Grads	# of Transfers	% Transferred
2015-16	1,252	416	33.2%
2016-17	1,273	424	33.3%
2017-18	1,267	547	43.2%
2018-19	1,258	453	36.0%

Transfer data is reviewed during the program review process and faculty provide an analysis regarding actions to either continue or improve upon these efforts, as shown in the Engineering Science Program Review. For A.A. and A.S. programs an external reviewer from a transfer institution is required to help ensure alignment with program goals and transfer pathways. As discussed in Standard IV, to aid in successful transfer for students, the college has 144 Transfer Agreements, partnerships with transfer institutions (e.g., Bellevue College), who have a physical presence on campus, and hosts transfer planning events throughout the year. The SUNY Seamless Transfer program guarantees admission to a SUNY four-year school and SUNY Established Pathways summarize lower division requirements shared by all of SUNY to maximize a student's ability to transfer to as many SUNY campuses as possible.

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Criterion 2 c

Support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.

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The College Supports Assessment and Communicates its Results

Support for the assessment of student success is largely directed through the program review process. The Program Review Template standardizes the presentation of data and makes explicit data to be analyzed to ensure consistency across programs, and the Program Review Timeline establishes clear timelines, constituent involvement, and mechanisms for the provision of data.

Academic deans are responsible for ensuring their completion and work with faculty to provide feedback about program reviews in process and discuss progress and results at Division Council meetings. The Dean of IE facilitates completion of program reviews and provides regular updates at weekly Academic Leadership (AL) Team and Executive Council (EC) meetings. After the external reviewer team visit and report, academic dean and VPAA responses are completed. These include an overview of strengths, opportunities for improvement, and suggested goals. In collaboration with faculty, deans utilize program review findings and reviewer reports to develop action plans, which set goals through the next program review cycle. Program Review reports are published on the IE webpage for campus review and results are also shared with the BOT (Program Review Timeline, BOT Meeting Schedule).

Other avenues for sharing assessment results include SG meetings, and professional development events. The college has held Assessment Days such as the Data Summit, where faculty and staff presented assessment findings, and discussed how data is used to inform decisions. The 2020

Teaching Conference featured a program review panel with faculty undergoing review, who shared insights and the assessment results that informed plans to improve the program.

External stakeholders within the community are also provided with assessment and program results. Accredited health sciences programs have Advisory Boards comprised of community healthcare professionals who review data related to student outcomes and program goal achievement. For example, representatives from Lourdes and United Health Services Hospital are part of Nursing and Clinical Laboratory Technician Advisory Boards, and participated in their recent accreditation site visits (CLT Self-Study, Nursing Self-Study).

Criterion 3
Consideration and use of assessment results for the improvement of educational effectiveness.

Assessment Results are Used for Improvement of Educational Effectiveness

As an open enrollment, two-year institution, SUNY Broome attracts students with a myriad of academic and career goals, with varied levels of preparation. The assessment of its educational effectiveness is central to the college's mission: to foster the success of its diverse student body. Assessment of student learning is vital to the planning, decision-making, and resource allocation processes of the institution, with data utilized to continuously improve academic programs and student support services. A clear, comprehensive, and widely communicated system of course and program-level assessment is in place and outlined within the Institutional Effectiveness Assessment Plan, with established schedules and standardized reporting formats through the use of the assessment software, Nuventive. Built into this process is a mechanism for reflection upon the assessment process, and action plan development, utilizing results to continuously improve.

Criterion 3 a and 3 b
3 a. Assisting students in improving their learning; b. Improving pedagogy and curriculum.

The College Utilizes Assessment to Improve Student Learning, Pedagogy, and Curriculum

Faculty and academic leadership at SUNY Broome collaborate to design carefully constructed programs and courses with concrete learning outcomes, measures, and benchmarks to evaluate effectiveness with the goal of improving student learning, pedagogy, and the curriculum.

To improve student learning and aid in completion of degrees, the college is working on reducing the number of developmental courses and to enhance courses which are students need to be successful. For example, to improve math success, the Math Department incorporated Quantway, a Carnegie method intended to make math more applicable and practical. Quantway is used to reduce the math sequence and integrate math support into a college-level math course. Through the Strong Start to Finish Grant, which takes a guided pathways approach with regard to math success, faculty developed a co-requisite model, implemented in Fall 2020 whereby students complete both MAT 127-Mathematical Literacy II and MAT 089 Math Literacy Supplement simultaneously (MAT 089 Curriculum Committee). The determination to move to a co-requisite model was influenced by literature which showed that students who take developmental courses have a lower degree completion rate, and based on assessment data which revealed that students who were struggling in entry-level college math courses predominately have gaps in their mathematical background, significant enough to hamper their success, but not

large enough to warrant a required developmental math course. The new co-requisite model engages students through collaborative-based learning utilizing authentic assignments to provide students with more tangible concepts with which to learn the material, and which are updated through the continuous improvement efforts of the Carnegie Network Improvement Community.

A co-requisite model was also developed for ENG 110 College Writing I. Students are placed in this college-level course while simultaneously taking developmental work in ENG 091-College Writing Supplement. The previous developmental course, ENG 090, required 4 credits which could not be counted towards a degree, thereby increasing cost and delaying program completion time. Influenced by a body of literature indicating that required developmental courses had no positive effect on the retention and writing abilities of underprepared students, faculty developed a co-requisite model. The co-requisite model utilizes the same SLOs as the regular ENG 110 courses, but it provides students with additional time and support during supplemental instruction. A writing workshop designed to hone critical thinking and editing skills has led to demonstrated improvement in the co-requisite students' ability to write college-level essays. ENG 110S Assessment results revealed that 78% of students met or were approaching rubric standards for writing mechanics and 56% met standards for citing sources. Comparing these results to a prior ENG 110 assessment indicated that by two-thirds of the way through the new 110S semester, students showed an ability to write grammatically correct and stylistically appropriate essays on a level comparable to that of their ENG 110 counterparts. Faculty implemented strategies to further improve student learning. These included: enhanced collaboration during department meetings and Professional Development Days on effective assignment design and the use of grading rubrics, the formation of a ENG 110S working group to provide focused discussion of student needs, and informing faculty teaching ENG 111 (the next English sequence) about former 110S students who may need more individualized attention.

Programs utilize assessment results, such as those found through a review of certification data to improve pedagogy, curriculum, and student outcomes. For example, Medical Assistant A.A.S. faculty examine Certified Medical Assistant (CMA) examination overall pass rates as well as scores on subsets related to specific course content, and compare these to national averages. Test scores from the last 3 years demonstrate SUNY Broome student achievement exceeds the national average, as well as increased improvement in national percentile rank from 73rd to 89th percentile rank (CMA Exam Analysis). Noting lower scores in administrative versus clinical content, faculty redeveloped course delivery of MDA 207 in Fall 2017 to enhance accounting skills and MDA 206 in Spring 2018 to expand instruction related to patient records and appointment management. Subsequent CMA exam scores demonstrated improvements from 2017 to 2019 exam results: 68% to 71% on content related to patient records/appointment management and 68% to 74% on content related to finance management. Through the governance process, of which changes were endorsed by the MA Advisory Council, course descriptions and SLOs (MDA 206 Curriculum Committee; MDA 207 Curriculum Committee) were revised to help ensure continued student success in meeting the program's mission.

Course SLOs are assessed every three years, with results providing the impetus for curricular and pedagogical improvements to enhance student success. For example, the 2018 BUS 115-Business Statistics Assessment revealed that while students were successful in meeting most of the benchmarks associated with the SLOs, they struggled with math calculations and providing reasonable answers. Action plans to improve student learning included: providing more time in

class for students to check answers while problem-solving, increasing example problems, and including additional questions for homework practice. Referrals for underperforming students to the Business Tutoring Lab and flagging them in Starfish to receive additional support from an academic coach were implemented. Similarly, an assessment in 2019 in BIO 131-Anatomy & Physiology I revealed that while established benchmarks for most SLOs were met, there were some disparities across modalities, with students in traditional courses having higher percentages of success versus those in online courses. With numerous sections taught by a variety of faculty and in various modalities, the department recognized the need for better coordination of terminology utilized in the course. Findings have also generated enhanced conversations of how course content is approached to improve student learning. In RAD 101-Image Production and Evaluation, struggles were noted in student ability to meet the SLO "Describe the various types of digital receptors, the response of digital detectors to expose variations, and various digital processing". While 77% met the established 80% benchmark, faculty reflected on the challenges of teaching digital imaging curriculum due to its complexity, as well as those related to utilizing two different texts to teach the material. Resulting action plans included a plan to utilize only one text, increase the time spent focused on pedagogy related to this content and plans to revamp the module to improve delivery to students.

Criterion 3 c
Reviewing and revising academic programs and support services.

Academic Programs and Services are Reviewed and Revised to Improve Effectiveness

Academic programs are reviewed and revised during the quinquennial program review. The process provides for a comprehensive, organized review of program mission, goal achievement, curriculum, faculty and equipment/facilities resources, and student support services. Faculty review achievement of SLOs, PLOs, and ILOs to assess effectiveness of the curriculum and student learning. Alignment with either workforce or transfer institutions, and student success indicators, including retention, graduation, and transfer rates are examined at the program level, and as a benchmark, compared to rates of the overall institution. Adjustments are made to the curriculum based on findings. Changes made to course or program learning outcomes go through Curriculum Committee for review, with final approval by the VPAA (see Standard III).

For instance, the Business Information Management AAS Program Review reviewed technological changes within the field over the last 5 years, obtained Advisory Council input about necessary workforce skills, and reviewed assessment data related to SLO and PLO achievement. As a result, PLO revisions were made to ensure they captured the program intent (BIM Curriculum Committee Spring 2020). Course level assessments relating to PLOs indicated that while students overall were proficient in technical skills, there was a discrepancy in achievement between online and in-person students related to communication and collaboration. Pedagogical changes were made, such as breaking up complex online projects into smaller modules and the purchase of BaseCamp, an online toolkit to improve project development and communication in a remote working environment. Effects of these improvements will be assessed on an ongoing basis and summarized during the next program review period. As the external reviewers noted, faculty recognized that the program provided too many electives, which could impede completion, and that courses such as BIT 200-Spreadsheets with Business Applications and an applied learning experience (BIT 265-Project Management) should be

required to provide for enhanced workforce preparedness. Findings led to the action plan item to: "Identify a set of core courses, including a single capstone and subsequent curricular changes requiring BIT 200, and reducing elective credits from 15 to 19" to better align with workforce needs. Implementation of these changes has begun (BIM Curriculum Committee Fall 2020).

Based on assessment results, the Criminal Justice-Police A.A.S. program has revised the curriculum to improve effectiveness. For example, in 2015, the program added the requirement of a physical education course designed to improve student performance on the police agility test and CRJ 246-Victimology to prepare students to work with victims they will encounter within the criminal justice system. External reviewers for the 2017 CJ Police Program Review pointed to the high rate of failure on the police physical agility test. In response, faculty developed opportunities to engage in physical agility, such as the 2018 Challenge Event which mirrors the NYS physical agility exam standards. The department now offers annual Career Preparedness Expos to allow students to speak directly with recruiters to discuss physical requirements, and developed CRJ 201-Law Enforcement Career Preparedness (CRJ 201 Curriculum Committee). This course, taught by a Broome County Sheriff Sergeant, specifically prepares students for a law enforcement career and requires demonstrated improvement on the police physical agility test through pre- and post-assessment to meet course SLOs. The effectiveness of these changes will be assessed in the 2022 review.

The Human Service A.S. program has made curricular revisions based on the program review process. During the 2019-2020 program review, assessment data for the PLO "Demonstrate competencies in critical thinking and higher order analysis necessary for the human services profession" revealed the writing assignment in which comparisons of videotaped therapy sessions were reviewed did not capture all aspects of critical thinking important for transfer, such as synthesis of new ideas. Findings will inform development of a revised assessment tool to more fully capture all aspects of critical thinking. Course level assessment for PSY 110-General Psychology, utilizing a pre-and-post-test to evaluate achievement of a 30% increase in score by 75% of the students with regard to the SLO 1 led to the recognition that the benchmark was not met in any modality or section. To improve student achievement of this course outcome, an action plan item includes a faculty summit scheduled for Spring 2021 to review material used to teach course content relating to this SLO and a plan to align teaching materials and methods.

Just as course and program level assessment is conducted to evaluate the effectiveness of student learning, and engage in continuous improvement processes to improve services, so too are student support programs such as Educational Opportunity Program (EOP) and tutoring services provided through the Math Lab and Writing Center. EOP for example, after reviewing math student success outcomes in 2017, found that only 33% of students achieved a grade of C or higher in their college level math courses. Staff implemented math preparation during the mandatory 12-day summer academy in 2018, focusing on specific skills with which students struggled. These were tailored to students' requirements for math placement, with a focus on either on: algebra and trigonometry or integrated arithmetic and basic algebra (EOP Summer Advancement Academy). Students complete an assessment of math skills to identify strengths, and then engage in focused study on areas of weakness to develop math skills necessary for college success. After implementation of the academy, student outcomes improved to 50%. To further improve student success, the program then initiated a 3-week summer academy in 2019.

Students experienced intense exposure to math preparation over a longer period of time, leading to improved college math course success rates of 56% (EOP Assessment).

Other programs at the college focused on student success and retention, such as the Math Lab, Tutoring Center, and Writing Center who regularly review and revise service provision based on assessment data. For example, based on log-in data, the Math Lab determined a shift in increased usage for evening/weekend lab hours as well as tutoring need for calculus classes. As a result, hours were adjusted to maximize offerings and an online tutor training was created to meet to meet student need (Math Assessment). In an effort to improve communication with faculty about student progress, in 2019, the Tutoring Center implemented use of Starfish as a reporting tool and to measure tutee progress. Tutors were trained in utilization of Starfish, which has enhanced communication about student success across campus (Tutoring Assessment). Student outcomes are tracked by the Math Lab and Writing Center to evaluate effectiveness of services (Math and Writing Center Outcomes Report); details discussed in Standard IV.

Retention is of utmost importance to the college and was the factor in investing in the retention tool Starfish and a retention specialist. Annual assessment of the effectiveness of retention efforts focused on the use of Starfish to assesses student outcomes, course failure and withdrawal rates, and faculty system usage is conducted. Students who receive alerts/kudos via the Starfish retention tool have demonstrated higher course success outcomes (C or greater), lower rates of course failure/withdrawal, and higher retention rates compared to students who do not receive alerts (Starfish Data Report 2019-2020). As a result of demonstrated improvement, the college works to continuously increase faculty usage and system capabilities. Through regular outreach and training, faculty usage has increased by 33% since implementation, with the 2019 benchmark of 50% faculty usage exceeded to 76%. Exceeding the 2019 goal to expand usage from 23 to 27 administrative offices, 29 offices have adopted usage. Based on feedback, types of tracking items have expanded. In 2016 there were 16 flag, 14 referral, and 18 student to-do types. Now, 23 flag types, 20 referral types based on user role, and 40 "to do" flags are available.

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Criterion 3 d

Planning, conducting, and supporting a range of professional development activities.

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The College Supports Professional Development Activities

The College provides its faculty with numerous professional development opportunities, as discussed in detail in Standard III. Built within the FA Contract, the college provides tuition waivers (FA Contract Article 46, p. 49), supports sabbatical leaves (FA Contract Article 15, p. 11), and travel expenses to conferences (FA Contract Article 21, p. 16). Faculty may also apply for Professional Development Assistance Program (PDAP) funds to support professional and educational pursuits. The college has provided over $25,000 the last 3 years.

To enhance student learning, a number of grants are available to faculty. Teaching Grant Awards over the last 2 years have funded 3 faculty projects utilizing technology within the classroom. For example, ~$1,500 was provided to a Biology professor to enhance research instruction in the "Research Design Using Camera Traps" project, and $1,250 to a Math faculty member for the "Enhancing Instruction with iPad Pro" project. The BCC Foundation provides Sunshine Fund Grants to support innovative cross-collaborative projects, such as the building of an electronic health record system for student learning simulation between the Business Information

Technology and four health sciences departments on 2 different $2,000 grants (EHR Simulation Nursing, HIT, & BIT; EHR Simulation for MA & MASC).

Numerous professional development offerings are available as discussed in Standard III, covering a wide range of topics, with more than 380 offered over the last 3 years (PD Offerings 2017-2020), many specifically related to assessment and improvement of student learning. For example, workshops related to syllabus development, OERs, applied learning, inclusiveness, writing vision and mission statements, conducting student learning assessments, student retention and success workshops, flipped classrooms, pedagogies for student success, and the use of software and technology to improve pedagogy were provided in 2019 (PD Calendar, National Distance Learning Week, Starfish Trainings, TRC Workshop Offerings).

Annual Teaching Conferences provide professional development related to a specified theme, with keynotes from experts in the field. The 2020 Teaching Conference "Assessment and Student Learning," featured Dr. Debora Ortloff, Vice President for Strategic Initiatives and Assessment from Finger Lakes Community College, followed by a "Program Review and Resource Allocation" presentation and Program Review panel by the IE Office. The 2018 and 2016 Teaching Conferences focused on promoting inclusiveness and diversity and the 2017 and 2019 Teaching Conferences focused on OER incorporation into the curriculum to promote student success. The college has also hosted Dr. Deborah Moeckel, SUNY Assistant Provost for Assessment and Community College Education to provide program review training for faculty.

A review of professional development activities is conducted within the program review process (Program Review Template, p. 17), providing departments ability to identify areas in which more is needed. For example, faculty within the Business Information Technology department have a strong history of obtaining professional development. To capitalize on these strengths and continue to strengthen their program, interdisciplinary relationships, and curricular diversity, during the Business Information Management A.A.S. Program Review an action plan goal was developed to: Attend at least 1 conference and 2 webinars related to instructional technology and pedagogy annually; work with the PTODI to host 1 workshop and 1 presentation per year; and engage in 2 cross-divisional initiatives per year was developed.

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Criterion 3 e
Planning and budgeting for the provision of academic programs and services.

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The College Utilizes Assessment Results to Inform Planning and Budgeting for Programs

As outlined in the Budget Policy, discussed in great detail in Standard VI, the college's financial planning and budget process aligns with its mission and Strategic Plan and exists to ensure sufficient and sustainable resources for facilities, infrastructure, technology, programs, and staffing. The Budget Development Process requires departments to align requests to the strategic plan, and to support these requests with assessment results, as shown in the Music Departmental Budget Narrative Form. Through collaborative review and prioritization between faculty and deans, and final approval by the vice president, program needs are routinely reviewed.

Technology Fee requests are another method by which faculty request additional funds to obtain technology utilized to enhance student learning. The Emergency Medical Technician program purchased a Video Capture and Extron System in 2019. The system's integration with digital

cameras and audio recording within the ambulance simulator enables instructors to review clinical performance, assess skill development, and provides students the ability to build a video portfolio of their performance over time. Utilized within every core course, it provides enhanced ability for students to meet PLOs (EMT/Paramedic Curriculum Map). To enhance molecular research capacity, Tech Fee funds provided the Biology department with ability to obtain a PCR Machine. It was utilized within student independent studies in Spring 2020 in a collaborative research project between students at the college and Binghamton University and will be central to SLO achievement in a new course developed, URS 101—Undergraduate Research in STEM to bring research into the STEM curriculum.

The academic program review process provides another method by which programs may conduct an inventory of their equipment, facilities, and staffing and impact of resource needs on achievement of SLOs and PLOs, supporting requests with assessment documentation, with a focus on those which will have the most direct impact on student learning and retention.

For example, the program review process was utilized to help plan and budget for allocation of resources to improve the Communication Arts A.S. program. During the 2017 Communications Program Review, the external reviewer noted improvements in production and photography equipment were necessary to provide students with state-of-the-art facilities in which to effectively achieve PLOs (Communications Curriculum Map) needed to be successful for transfer. In 2018, monies were allocated to open The Hive, a radio station produced by commercial radio production course students, and Perkins funds were allocated to upgrade TV studio equipment, purchase new cameras, and a Tricaster video switcher unit. Recognizing the need for continued improvements, the college has worked with faculty and the dean to develop a plan to move the Photography Lab to the now vacated Hospitality program space (due to their move to the Culinary Events Center), which is more conducive to learning. This new space will allow for photo exhibition during First Fridays, a community-wide artist venue, and provide for student portfolio building to enhance assessment and student learning.

The 2016 Music A.S. Program Review noted that in Fall of 2015, its move to the Campus Services building provided a centralized space for the program. After years in the basement of the Arts Annex, this move demonstrated the college's commitment to providing students an adequate learning environment to effectively meet PLOs (Music Curriculum Map). Practice Rooms were added in Fall 2016 and a building renovation was carried out in stages. Since then, continued enhancements to music facilities have and are occurring to fill gaps identified in the program review. The 2020-2021 program review is in process, which will include an assessment of inventory, facilities, and equipment linked to achievement of SLOs and PLOs. External reviewer recommendations, and actions taken are outlined in the table below:

2016 External Reviewer Recommendations	Actions Taken
• Practice rooms: Currently only 3 which are inadequate with a program with over 80 music majors • Teaching studios: Music lessons need to occur in dedicated spaces with appropriate acoustic treatments and pianos vs wherever a space may be found on any given day • Rehearsal space	• 1 additional practice room has been added, for a total of 4 available practice rooms • 2 studios are scheduled to be built in CS 117 • Completion in Fall 2020 • Still an issue; rental off campus and utilization of the Theater on campus, and the new rehearsal space will be utilized to fill this need

• Performance venue • Insufficient sound treatments: sound leakage causing intrusion is detrimental to music instruction	• Due to open ceilings in new space, this cannot be fixed
Develop inventory of quality wind, brass, and percussion instruments to strengthen the program	Numerous percussion and string instruments purchased; brass on hold due to budget restrictions
Develop a comprehensive inventory of instruments and equipment with the goal of a long-term acquisition/replacement plan	Program is in acquisition phase of plan. Due to budget restrictions, further acquisitions are on hold
Consider a quality grand piano for student learning	A 5'2" Essex baby grand piano has been purchased
Additional acoustic upright pianos needed for practice and teaching	Two Essex upright pianos were purchased and a Steinway upright was donated

The Engineering Science A.S. program utilized the program review process in 2015 to plan for resources. External reviewer recommendations included the need for a faculty member to teach physics; one was hired to teach both physics and systems engineering, covering a dual program need. To better align with transfer and workforce skills, the need to increase the department's 3D printing capabilities and to increase facilities related to the growing field of clean energy to better prepare students for transfer and work was also identified. Five new 3D printers were purchased, which has allowed 3D printing assignments to be added to design classes, to further expand upon and assess student skills to aid in PLO achievement (Engineering Science Curriculum Map) and ability for student participation in statewide/national design competitions. When the Mechanical Building was renovated to the Calice Advanced Manufacturing Building in 2018, the "Sustainability Sandbox" was created to allow students access to campus energy data and clean energy equipment. EGR 270-Clean Energy Design is taught in this space, providing students with hands-on experience. As discussed in the 2019 Engineering Science A.S. Program Review, utilizing the budget request process, the program has also added new logic analyzers and microprocessor boards and sensors, utilized within the program to achieve PLOs. One of the action items developed as a result of the program review helps to ensure continued relevance and state-of-the-art equipment to attract, retain, and support student success:

Steps to Capitalize on Strengths	Point Person	Completion Date
Continue to update equipment through regular budgeting process and seek other funding sources (i.e., grants) as needed so that the program continues to be delivered in modern, state-of-the art facilities.	ES/PHY Department Chairperson	Ongoing/ Annual Review

The College has also received a number of SUNY Performance Improvement Funding (PIF) Grants, and SUNY Innovative Instruction Technology Grants (IITG). These aid in the creative pursuit of obtaining resources to enhance the student experience, such as the "Music and Technology in the Community College Music Theory Classroom" grant to support use of digital music notation software to transform student handwritten compositions into editable digital typeset scores. Other grants are listed within the IITG and PIF Abstracts document.

Criterion 3 f
Informing appropriate constituents about the institution and its programs.

The College Informs Appropriate Constituents About the Institution and its Programs

Faculty and staff at the College are kept informed about assessment and improvements to the assessment process through a number of different methods. The Dean of IE is a member of all 3 governance bodies. Assessment reports and institution-wide assessment data, such as results from the Student Opinion Survey and Voluntary Framework of Accountability Report are shared at these meetings, as well as with the BOT.

Weekly updates about assessment related activities and progress are reported by the Dean of IE at EC meetings, where each vice president also provides an update related to their division and strategic goal progress. As discussed in Standard VII, the President and vice presidents are members of the College Assembly and provide reports at these bimonthly meetings.

Specific to academia, the VPAA develops annual divisional goals in conjunction with the Academic Leadership (AL) Team, which include goals related to the program review process as seen in the Academic Affairs Goals 19-20 and Academic Affairs Goals 20-21. These are shared with governance bodies and academic divisions; goals established by deans are developed in alignment with these, with those at the department level aligned with the deans. The AL Team discusses progress and results of divisional goals and program reviews on a regular basis. Program review work groups, established by each program undergoing a review discuss progress and findings with other members within their department and divisions, such as during bimonthly academic Division Council meetings, of which the VPAA and Dean of IE periodically attend to discuss assessment activities. At the completion of the program review cycle, findings are presented to the BOT (PR Timeline) and published on the IE website.

External constituents are also kept informed about the institution and its programs. The BCC Foundation works closely with academic deans and the VPAA to discuss progress related to program goal attainment. Foundation Board Members are professionals within the community aware of workforce needs and challenges, such as Kay Boland, Chief Nursing Officer from United Health Services (UHS), with whom the VPAA and AVP of STEM/Health Sciences regularly meet, to implement strategies to improve the nursing curriculum and enhance connections between health science programs and workforce. To address community nursing shortages, boost graduation and NCLEX pass rates, and attract applicants to fill the vacant Nursing Chair position, the Foundation supplements the chair's salary to provide financial incentive beyond the college's established faculty salary. As previously mentioned, hospital representatives serve a role during accreditation self-studies and site visits.

Advisory boards, comprised of community members who help guide curriculum development to meet workforce needs, are an important component to many of the college's programs. For example, the Physical Therapist Assistant Advisory Board includes physical therapists from facilities where students participate in internships. To aid in student attainment of skills needed for successful employment within AAS and AOS programs, one of the Academic Affairs Goals 20-21 is to ensure these programs have advisory boards in place by May 2021.

Criterion 3 g
Improving key indicators of student success, such as retention, graduation, transfer, and placement rates.

The College Works to Improve Key Indicators of Student Success

The College tracks and reports data through a variety of mechanisms to adhere to federal compliance requirements, such as the Job Placement & Transfer Report and Program Outcomes webpage, and to provide benchmarking data such as through participation in the Voluntary Framework of Accountability (VFA Report), for which the institution can use to improve. The college submits reports to a variety of external constituencies, including: SUNY, IPEDS, National Student Clearinghouse, NYSED, and programmatic accrediting bodies. An annual Fast Facts is published to provide data about enrollment, student demographics, graduation rates, and Pell grants awarded. The Data Book provides trends related to enrollment and student success at the institutional and programmatic levels. Accessible via the IE webpage is an Institutional Effectiveness Dashboard, which provides monthly snapshots of enrollment trends by student demographics (age, gender, ethnicity, and residency) and student success indicators (persistence, retention, and graduation). The college tracks retention, graduation, and transfer rates, and engages in continuous review of these data to inform resource allocation and annual goal development to improve these student success outcomes. Three-year rates are listed below:

Key Performance Indicator	3-year average
Fall-to-Fall Retention Rates	56.7%
Fall-to-Spring Retention Rates	80%
First-Time, Full-Time Graduation Rates	26.6%
Fall 2016 Cohort Transfer Completion Rate	25%

To improve retention rates, particularly Fall-to-Fall retention, which ultimately leads to improved graduation rates, the college focuses resources on programs and services dedicated to support student success. The operationalization of Starfish, based on demonstrated student success retention and improvement (Starfish Report 2019-2020) is discussed in Standard VI. A full-time retention specialist and 3 academic coaches were hired to provide support to students. A Director of Academic and Career Services was hired in Fall 2020 to provide dedicated leadership to academic advising, academic coaches, the retention specialist, and career planning; this has improved coordinated retention efforts. In an effort to improve retention and graduation rates, the college is in the process of moving to a case management professional advising model.

Academic Performance Solutions (APS), a decision-support platform, discussed in Standard VI, is in the process of implementation. This will provide for enhanced analytics and access to data from EAB regarding institutional and peer benchmarks around course completion rates, faculty workload, and other KPIs, and help inform the revised Academic Master Plan (Academic Affairs Goals 20-21). In addition, in line with Academic Affairs Goals to reimagine professional development and to improve institutional effectiveness in student success, the college has restructured the TRC and Professional Development, hiring an Assistant Dean, overseen by the Dean of IE. This strategic move will provide for dedicated oversight to improve the college's distance learning program, and the utilization of assessment results to identify gaps in student outcomes, including those related to diversity and inclusion to inform professional development.

Standard V: Educational Effectiveness Assessment

The IE Office communicates information related to institution-wide and program level assessment to campus constituencies on a regular basis. The Dean of IE regularly reports to the Academic Leadership Team, the Executive Council, and all of the governance bodies. Results from institutional surveys such as the Student Opinion Survey are shared with the campus, with data utilized to inform campus-wide goals to improve services (SOS Goals, SOS Updates). Vice presidents review assessment results within their division along with institutional data and the Strategic Plan Annual Report to inform annual goal development focused on improving student success outcomes (VPAA Annual Goals, VPSD Annual Goals, VPAFA Annual Goals).

To aid in continuous assessment of key performance indicators (KPIs) of the college (retention, graduation, and transfer), the IE Office provides comprehensive data packets to programs undergoing program review, such as the Human Services A.S. Data Packet. To ensure dedicated focus on student success outcomes, a review and analysis of program and institution-level KPIs is built into the program review process, including required action plan development of 2-and 5-year focused retention and enrollment goals. Plans are monitored by the Dean of IE with annual progress check-ins. The 2019 Environmental Science Program Review Action Plan is below:

Action Plan Part 3: Two- and Five-Year Program Goals		
Two-Year Enrollment Focused Goal	**Point Person**	**Completion Date**
Due to declining local population and COVID enrollment challenges our immediate goal is to maintain enrollment and find a way to meaningfully engage students to improve retention	Chair, faculty	On-going -2022
Two-Year Retention Focused Goal	**Point Person**	**Completion Date**
Improve Fall-to-Fall retention through better initial math and science placement, review campus policies that prevent students from changing math class early in semester when they discover they are in the wrong placement	Support offices	On-going -2022
Five-Year Enrollment Focused Goal	**Point Person**	**Completion Date**
Grow enrollment by 10% through targeted pathways, microcredentials and/or marketing.	Chair, faculty, support offices	On-going - 2025
Five-Year Retention Focused Goal	**Point Person**	**Completion Date**
Continuous improvement in Fall-to-Fall retention over a 5-year period.	Chair, faculty, support offices	On-going - 2025

Graduate employment data from annual surveys, in conjunction with transfer data from the National Student Clearinghouse informs the annual Job Placement & Transfer Report and is utilized during the program review process. To aid in assessment of graduate success and improve the previous process of 5-year alumni surveys that had historically poor response rates, the IE Office revised the survey in 2020 to incorporate best practices of National Association of College's and Employers (NACE) and implemented electronic survey administration. Assessment of this new process will occur in 2021.

Criterion 3 h
Implementing other processes and procedures designed to improve educational programs and services.

The College Implements Processes and Procedures to Improve Programs and Services

The college provides a myriad of additional mechanisms to improve educational programs, services, and their outcomes. For instance, the Learning Assistance Department offers the

Supplemental Instruction program, which targets high-risk STEM courses. All program reviews address library resources and determine their effectiveness. Since 2014, the college has made a concerted attempt to improve New Student Orientation through assessment of attendee retention rates compared to those of the overall college. Students are also surveyed about quality of presentations, with results utilized to inform future planning (details discussed in Standard IV).

The college's 12 academic Accredited Programs undergo comprehensive self-studies to demonstrate compliance with accreditor standards. Meeting these rigorous standards means students within these programs obtain educational and career preparation that are of the highest quality. The Fast Forward program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) which requires the college to meet established standards of professional development, assessment, and rigor of courses.

Faculty are provided continuous training opportunities at both basic and advanced levels in the use of Blackboard. To ensure courses are accessible, utilize universal design principles, and that the quality of online courses mirrors those offered on-campus developed with pedagogy effective of distance education, Instructional Designers (IDs) at the Teaching Resource Center (TRC) work with faculty to utilize the SUNY OSCQR Rubric. As part of its annual assessment activities, the TRC continuously improves trainings offered and assistance in course review. In the 19-20 year, the TRC designed a Blackboard 1-2-3 course to provide 2 course options for faculty: Level 1 to obtain access to a Blackboard shell for face-to-face courses, and Level 2, a comprehensive training geared toward effective online pedagogy, for faculty wishing to create a fully online or blended course. In addition, within each division, IDs reviewed one fully online course, upon faculty request, utilizing the OSCQR; action plans were delivered to faculty and IDs will work with those faculty in the 20-21 year to make improvements (TRC Assessment).

Criterion 4

Criterion 4 is not applicable to SUNY Broome Community College.

Criterion 5
Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

The College Engages in Periodic Assessment of Assessment Processes

SUNY Broome engages in regular examination of its assessment processes in order to ensure the effectiveness of its educational offerings and to continuously improve its programs and services.

Previous to 2019, assessment of course level SLOs was coordinated through the then existing Student Learning Assessment Committee (SLAC), while program review completion was coordinated within the Institutional Effectiveness (IE) Office. The previous Dean of IE chaired the now extinct Institutional Effectiveness Assessment Committee (IEAC) whose purpose was to improve campus assessment procedures. Discussions within both groups related to the struggles of collecting assessment data and the need for a streamlined concerted assessment process at the college. Feedback related to the program review process from faculty included that the process needed to be more user-friendly, more assistance desired in completion of program reviews, and enhanced program data was needed to thoroughly evaluate a program's effectiveness.

The college implemented the Nuventive assessment software to replace utilization of Google Docs as an assessment collection tool. Full implementation occurred by 2019 and has provided for an organized, efficient, and effective means of planning, reporting, and sharing assessment related data across campus; all administrative and academic programs utilize this system.

With new VPAA leadership, and the findings of SLAC and IEAC, it was determined that there was a need for a centralized office responsible for all assessment activities campus-wide versus the previous segregated model, which held committees responsible for assessment collection. The IE Office revised its mission, clarifying its role to support achievement of the college mission and strategic goals by "promoting a culture of evidence-based decision-making, strategic planning, continuous improvement, and by managing assessment processes across all areas of the college." A revised IE Assessment Plan was developed in line with the Academic Affairs Goals 20-21. Detailed and standardized guidelines for the completion of program reviews, streamlined efforts for all assessment activities within one office (IE), and an enhanced infusion of assessment within professional development has been established. Academic deans, directors, and vice presidents assumed responsibility for ensuring completion of assessment activities, with collaboration from the Dean of IE. Centralizing assessment activities has resulted in more coordinated efforts, enhancing the campus culture of assessment.

The program review process was revised in 2019, vetted by the campus through shared governance and academic division councils. The new Program Review Template provides for a user-friendly, organized, and standardized format. Consistent formatting helps the college ensure that each program is evaluating and assessing the same data, as well as providing consistent programmatic information across the college. The new process also includes sections on inclusiveness, diversity, and enrollment and retention efforts not present in the previous program review iteration. Data packets provided to programs by the IE Office now include more comprehensive data, and monthly work sessions with the Dean of IE, as reflected in the Program Review Timeline were implemented to provide faculty with hands-on guidance in program review completion. Feedback from faculty utilizing this new process indicates that the revised process better enables programs to reflect on their pedagogical practices and provide recommendations for improvement. The template was again refined for 2020, based on faculty and dean feedback, and informed by the Dean of IE's work with faculty the past year.

To further enhance reflections regarding assessment, an assessment of the assessment process was built into Nuventive in 2019, providing a forum for faculty and staff to reflect on lessons learned, and to share both the challenges and successes of the assessment process. Utilizing information gleaned from assessment results and lessons learned, action plans are developed with subsequent follow-up. As with all assessment results, the Dean of IE, along with supervisors and vice presidents, review findings and provide feedback to faculty and staff. Vice presidents utilize findings to inform annual divisional goals.

Conclusion: SUNY Broome Community College's students accomplish educational goals consistent with their program of study, degree level, the institution's mission, and expectations for institutions of higher education. The college's assessment processes and procedures demonstrate student's successful attainment of these goals. Programs utilize SLO, PLO, and ILO assessment data to inform curricular and pedagogical revisions to enhance student learning.

Requirements of Affiliation: Evidence for specified requirements is outlined below.

#8 Met by: Criteria 2b; 3f; and 3g
#9 Met by: Criteria 1; 2; 2a
#10 Met by: Criteria 3a; 3b; 3c; 3d; 3e; 3g; and 5

Opportunities for Ongoing Institutional Improvement and Innovation:

1. Continue to follow the institution's assessment plan, utilizing established software and processes and expanding communication about results to improve understanding of the linkage between assessment and the strategic goals of the college. Regularly review the effectiveness of SLO, PLO, and ILO attainment utilizing these processes; hold campus-wide conversations to foster a culture of continuous improvement to achieve the college mission and strategic goals.

Institutional Priorities: The Self-Study institutional priorities drove analysis of MSCHE's Standard V and demonstrate how the college engages in assessment of student learning to ensure students have met established educational goals consistent with their program of study, with the institution's mission, and appropriate to higher education.

Student Retention, Support, and Success

- The program review process assesses the support programs in place to aid student success. Analysis of key student outcome data points, including retention, graduation, and transfer informs 2-and-5-year retention and enrollment Action Plans, providing dedicated focus on KPIs to improve student outcomes.
- Review and analysis of enrollment by student demographics during program review provides for intentional responses to address identified diversity and inclusion gaps to support the college mission of providing inclusive, diverse learning experiences.
- Improved data reporting, dissemination, and discussion of college KPIs related to student success equips administration, faculty, and staff with needed data to address declines by dedicating resources and developing goals in response to data.
- Student support programs engage in annual assessment and continuous improvement efforts focused on student outcome data, with dedicated resource allocation to enhance and support programs and services dedicated to boosting retention and graduation rates, such as Starfish, Academic Coaching, the EOP program, and tutoring services.
- Development of co-requisite models for English and math courses aids in timely student completion, while providing needed supplemental support for students.

Institutional and Pedagogical Sustainability

- A comprehensive program review process provides for regular and systematic review of programs to ensure relevancy, and student achievement of SLOs, PLOs, and ILOs, with opportunity for continuous improvement. Action Plans to build on strengths, address weaknesses, and 2-and-5-year enrollment and retention goals ensures continuous improvement and faculty innovation for program development.
- Incorporation of both internal and external constituencies within the program review process, on Advisory Boards, and review of transfer/employment program data ensures alignment with the transfer/workforce program goals and community workforce needs.
- A review of program human and fiscal resources and alignment with PLO achievement during program review provides for an integration of assessment with resource allocation.

Standard VI: Planning, Resources, and Institutional Improvement
The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Criterion 1
An accredited institution possesses and demonstrates the following attributes or activities: institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.

Divisional and Departmental Goals Linked with the Strategic Plan

SUNY Broome's mission statement sets the foundation for the college's Strategic Plan, which clearly states the college's measurable goals, which provide the framework for outcomes established by each department at the college. In September 2017, the BOT approved the mission and 2017-2022 Strategic Plan (BOT Minutes 9.21.17). The college will build on its successes, analyze challenges, and again engage in the strategic planning process to create the next 5-year Strategic Plan, following the Middle States accreditation visit.

At the start of each academic year, vice presidents develop divisional goals aligned with the college mission and Strategic Plan. These goals set the direction for the division and are the basis for which departments and programs within divisions establish initiatives, goals, and assessment plans. As an example, the Academic Leadership (AL) Team, formerly named Chief Academic Office (CAO) Team, whose membership includes: the Vice President for Academic Affairs (VPAA), academic deans, the Dean of Institutional Effectiveness (IE), the Budget & Institutional Effectiveness Specialist, the Director of Information Technology Services, the Enrollment Management Executive Officer, the Director of Career & Academic Services, and the Director of Continuing Education & Workforce, has an annual retreat to review annual accomplishments, pertinent data, and to establish the division's upcoming goals, which are aligned with the Strategic Plan (Academic Affairs Goals 19-20, Academic Affairs Goals 20-21). Team members then develop department/division goals which are in alignment. Goals are periodically reviewed and revised as needed, based on assessment data, and presented back to the AL Team throughout the year (CAO Agenda 1-29-20), which provides for continuous communication and opportunities for feedback about divisional goal progress. Each vice president follows a similar process as can be seen in the VPAFA Annual Goals and VPSD Annual Goals.

For example, in alignment with Academic Affairs Goal 2, aligned with Strategic Goal 2: Teaching & Learning, the IE Office developed a comprehensive program review template, and facilitated completion of program reviews utilizing the new process (IE Goals 2019). In alignment with the Finance Division's Goal 1, "ensure the unaudited net income/assets reflect a balanced budget and up to a $500,000 operating margin", aligned with Strategic Goal 3, the Finance Office monitored financial controls within the division's offices to ensure an unmodified audit for 19-20, and a balanced budget without use of the fund balance (Finance Office 2019). Campus Life, in alignment with the Student Affairs Division's Goal 1, "cultivate an inclusive and diverse student life experience", aligned with Strategic Goal 1, Diversity & Inclusion, implemented a First-Generation Mentorship program and transformed the Multicultural Classroom into a programmatic event space for students (Campus Life 2019).

Vice presidents (VPs) provide regular updates related to division goals and Strategic Plan achievement at weekly Executive Council (EC) meetings (EC Agenda 8-4-20). Academic Affairs and Student Affairs Vice Presidents provide a report to the BOT on a rotating schedule, and the Vice President of Administrative and Financial Affairs (VPAFA) provides a report at each Finance & Facilities (F & F) Committee and BOT meeting (BOT FF Presentation Schedule). As part of BOT updates, VPs share Strategic Plan accomplishments, as seen in the Academic Affairs Annual BOT Report. Minutes for EC and BOT meetings are posted on the campus website, accessible to the campus. A Strategic Plan Annual Report, prepared by the Dean of IE provides an overview of campus-wide Strategic Plan achievement. Each VP provides an annual report regarding division accomplishments and challenges to the President, which is then compiled as an annual update to SUNY about Strategic Plan accomplishments and goals for the upcoming year, in accordance with SUNY Board of Trustee Policy (SUNY BOT Policy Article IX).

Data-Informed Decisions

Integrating and providing accessible data to college constituents is an ongoing and continuously improving initiative at the college. Data is reported to several different systems and organizations, such as SUNY, the Integrated Postsecondary Education Data System (IPEDS), and the Voluntary Framework of Accountability (VFA Report). Through these data reporting systems, the college tracks enrollment, retention, persistence, demographics, and other student related trends. Reports are shared at EC, AL Team, and shared governance (SG) or on the IE webpage. For example, the published Job Placement and Transfer Report provides information about graduate employment and educational activity to track graduate success and aid in academic program planning. An annual Data Book, prepared by the IE Office is shared with the campus to provide an overview of trends related to enrollment, retention, graduation rates, and outcome measures. Each week, at EC and AL meetings, the Executive Enrollment Management Officer presents enrollment and registration data. This regular data analysis allows leadership to adjust recruitment and registration strategies to address trend fluctuations and meet student needs. Data provided on an ongoing basis, along with annual reports prepared by the IE Office, play a key role in providing leadership with data to make evidence-based decisions and to develop goals and initiatives in line with the Strategic Plan.

From 2016-2019, the college engaged with Achieving the Dream (ATD) to promote student success and equity across all groups of students. While the college is not in a current contract, the knowledge, resources, and initiatives that have come forth based on work with ATD have made a positive impact. For example, a need identified for a financial wellness center with a focus on supporting student financial management resulted in allocation of Technology Fee Funds 2017-2018 to install two financial wellness kiosks on campus (see Standard II). The development of courses such as BUS 122-Self-Management, specifically geared toward student learning and retention also came from this collaboration.

The Starfish Enterprise Success Platform, a student success and retention tool, is an example of the utilization of data by the college to allocate resources specifically to fund programs that support student success. Starfish is integrated with the campus' Student Information System, Banner, and the Learning Management System, Blackboard. The platform was initially implemented utilizing SUNY GAP funding (funding designed to help colleges support retention efforts) in 2014 and then integrated into the college's operating budget. Since implementation, the platform has evolved with processes informed by data, aligned with the college mission.

Initial use focused on increased faculty usage (20% to 49%), demonstrating an increase in student success (grades of C or higher) (27 to 32%), and improving retention for students alerted via Starfish, compared to those who had not (Starfish Data 2016-2017). To address enrollment gaps, the system grew with the addition of system flags to encourage student completion.

To make evidence-based determinations related to enrollment forecasts and budgeting, the VPAFA utilizes a variety of data sources, such as SUNY-wide financial data, provided annually. This data includes number of high school graduates in all NY counties over the last 8-9 years, as well as enrollment projections based on actual number of high school graduates per county and region (SUNY HS Grads by County). This information is shared with EC, of which the President, vice presidents, Executive Enrollment Management Officer, and Dean of IE are members, and allows them to plan and focus on specific areas.

In addition, a weekly Enrollment Planning Newsletter distributed to EC provides a snapshot in time of current trends in applications, accepts, and registrations. This provides for quick analysis of anomalies in enrollment trends, compared to the previous year, and to see weekly progress, which allows for adjustments in messaging and to recognize potential programmatic needs.

The college has strategies to manage the academic schedule and instructional budget in a fiscally responsible manner, while responding to enrollment fluctuations, and ensuring students are served effectively. The Budget Office monitors weekly enrollment trends for all four academic terms as seen in the Annual Enrollment Trends & Forecast Report and makes budget adjustments, based on enrollment data. As payroll expenses comprise approximately 85% of the college's total budget, these expenses are monitored on an ongoing basis, via Bi-Weekly Payroll Comparisons which provide data to inform personnel related decisions.

These reports are used in conjunction with section data reports, such as the AY 2019-20 Course Tally Report, Fall 2020 Proposed Sections & FTE Report, Course Sections & FTES 2014-2015 to 2019-2020 Report, to help plan and forecast instructional payroll costs and the course schedule. The history of these reports provides the ability to benchmark current FTEs and course section data, providing the academic areas a means to develop a schedule with an appropriate mix of course offerings to meet student needs within the projected budget. This prevents student disruptions, reduces the impact of potential enrollment declines and aids in fiscal sustainability.

A section FTE ratio is utilized as a key performance indicator in relation to the efficiency of course schedules. This ratio represents the number of sections per student FTE (1 FTE=30 registered credit hours). Each section is measured against the number of FTEs it produces through student course registration. A review of 10 years of section-to-FTE trend data showed the college was in a ratio range of 0.70 to 0.80; a section-to-FTE ratio of 0.75 has been set as the college target benchmark for budgeting and efficiency of schedule management.

Based on 10 years of trend data, the college has observed a consistent pattern where Fall net FTEs are approximately 50% of the overall final FTEs for the year, as seen in the Annual Enrollment Trends & Forecast Report. The college can use this historically consistent information to forecast annual enrollments based on current fall enrollment (FTEs) trends. This data is used as a guide to plan for the proposed number of sections based on the 0.75 section-to-FTE ratio, as seen in the Fall 2020 Proposed Sections and FTE Report. As the semester progresses, trends are tracked and reported in the Fall Term Weekly FTE Trend Report and Fall

Net FTE Weekly Trend Report. These reports are shared weekly by the Budget Office with the VPAA and deans which assists with section planning and program trends throughout the year.

Prior to the start of the semester, the VPAA and academic deans also utilize Course Tally Weekly Reports to identify course sections that are low-enrolled, and which are potential sections to be removed from the schedule. This weekly review helps prepare deans and faculty to make alternative arrangements, if necessary, within a timeframe to cause the least disruption for students (Section Management Analytics Email, Section and FTE Comparison 7.14.20).

Strategic Goals, Planning, and Resource Allocation

The college utilizes results from assessments to demonstrate alignment of goals and initiatives with the Strategic Plan and to effectively plan for resource allocation. As part of the college-wide budget planning process, all budget requests align with the Strategic Plan, college and unit missions, and requesters must discuss assessment results and the impact on resource planning (Budget Development Process). As outlined in the Budget Policy, VPs review budget requests, their alignment with the college mission and strategic goals, relation to assessment results, and their impact on continuous improvement to make recommendations about budget requests. This process also helps to inform divisional strategic planning processes for the upcoming year.

An example of the college's support for activities which help achievement of its Strategic Plan, specifically Goal 1, and to comply with mandates from the Office of Civil Rights, and SUNY EIT Policy, includes funding for SiteImprove, software identified as best practice to ensure accessibility of the college's website (MarCom Budget Request). Previously, the college's 1,000+ page website had to be manually scanned to ensure WCAG 2.0 standards were met, which impacted timeliness of correcting accessibility issues. Monitoring of web accessibility is a component of the EIT Accessibility Plan, and, as shown in the SiteImprove Report, utilization of this software has decreased web accessibility issues over time. SiteImprove also provides support for Strategic Goal 4.3, as it provides efficient quality assurance checks for identification of items such as broken links, page load timing and content errors to improve the user experience.

To support achievement of Strategic Goal 4.1, the college conducted an assessment of its homegrown solutions (e.g., Excel, Google calendars, Wufoo forms) used to manage the enrollment process. The college joined SUNY in its initiative to improve enrollment, and to be better positioned to make data-informed and strategic decisions in achieving enrollment goals, through a system-wide contract in the adoption of SLATE, a Constituent Relationship Management (CRM) solution (SUNY SLATE Memo). SLATE manages all aspects of the admissions processes and aids in streamlined student communications, application management, reporting and predictive modeling, and workflow. Over the 19-20 year, the Admissions Office implemented the system, in conjunction with financial support from Information Technology Services (ITS) (ITS Budget Request). Full implementation of SLATE and its use as the singular student communication tool is a priority for the Academic Affairs Goals 20-21. This will provide for consistency in student messaging, and a smoother onboarding process.

Another example of responding to higher education and enrollment market trends, and in support of Strategic Goal 5, the college recently joined the Unmudl network of community colleges to expand its workforce offerings that bridge certificates, certifications, and degrees to adult learners across New York (Unmudl Media Release). Six noncredit courses were offered starting

Fall 2020, with additional courses planned for spring. To further target working adults, and based on assessment data from 19-20, MarCom and Admissions will develop media to address special concerns of working adults in virtual format (MarCom 19-20 Assessment) and "Adult Learner" nights targeting the need for local culinary recruits (Admissions 19-20 Assessment).

The college is currently implementing Academic Performance Solutions (APS), a decision-support platform which provides readily accessible data and peer-benchmarks around course offerings, faculty workload, course-completion rates, and department-level costs. Implementation of this platform is a major goal of the IE Office, aligned with the Academic Affairs Goals 20-21 and through collaboration with leaders from Academic Affairs and the Finance Division. As a tool to aid in the achievement of Strategic Goals 2 and 6, APS will be utilized to develop a new Academic Master Plan, informed by enhanced metrics related to program health and fiscal viability and to increase student success through identification of courses to improve course completion rates. Through accessible key metrics, the college's ability to make faculty line, course and section offerings and resource allocation decisions will be strengthened. The elimination of manual data collection and analysis enhances the capabilities of the IE Office to provide the campus with critical data needed and to incorporate "health checks" within the annual academic and administrative program assessment process.

Criterion 2
An accredited institution possesses and demonstrates the following attributes or activities: clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results.

The College has Documented and Communicated Planning and Improvement Processes

The college utilizes clearly documented and communicated planning and improvement processes, which demonstrate its commitment to providing for constituent participation and accountability for assessment results. Faculty, staff, and students have the opportunity to become involved in the planning and improvement processes by joining campus committees, participating in SG, and providing input into the budget request process. The college is committed to ensuring open lines of communication to ensure all voices are heard. An example of constituent involvement in the use of assessment results to improve teaching and learning is the triennial SUNY Student Opinion Survey of which data was shared campus-wide, resulting in the development of SOS Goals to address identified student concerns. To meet one of these goals to increase the use of innovative technologies in the classroom, the theme of the Spring 2020 Faculty Staff Assembly was "Technology". Through hands-on opportunities to try out various technologies and a presentation by the Assistant Director of ITS about available technologies, faculty were exposed to ways to enhance the teaching and learning experience.

Discussed in great length in Standard VII, shared governance meetings are open to the campus, with each body having a voting student member. To aid in transparency and planning, updates and discussions related to the college's financial status, including impact on the budget as a result of enrollment declines, cuts to funding sources, and reallocation of funds are provided by the VPAFA (e.g., CA Minutes 5.4.20, CA Minutes 5.18.20, CA Minutes 8.31.20).

An Enrollment and Retention Work Group established by the VPAA Fall of 2019 charged with conducting an assessment of current enrollment and retention processes put forth a proposal for

how student needs can be better met (Enrollment and Retention Report). Findings were used to inform the Academic Affairs Goals 20-21. For example, with regard to the need to streamline student communications, clarify the onboarding and registration process, and provide holistic case management services to students, goals for the upcoming year include: full Slate implementation as the singular enrollment and communication tool, define the continuing student registration process, and the redesign of Academic Advising.

The planning and improvement processes in place within the Academic Master Plan and Facilities Master Plan provide examples of clearly documented and communicated planning and improvement processes, with incorporation of assessment results. To aid in development of these plans, the college hired Strategic Innovations in Education (SIE) and Passero Associates, respectively. To inform plan development, obtain feedback, and ensure continuous communication, the campus news (Master Plan Development Communication), meetings with faculty, staff, administrators, workforce and economic development community leaders (Update on Academic Plan), focus groups, open forums, charettes (Facilities Planning Charrette) and a student survey were utilized (Facilities & Academic Master Plan Survey).

More recent campus-wide discussions have been related to space utilization and possible restructuring. As part of its planning and improvement efforts, in support of Strategic Goal 3, Facilities hired a firm to conduct a Space Utilization Study to better track and plan for resources and improve the campus' building portfolio. To aid in study completion, input from faculty, staff, and administrators was obtained. Findings were widely communicated at SG meetings, with the AL Team, and EC. Data from this study has recently been utilized to inform space utilization for the fall 2020 COVID reopening plans and lays the groundwork for future planning by Facilities. Recognizing the need to increase collaboration across campus departments to facilitate student success (Goal 2.6) to align resources to address diverse holistic student needs (Goal 4.5), and address financial issues due to enrollment declines (Goal 3.1), the college hired Jim McGee in 2019 to conduct a campus assessment for possible restructuring (Restructuring Communication). Information from key stakeholders and through campus-wide forums helped develop the proposed plan. The proposal, along with an alternative plan, developed by the vice presidents were shared widely with SG (CA Minutes 2.10.20), with extensive conversations to seek feedback (CA Minutes 2.24.20). These initial recommendations have provided useful information as college budgeting issues have forced immediate organizational decisions.

Criterion 3
An accredited institution possesses and demonstrates the following attributes or activities: a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' Strategic Plans/objectives.

The Institution's Financial Planning and Budget Process Aligns with its Mission and Goals

The financial planning process of the college supports Strategic Goal 3, objective 3.1. Consistent with the requirements of the Budget Policy, the financial planning process aligns with the mission and Strategic Plan and exists to ensure sufficient and sustainable resource allocation for facilities, infrastructure, technology, programs, and staffing. As outlined in the Budget Development Process, each year, a budget memo with budget development instructions is sent by the Budget Office to department leaders. Departments align requests to the Strategic Plan, supported by assessment results, and include a narrative on the Departmental Budget Narrative

Form. Tentative department budget figures for contractual, supply, equipment, technology fee related expenses, and personnel requests are provided based on past usage data. The Incremental Request Form provides departments an opportunity to request additional funding to help achieve strategic goals. Departments are encouraged to prioritize requests based on data.

Explicitly stated in the Budget Policy, "Budget requests will require input from faculty and staff". Within the Budget Narrative, departments are provided with an opportunity to describe areas of concern and current changes within their operating budget. The information provided in the budget narrative is rolled up at the division level so that each respective vice president can make budgetary decisions based on several points of data.

The college collects and utilizes technology fees to support academic technological budget requests. Departments submit requests aligned with the strategic goals for Technology Fee funds to their deans. Input from the AL Team prioritizes initiatives according to strategic goals (CAO Meeting 8.28.19). A total of $483,837 for technology fee-funded purchases was approved in the 19-20 year (Approved 19-20 Technology Fee). To ensure transparency, technology fee fund approvals are communicated campus-wide (Approved Tech Fee Email). Technology Fee funds target specific projects or needs which will benefit students and are aligned with the Strategic Plan. For example, in support of Goal 4, a request for web cams to provide testing support for students enrolled in courses that utilize Examity (Web Cams for Testing Center) and to purchase iPads for students with visual impairments to aid in successful course completion (iPads for ARO) was approved. In support of Goal 2, other approved Tech Fee fund requests include a PCR machine to enhance the teaching and research capacity of the Biology department and to be utilized in community-based research, such as with a collaborative research project with Binghamton University (PCR Machine) and others discussed within Standard V. Approval of an Asphalt Ignition Furnace for the Civic Engineering department allows students to gain workforce skills and supports Goals 2 and 5.

At the highest level of the development of the budget process, the VPAFA, in consultation with Enrollment Management, forecasts enrollment for the upcoming fiscal year. A variety of data is utilized in the planning process for enrollment, including local high school graduation data (SUNY NYS High School Grads 2019) and Annual Enrollment Trends Forecast data, as well as recruitment plans. The Executive Enrollment Management Officer reviews national enrollment trend data obtained from EAB which provides insight into regional and local high school demographic trends and market research data obtained from the Riger Agency. Data informs the college's enrollment and marketing plan in response to emerging trends. Once an enrollment forecast has been developed, and enrollment trend and market analysis data reviewed, revenue projections can be made to determine the college's capacity for campus expenditures. Vice presidents prioritize resource requests and advocate for funding based on strategic priorities.

The proposed budget (20-21 Operating budget) must be approved by the Board of Trustees (BOT Minutes 4.23.20) and the County Executive and County Legislators. The budget is submitted to SUNY for review and approval. Throughout the fiscal year, the VPAFA provides budget forecast updates and current and projected enrollment trends at weekly EC and SG meetings, and at monthly BOT meetings. In the event of unanticipated circumstances (such as COVID) the finance office can immediately address budget shortfalls, to ensure a balanced budget, which it has accomplished for the past three years. The college has strategically improved its unrestricted fund balance to 10.65% over the last three years.

Criteria 4 and 7
An accredited institution possesses and demonstrates the following attributes or activities:
(4) fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered.
(7) an annual independent audit confirming financial viability with evidence of follow up on any concerns cited in the audit's accompanying management letter.

The College has Fiscal and Human Resources Adequate to Support Its Operations

The college has sufficient fiscal and human resources to support operations on campus, at remote sites, and via distance learning. As outlined previously, the college engages in a transparent budget process that draws upon input from campus constituents, is clearly communicated, and utilizes assessment to make resource allocation decisions. As evidence to the importance of ensuring adequate resources, two strategic goals support these initiatives: Goals 3 and 6.

The college has a sufficient number of faculty to meet academic programming needs. A total of 362 faculty (137 full-time and 225 part-time) were employed in Fall 2020, with a student/class section ratio of 13:1 (Fast Facts).This ratio is much smaller than similarly sized community colleges who typically have a student/faculty ratio between 18:1 and 20:1. The percentage of credit hours taught by full-time faculty versus adjuncts is sufficient to meet the college's needs. In 2019-2020, 59% of credit hours were taught by full-time faculty versus 41% by adjuncts. The college's reliance on adjunct faculty has decreased (Teaching Hour Load Comparison Report).

Personnel service expense comprises approximately 85% of the college budget. To augment personnel expenses, and in line with Goal 3, objective 3.9, the college takes advantage of grant funds to support temporary, project–specific initiatives to promote student success and institutional sustainability. For example, funds have been utilized through the Perkins Career and Technical Education (CTE) grant to support the hiring of 3 CTE Academic Coaches, a CTE Enrollment Coach and a CTE Career Coach (CTE Perkins Grant), as well as staff to support the EOP Summer Program (Sponsored Grants Program List), and a Perkins Technical Assistant. Upon demonstrated success and student need, the college integrates previously funded grant positions into its operating budget whenever possible. For example, the initial Staff Associate who managed Starfish was a Perkins funded position.

The college also takes advantage of matching cost share sources for capital projects outlined in the college's Capital Improvement Plan, and strategically requests county, state and private/other funds to leverage and maximize matching funds for projects planned over the next five years. For example, a recent capital project, which utilized matching cost shares was the Culinary Event Center (CEC). This project utilized 8 sources to fund the project, including a local match from the college and multiple funding resources (Carnegie Funding Sources). The transformation of the Mechanical Building into the Calice Advanced Manufacturing Center (CAM) in 2017 is another example of the utilization of various funding sources to support academic programming. Funding included $2.8 million from SUNY 2020 funding, $1 million from NYSERDA for the geothermal system and sandbox program; $750,000 from Broome County; $4.15 million from SUNY Capital funds, and $500,000 from Empire State Development.

The college has strong support from the BCC Foundation, who, in addition to providing student scholarships, provides funding for faculty development and critical capital projects, and works

with the college to achieve its Strategic Plan, particularly Goal 3.7. In 2018-2019, the Foundation provided $1,320,885 for capital projects (Fall 2019 Broome Alumni Magazine) and in 2019-2020, $33,251 for faculty development, an increase of $12,743 from the previous year (Fall 2020 Broome Alumni Magazine). The Foundation provided $3.4 million to support building CAM.

The college maintains a balanced budget, as evidenced by the Financial Statements & Audit Reports FY 18-19, the college's Annual Report FY 19-20, unaudited, submitted and approved by SUNY, and the 20-21 Operating Budget, which reflects it has done so for the past several years. The fund balance has not been used since FY 16-17. Curtailing the use of the fund balance has been an ongoing goal of the Budget & Finance division, as part of its annual assessment. The college has maintained a fund balance in the recommended range of 5 – 15%. The fund balance has increased from approximately $3.6 million, or 6.7%, at the end of FY16-17 to approximately $5.7 million at the end of FY 18-19; or 10.1% of college expenditures, as outlined in the Management Discussion and Analysis section in the Financial Statement and Audit Report (Financial Statement & Audit Report FY 18-19, p. 4-14). The overall composite score of the financial ratios shows the college financially responsible (Broome Key Financial Ratios and Indicators). In its most recent financial management report from SUNY, the College received the highest rated composite score for the past two years, indicating the financial responsibility of the college (Broome Financial Statements and Ratios 2017-2019).

The college takes steps to plan for budget challenges through regular assessment of enrollment trends through market data analysis, facilities and technology resources, and the budget. The Enrollment Management Plan is an example of a Strategic Plan developed to target specific populations of students. The Enrollment Management Office utilizes the services of EAB to obtain real-time data and enrollment strategies to attract students. In addition, an assessment conducted by the Riger Agency to identify target markets informs the annual enrollment plan and aids the college in meeting enrollment challenges. Data obtained from EAB and Riger is utilized to drive enrollment and marketing planning and in development of annual budgets by the Finance team.

For example, the use of market research data by the Riger Agency provided insight into the adult market, which identified the need for increased marketing for evening, weekend, and online courses. As a result, a marketing campaign was developed to target non-matriculated students and initiated the work of Enrollment Management with the VPAA and academic deans to explore shorter term courses (7 weeks) and other alternative schedules, and the formation of the Enrollment and Retention work group to further explore this feasibility. One of the Academic Affairs Goals 20-21 is to build on these findings and to develop 50% of programs in a 7/1/7 schedule to be offered for Fall 2021, as well as 10 new micro-credentials. An additional goal is to fully implement and expand upon the partnership with Unmudl to expand into the working learner adult market to provide stackable skills to expand their employment capabilities.

The college utilizes a data-driven decision-making process for personnel support decisions. When a need for additional human resources is determined, the department head discusses with their direct leadership, and if in agreement, a justification form, identifying amount and source of funds needed, and a justification for the personnel need is completed. To aid in decision-making, the Instructional Personnel Justification Form requires key data, such as department enrollment, average class size, department teaching ratios, department personnel costs, along with a narrative supporting the justification for the position. Upon approval, a Personnel Justification Form is

completed and reviewed for approval by the appropriate vice president, and then the VPFA, before submission to Executive Council for discussion and the President's signature.

To support the hiring process and expand access to a more diverse pool of candidates, in line with Goal 1.1, the college has made great efforts to enhance recruitment and hiring of diverse faculty. Through the SUNY PRODiG Initiative, the college has increased its diverse faculty membership; two STEM diverse faculty were hired in 2019-2020, with an additional diverse faculty hire in the Nursing Department in 2020-2021 (PRODiG Progress Report).

The College has the Physical and Technology Resources to Support Its Operations

The Facilities Master Plan, which was developed with input from campus constituents and aided by the services of Passero Associates, provides an assessment of the college's physical plant and a comprehensive plan to address site and facility planning during the period of 2016-2025. As outlined earlier, the Academic Master Plan and Facilities Master Plan were developed in conjunction with one another, to provide seamless facilities planning for support of current academic programs and future program expansion. The Facilities Master Plan helped to inform the college's Strategic Plan during the Strategic Planning process and supports Strategic Goal 3.

The college recognizes some of its buildings are aging and plans are necessary to maintain and make improvements; the services of Sightlines were recently engaged. With input from various campus stakeholders, a Space Utilization Study was completed to obtain data needed to make the best use of space and address deferred maintenance through a preventative maintenance plan.

To support planning for capital projects, the Capital Facility Improvement Form is part of the budget process used to identify capital projects with a minimum nonrecurring cost of $5,000 that will benefit the college for at least 3 years. Eligible projects improve or maintain the physical assets of the college. To plan for capital improvements as part of its annual budget, and which support its strategic goals, the college updates annually its multi-year Capital Improvement Plan, which is reviewed and approved by the BOT, the county sponsor and SUNY. The college has made great strides in completing many Capital Projects over the last two years, as outlined in the Capital Projects Status Table. Updates related to campus needs and projects in process by the Campus Projects Advisory Committee (CPAC), are provided by the Director of Facilities at shared governance and BOT meetings.

The 2016-2020 Technology Plan, also supports the goals of the Strategic Plan. The college's technology needs were assessed and planned for during development of the Facilities Master Plan. The Technology Committee, which has campus wide representation, regularly assesses, updates, and reports on achievements related to this plan. This plan accounts for regular maintenance and upgrades of systems, including software and hardware, support of the network infrastructure and security, student, human resources, financial information systems, and for delivery of education. As outlined in the Technology Maintenance Plan, approximately 250 machines are annually planned for replacement. Due to the pandemic and shift of focus to provide remote equipment to students and staff, replacement projections for the 19-20 year were not met. Since 2017-2018, 463 machines have been replaced; the projected replacement for the 20-21 year is 252. In line with the Academic Affairs Goals 20-21, development of a new Technology Plan informed by an assessment of the current plan, emerging needs of the college, and trends related to the shift to remote learning will occur during the 20-21 academic year.

The program review process is discussed extensively in Standard V (Program Review Template, p. 14-15) and provides an example of how academic programs conduct an inventory of equipment, facilities, technology, and human resources utilized, discuss how resources are regularly budgeted, and future needs to meet PLOs; data informs 5-year action plans and annual department budget requests.

Independent Audits Confirms the College's Financial Viability

The services of a Certified Public Accounting (CPA) firm, Bonadio Group, are used to conduct an annual audit (Financial Statements & Audit Report FY 18-19) of the financial information and internal controls of the college. The CPA firm presents audit results to the Board of Trustees (BOT Meeting 2.27.20), at a meeting open to the public. The audit is also submitted to SUNY, Office of the State Comptroller, Broome County, and the Federal Audit Clearinghouse. In addition to the current year, the college has received an unmodified opinion for the last several years (Financial Statements & Audit Report FY 17-18, Financial Statements & Audit Report FY 16-17, Financial Statements & Audit Report FY 15-16, Financial Statements & Audit Report FY 14-15). In its two most recent audited financial reports to SUNY, the college received the highest rated composite score for the past two years, indicating the financial responsibility of the college (Broome Financial Statements and Ratios 2017-2019).

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Criterion 5

An accredited institution possesses and demonstrates the following attributes or activities: well-defined decision-making processes and clear assignment of responsibility and accountability.

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The College has Defined Decision-Making Processes and Assignment of Responsibilities

The college demonstrates clear decision-making processes aligned to its mission and strategic goals. Decisions regarding planning, resource allocation, and institutional improvement are evidence-based and incorporate constituent input. The budget process requires faculty and staff input and is considered at the dean/director level before moving on to the vice-presidential level for approval. Regular budget updates occur at SG meetings, as outlined in the Budget Policy.

Evidenced-based decision-making is a priority of the college, as exemplified by Goal 6. An example of decision-making in which evidence is utilized and a variety of constituents were involved, is the procurement of Examity, an online exam proctoring service. The Distance Learning Steering Committee spearheaded a pilot study in which several faculty members utilized this tool 2017-18 (Remote Proctoring History and Selection of Tool). Evidence of findings were shared with the campus at the Fall Faculty Staff Assembly in 2018 as well as with SG (CAI Meeting 11.14.18), and a formal recommendation was made to the VPAA to adopt the tool. To build this service into the operating budget, the Teaching Resource Center requested purchase of this service (TRC - 2019-20 Departmental Budget Request) and it has been subsequently allocated and supported by the college (TRC - 2020-21 Departmental Budget Narrative). The implementation of SLATE, Starfish, SiteImprove, and APS, examples mentioned previously, demonstrate decision-making processes based on the use of evidence and focus on student success and achievement of the Strategic Plan. Development of the Strategic Plan and master plans of the college (Facilities, Academic, and Technology), as well as the space utilization and reorganization studies involved campus constituents and extensive data collection.

There is a clear assignment of responsibility and accountability at the college, indicated through the college's organizational charts. The President oversees implementation and achievement of the mission and Strategic Plan, with vice presidents as direct reports (President Org Chart). All areas at the college report to a vice president, as outlined in the organizational charts (VPAFA Org Chart, VPSD Org Chart, VPAA Org Chart). Annual goals established by the vice presidents are aligned with those of the President and the Strategic Plan. Goals and initiatives at the division and departmental levels are in line with those at the vice-presidential level.

Positions on campus have an established and approved job description, with clearly defined responsibilities and reporting structures, which are maintained by Human Resources, and approved by SUNY. Each division has a clear reporting structure as outlined in the organizational charts. Shared governance committees also have clearly defined responsibilities and reporting structures, as evidenced by the Shared Governance Bylaws. For example, the College Assembly (CA) Chair reports to the College President (President Org Chart), and in turn, serves as the primary communication hub for all shared governance activities and bodies: Council for Academic Issues, Council for Operating Issues, and Student Assembly.

Criteria 6, 8, and 9
An accredited institution possesses and demonstrates the following attributes or activities: (6) Comprehensive planning for facilities, infrastructure, and technology that include consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes; (8) strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and (9) periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

The College Engages in Comprehensive Planning for Facilities, Infrastructure, Technology, and Sustainability

The Facilities Master Plan, approved by the BOT in June 2018, lays the groundwork for sustainability of the entire campus. This plan (in concert with the Academic Master Plan and Technology Plan), was developed over a three-year period through the services of a consulting engineer and under the guidance of a Master Plan "Strategic" Steering Committee (composed of faculty, staff and executive leadership). In addition to numerous campus-wide feedback forums, meetings, and charrettes as discussed earlier, the plan was well vetted across campus, including reviews by Shared Governance, and the Campus Projects Advisory Committee (CPAC).

The Facilities Master Plan is in line with the college Strategic Plan and was designed to support academic programs to promote their growth and to support student success. Focus areas include "core" building updates over a three-phased approach over the next 15-20 years. Phase 1 also includes construction of a Controlled Environment Agricultural Center and renovations of classrooms student spaces. The plan provides for continuation of critical HVAC and roof replacements, hazardous materials abatement, disabilities access improvements, parking and pedestrian walkway upgrades, improved campus wide communication abilities, and enhanced building access control. Additional focus areas are found within the Facilities Master Plan.

In consideration of sustainability and in concert with NYSERDA (New York State Energy Research and Development Authority), as part of the transformation of the Mechanical Building

into the Calice Advanced Manufacturing Center (CAM), a thirty-six well geothermal field was constructed, in addition to installation of solar collectors (panels) to offset energy costs. CAM construction included creation of a "sustainability sandbox" classroom, in which students within EGR 270-Clean Energy Systems Design are exposed to "hands on" learning about geothermal field operation, clean energy systems, and development of projects to improve energy systems at the college, which are presented to the Sustainability Committee for potential funding. An example of these sustainable projects is the recent installation of three electric vehicle charging stations on campus. Renovations for CAM centered around developing a state-of-the-art facility to prepare students for the workforce to meet the needs of the region's employers. An advanced manufacturing lab with its own control room and drafting, surveying, soil mechanics, thermodynamics, and fluid mechanics laboratories prepare students within the Engineering Technologies programs with the skills needed to successfully enter the workforce.

The Technology Plan, which is in line with the college Strategic Plan, and specifically supports Goal 3, provides steps for sustainability and maintenance of the technological infrastructure at the college. The Information Technology Systems Department maintains a schedule of technology updates needed across campus and utilizes a request system to ensure planning for those needs. As part of the budget process, departments plan for and request resources related to technology needs, with additional needs requested through the previously discussed Tech Fee process. The Director of ITS is part of the AL team and provides regular updates about technology resources. These weekly discussions provide for continuous feedback with regard to planning for teaching and student needs with the VPAA and academic deans and directors.

The College Ensures Adequate and Efficient Use of College Resources

With respect to ensuring the adequate and efficient use of college resources (financial planning), in addition to the historical SUNY Capital and Broome County Capital Improvement Program processes, a number of on-going supporting efforts include: 1) implementation of a Capital Improvement Project Request Process (Capital and Facility Improvement Form), which secures input from Associate Vice-Presidents, Deans and Directors (and ultimately Executive Council) to generate a listing of campus capital project needs and priorities on a yearly basis; 2) review of all proposed projects (with supporting recommendations) by both the CPAC (Campus Projects Advisory Committee), and Technology Committees, with both committees reporting to the Council for Operational Issues, and ultimately Executive Council; 3) participation in the SUNY sponsored AssetWORKS initiative to utilize software which provides for efficiency in management of physical facilities assets and changes to buildings and grounds, which helps to enhance management of physical assets (including operating expenditures), and 4) an ongoing strategic "space utilization" and "return on physical assets" consultant study, which will provide a room condition and technology inventory for all on campus teaching space, an assessment of scheduling data, and a "return on physical assets" analysis.

The college has a Grants Planning Team, comprised of the Director of Sponsored Programs, vice presidents, Human Resources, academic deans, Director of Facilities, Director of ITS, Director of Library/Learning Assistance Department, and the Executive Director of the SUNY Broome Foundation. This membership ensures leadership are aware of, have input into, and can plan for campus initiatives, which are in line with the Strategic Plan. Proposers complete a Project Concept Form, which outlines how the project supports the Strategic Plan, aligns with the current Technology, Facilities, and Master Plans, and a project budget to ensure fiscal support. The

Grants Planning Department continuously searches for grant opportunities to support student programs and college initiatives. Grants obtained the last few years include $5.5 million for the Carnegie Library Revitalization, $1 million NYSERDA Energy to Lead Competition to fund installation of a geothermal system, and $640,000 through the National Science Foundation for STEM student scholarships. Other examples may be found here: Noteworthy Awarded Grants.

The COVID-19 pandemic has created major financial issues for the college due to the impact on enrollment and state aid and local sponsor funding reductions. The college's response is covered within the COVID addendum.

The College Engages in Regular Assessment of College Resources

Institution-wide goals and objectives are clearly set forth in the various master plans of the college (Technology Plan, Diversity and Inclusion Strategic Plan, Academic Master Plan, Facilities Master Plan, and Enrollment Management Plan). In addition to linking to the college's mission and Strategic Plan, all five plans draw conclusions from assessment results. The Strategic Plan is assessed on an annual basis, with results of goal achievement from vice presidents and administrative units published in the Strategic Plan Annual Report.

The program review process occurring every five years for academic programs, provides for assessment of Program Learning Outcomes and Institutional Learning Outcomes, as well as an assessment of human and fiscal resources and needs of the program. As outlined in the Academic Affairs Goals 20-21, the current Technology Plan and Academic Master Plans will be assessed and new ones developed during this next year. To enhance pedagogically sound and increased offerings of distance learning courses to meet students' needs, the Distance Learning Steering Committee (DLSC) is in the process of development of a Distance Learning Strategic Plan. In partnership with the Technology Committee, the DLSC will ensure distance learning needs are planned for in development of the new Technology Plan. The use of data from the Riger Agency including the Adult Market Study, Culinary Study and For-Profit Education Study, as well as regular information about enrollment trends, market analysis and student profiles from the college's partnership with EAB, will provide for data-driven Strategic Planning within the revised Enrollment Operations and Retention Strategic Plan. Program health projection data through implementation of APS will inform the revised Academic Master Plan, and provide the college with data analytics to conduct annual health checks of its academic and administrative programs as part of its routine assessment process. In addition, incorporation of key metrics will provide for enhanced data-based decision-making related to human and fiscal resources and aid enrollment management with the ability to quickly identify programs with low enrollment and course completion rates.

The Board of Trustees approves the college's budget and regular assessment of finances and achievement of goals related to facilities planning and space utilization, within the Facilities Master Plan occurs at monthly Finance & Facilities Committee meetings of the BOT, as reflected in the sample Finance and Facilities Minutes, and through monthly reports to the BOT as reflected in the sample Facilities BOT Report. The VPAFA provides monthly updates regarding the college's finances to the BOT. A system of checks and balances is in place for large purchases, position description changes, capital and grants projects, and major resource related decisions. For example, BOT Agenda 9.17.20, the BOT recommended approval of the Entrepreneurial Assistance Program Grant, acceptance of the SUNY Clean Energy Workforce

Opportunity Program, and approved the recent implementation of the Voluntary Separation Incentive Program to provide cost savings to the college (BOT Minutes 8.20.20). In line with the Purchasing Policy, purchases and contracts greater than $50,000 and capital project change orders greater than $25,000 require BOT approval. An annual financial audit is conducted and findings presented to the BOT (BOT Meeting 2.27.20).

Conclusion: SUNY Broome Community College's planning processes, allocation of resources, and organization structures are aligned with each other and together work to fulfill the college's mission and goals. The various master plans (Technology, Facilities, Enrollment Management, Academic, and Diversity and Inclusion) support the Strategic Plan of the college and allow for continuous assessment of progress towards its achievement. Regular and consistent feedback is provided to the campus with regard to the college budget, improvements in programs, facilities, and technology, and campus constituents have numerous opportunities to engage in the decision-making process. The college continues to seek alternative funding sources through the Grants Planning Process, funding for capital projects by the county sponsor, and has a strong relationship with its alumni, as evidence by the BCC Foundation support for professional development, and capital project funding.

Requirements of Affiliation: Evidence for specified requirements is outlined below:
#8. Met by: Criteria 2; 4; and 9
#10. Met by: Criteria 1; 3; 6; 8; and 9
#11. Met by: Criteria 3; 4; and 7

Opportunities for Ongoing Institutional Improvement and Innovation:

1. Given the decline in enrollment and state and county support, the college will need to seek alternative funding sources and student enrollment strategies, and to fully engage stakeholders in a workforce restructuring and reorganization plan that can best meet the college's mission and strategic plan and be sustainable into the foreseeable future.

2. The college should continue to utilize assessment results and develop processes to improve understanding of resource allocation and its linkage to assessment and strategic initiatives.

Institutional Priorities: The following institutional priorities developed for the Self-Study process was the framework for analysis of MSCHE's Standard VI. The college engages in planning processes which integrate assessment of its programs and services to decision-making related to resource allocation with the goal of continuous improvement, and which are aligned with its mission and strategic goals.

1. Diversity and Inclusion

- The Diversity and Inclusion Strategic Plan guides diversity and inclusion efforts at the college; the budget process prioritizes resource allocations which is in alignment with strategic goals to support programs and services congruent with this plan.
- Participation in the SUNY PRODiG grant has significantly supported the hiring of three minority faculty members since 2019.

2. Student Retention, Support, and Success

- SLATE software provides for enhanced streamlined student communication to aid in the enrollment process and supports the onboarding process by removing enrollment barriers.
- Enrollment Management Plan, use of data from EAB, the Riger Agency, and Institutional Effectiveness Office aids in the targeting of specific student populations and identification of populations to market and adapt course offerings.
- Software such as DegreeWorks, Big Interview, Vmock, and the Starfish platform provide for student attainment of career and academic goals and support of retention efforts.

3. Institutional and Pedagogical Sustainability

- Facilities Master Plan, Academic Master Plan, Technology Master Plan, developed in conjunction with one another, provide for plans to maintain and improve facilities, infrastructure, and academic programs.
- The annual budget process provides for constituent and stakeholder feedback, requires alignment with the Strategic Plan, and is utilized as part of institutional planning and resource allocation.
- Vice Presidents establish annual goals, based on the Strategic Plan, results from assessments, and in consideration of data, which inform goals at the departmental level and demonstrate achievement of the Strategic Plan and college mission.
- All administrative units at the college engage in annual assessments and development of action plans based on performance standards, which results in the implementation of continuous improvement processes. Academic programs engage in regularly scheduled program reviews to ensure student attainment of Program Learning Outcomes, Institutional Learning Outcomes, and that resources are appropriate to meet program goals.

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Criterion 1

An accredited institution possesses and demonstrates the following attributes or activities: A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.

The College has a Clearly Articulated and Transparent Governance Structure

SUNY Broome Community College is one of 30 community colleges within the State University of New York (SUNY) Governance system, each a separate legal entity, but divided by statute between the State University and the SUNY Broome Board of Trustees (BOT). The 18-member SUNY BOT provides standards for the organization and operation of the college's programs, minimum and maximum standards for curricula, qualitative and quantitative standards for capital facilities, standard administrative procedures (budget formats, disbursement schedules, systems of accounts), financing arrangements, state financial assistance, tuition and fees regulations, and other matters relating to the college's operation (Education Law 355, 6304).

Pursuant to New York State Education Law (6304 and 6310), SUNY Broome operates through a local sponsor, Broome County, which provides the college with fiscal support. The college has three funding sources: state, county, and student tuition and fees; originally designed for each to provide one-third of the operating costs, as stipulated in Education Law (NYCRR Part 604.1). Broome County, the college's local sponsor has provided 13% of the college's total budget since 2015. The state aid funding formula, which is based on the previous year's student FTEs, has remained consistent, but has declined in total dollars due to a decline in enrollment; a decrease of $825,000 in state aid was budgeted for the 20-21 year. In order to maintain the college's high level of excellence, the proportion of student contribution has risen and the college has increased tuition by 2.91% ($144 annually) for the 20-21 year (20-21 Operating Budget).

Board of Trustees (BOT): The college has a clearly articulated and transparent governance structure. As stated in the College Governance/Presidential Policy, the college is governed by a ten-member BOT. Five of the Trustees are appointed by the County Executive, with approval of the County Legislature; four by the Governor; one is an elected member of the student body. The BOT appoints the college President, upon recommendation of the SUNY Chancellor. Per the BOT Bylaws, members serve seven-year terms, except for the student representative, who serves one year. The BOT elects a Chairperson, who presides over all meetings, and a Vice-Chairperson, who serves in the Chair's absence; each serve one-year terms. The BOT has two standing committees: The Nominating Committee and the Finance and Facilities Committee, comprised of three and five members, respectively, including the Chairperson.

BOT agendas and meeting minutes are publicly posted on the college's website and meetings are open to the public, with the exception of closed Executive Sessions. The dates, times, and locations of BOT and Finance and Facilities meetings are established at the Annual BOT meeting in September (BOT Meeting Schedule). The authority of the BOT promulgates policies of the college, and the BOT works to ensure policy relevancy. For example, the Policy on Policies and Procedures serves as a comprehensive framework for college policies and procedures, defines applicable terms, and establishes a timeline for their review and revision.

Administration: The college's organizational and reporting structure is established in its organizational charts, publicly available on the college's "About" page, in addition to the President's and the BOT's webpages. The charts clearly outline the reporting lines of administrators, staff, and faculty. All positions at the college have a BOT and SUNY approved job description, detailing position requirements and duties. The College Governance/Presidential Policy provides the President the authority to determine role of Executive leadership.

The President and full-time administrative staff implement college policy and procedures, manage personnel, respond to unforeseen challenges, and provide leadership in achieving the mission and strategic goals of the college. The President conducts bi-weekly one-on-one meetings with his vice-presidential administrators and weekly Executive Council (EC) meetings, comprised of: the President, the Vice President for Academic Affairs (VPAA), the Vice President for Administrative and Financial Affairs (VPAFA), the Vice President for Student Development and Chief Diversity Officer (VPSD), the Executive Enrollment Management Officer, the Dean of Institutional Effectiveness (IE) and Enrollment Planning, and Human Resources Officer. Members provide updates related to strategic initiatives, review enrollment figures from the weekly Enrollment Planning Newsletter, and discuss budget issues (EC Agenda). Regular meetings provide leadership the ability to strategize ways to accomplish the Strategic Plan and adjust goals according to internal and external environmental changes. Institutional data, such as Voluntary Framework of Accountability, IPEDS reports, and survey analyses are shared and utilized to develop goals and assess strategic goal accomplishment. Members of EC disseminate information as appropriate to academic deans, heads of administrative units, and shared governance, who take necessary action, further disseminate information to faculty and staff, or provide requested feedback. The President and each vice president provide bi-monthly reports to shared governance to ensure transparency and facilitate strategic planning.

Shared Governance (SG): Shared governance was fully implemented at the college in 2010. There are four SG bodies at SUNY Broome: College Assembly (CA), the Council for Academic Issues (CAI), the Council for Operational Issues (COI), and the Student Assembly (SA). Comprised of campus-wide constituents, including administrators (serving as ex-officios), governance provides a means to engage in a dynamic, cooperative process in which input and recommendations about policies, procedures, initiatives, and issues inform administrative decision-making. SG representatives are elected by their specific constituencies, to whom they provide regular communication and requests for feedback pertaining to issues brought forth. In the spirit of transparency, meetings are open to the public, with meeting dates and times published on the college website (SG Meetings Fall 2020) and reminders sent via campus news. Upon committee vote and approval, agendas and minutes are posted on the MyCollege site. Membership lists and by-laws are available on the website.

As stated within the Constitution & Bylaws, the core values of shared governance are:

- Informed and inclusive decision-making;
- Transparency and clarity of operations and decision-making;
- Open lines of communication between and among all components and members of the SUNY Broome community;
- Accountability;
- Mutual respect and trust.

The communication process established within the shared governance process ensures an established mechanism to capture the voices of various constituencies and to provide a continuous feedback loop to communicate college initiatives and processes. While each of the governing bodies has a specific jurisdiction over particular matters, as outlined below, exchange of information, accountability, and cooperative decision-making is essential. As depicted in the below illustration, College Assembly serves as the primary hub for communication of SG bodies.
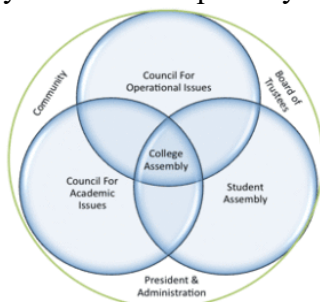
Reports from each of the governing bodies are provided at meetings, and students have voting rights on each governance committee. Bodies meet bi-monthly, unless emergency or unusual circumstances warrant a change, such as during the Summer 2020 to discuss the college plans for the fall in the wake of the COVID-19 pandemic (CA Special Meeting June 2020). Campus members may submit questions and issues directly to their SG representative, anonymously via a dedicated online web form, or during one of the two annual "Your Voice Matters" Town Halls.

Concerns brought up through shared governance influence processes and policy on campus. For example, Student Assembly passed a resolution to install gender-neutral bathrooms on campus, which was then discussed at a "Your Voice Matters" (YVM) event, and brought back to COI for discussion (COI Minutes 3.1.18) resulting in in installation of a gender-neutral bathroom in every campus building (COI Minutes 4.19.18). As a result of the lack of an anti-bullying policy brought up at YVM, (COI Minutes 3.1.18), the President's Task Force on Bullying was established including members of SG, which resulted in development and approval of the Anti-bullying Policy. The college's commitment to obtaining input from all campus constituencies to effect change is evident in discussions in CAI related to implementing a Pass/Fail option due to the COVID-19 pandemic (CAI Minutes 4.8.20), resulting in a recommendation from CAI to the VPAA, who ultimately approved to implement this option for the Spring 2020 semester (CAI Minutes 4.22.20). The inspiration of the addition of a President's Task Force on Diversity voting representative on CAI to aid in the infusion of diversity within the curriculum (CAI Agenda 10.7.20) was spurred by Dr. Drumm's request for governing bodies to add discussions about social justice and racism to their agendas (CA Minutes 8.31.20).

College Assembly (CA): CA oversees each of the other three bodies, facilitates communication between constituents and the President, to whom the chair reports (President Organizational Chart). CA oversees and manages the SG process, serves as a forum for campus-wide, collegial discussion of issues, and as a conduit for transparent communication with regard to campus policies and initiatives. While not a decision-making body, it provides recommendations on key policies which affect the institution. CA membership is composed of representatives from all campus constituencies, including the President and vice presidents (CA Membership).

Council for Academic Issues (CAI): CAI serves as the governing body that makes recommendations pertaining to academic issues, policies, and standards, as well as aspects of student life related to the educational process. Recommendations are made to the VPAA, who provides a report each meeting and seeks input on issues related to academia. Academic deans, teaching and non-instructional faculty are members on this committee (CAI Membership). Standing committees of this body include: The Academic Grievance Committee (reviews student grievances and makes a recommendation to the VPAA); and the SUNY Award Selection Committee, (reviews dossiers for SUNY Chancellor's Awards for Excellence and makes recommendations to the President for final decision and forwarding to SUNY).

Council for Operational Issues (COI): COI serves as the governing body that makes recommendations relative to operational issues, including campus projects planning, facilities, infrastructure, and technology. The VPSD/CDO provides updates related to EC, diversity initiatives, and operations. Membership includes constituents involved with campus operational issues such as the Director of Facilities, and processing offices (COI Membership). Regular updates are provided by the Technology Committee, Campus Projects Advisory Committee (CPAC), and the Distance Learning Steering Committee, sub-committees of COI.

Student Assembly (SA): SA, serves to discuss issues pertinent to students, student-related policies, and to provide input related to club and social activities and programming. It is comprised of a President, Vice President, and eight senators. Representatives of SA are voting members on the three SG bodies and a member serves as the Student Trustee on the BOT, voting on all items brought forth to the group. The SA oversees the college's Food Pantry.

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Criterion 2 a, b, g, and h
An accredited institution possesses and demonstrates the following attributes or activities:
*a. A legally constituted governing body that**:** serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;*
g. is informed in all its operations by principles of good practice in board governance;
h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial, or other interests that could pose or be perceived as conflicts of interest

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The College's Board of Trustees Serves the Public Interest

The college, a legally independent entity sponsored by Broome County, is governed by the BOT, a lawfully constituted governing body with the final decision-making authority over fiscal and academic policy. The BOT approves the budget, major capital expenditures, grants, and policies.

Appointed members are professionals within the community who have knowledge of both public and private institutions and bring with them a variety of expertise (BOT Membership). For example, the current Chairperson, Mr. Anthony Paniccia is President & CEO of Delta Engineers, Architects, & Land Surveyors, P.C. who brings expertise related to financial and facilities planning; the Vice-Chairperson is Ms. Kathryn Connerton, President/CEO of Lourdes Hospital, whose healthcare experience is an asset to the college's health science programs.

The Board Ensures Attainment of the College Mission and Goals

Board members have served the college in many ways to ensure attainment of the mission and Strategic Plan. During the strategic planning process, two BOT members served on the Strategic Planning Committee: Ms. Margaret Coffey, BOT Chairperson at the time, and Dr. Angelo Mastrangelo, a local businessman and professor (Strategic Plan). Upon receipt of the Resolution Approving the SUNY Broome Community College Strategic Plan for 2017-2022 by Dr. Drumm, the BOT reviewed and approved the college mission and Strategic Plan (BOT minutes 9.21.17). Trustee Sharon Ball, serves as liaison on the Middle States Steering Committee.

Regular updates to the BOT about progress towards Strategic Plan achievement are provided by Dr. Drumm during the monthly President's Report (BOT Agenda). On a rotating schedule (BOT Meeting Schedule), the VPAA and VPSD/CDO provide updates related to strategic planning within their respective divisions; the VPAFA reports on matters pertaining to budget and finance at monthly Finance and Facilities (F & F) Committee and BOT meetings (F & F Agenda). Monthly BOT reports regarding enrollment and marketing by the Executive Enrollment Management Officer; and personnel changes with salary information by the Human Resources Officer are also provided (BOT Minutes 8.20.20). Reports related to institutional data (BOT Minutes 9.19.19), and strategic goal accomplishments (IE BOT Report 6.20) are provided during the year by the Dean of IE, and faculty/staff often share updates to the BOT (BOT 12.17.20).

The Board Has Fiduciary Responsibilities and Follows Policies to Ensure Impartiality

BOT By-Laws clearly outline conflicts of interest in Article 5, which states the BOT "shall comply with all applicable state or local laws dealing with conflicts of interest, including Sections 800-805 of the General Municipal Law and the County Code of Ethics", and that members must announce potential conflicts of interest so that appropriate action may be taken. BOT members recuse themselves from voting when a conflict of interest is present. For example, Trustee Paniccia excused himself from a vote on releasing a company from retainage during a Finance & Facilities meeting (F & F Minutes 10.29.19). Trustees adhere to Public Officers Law Article 74, which outlines the Code of Ethics and penalties for violations.

Under §53-5 of the BC Charter and Administrative Code, and of Subdivision 2 of §73-a of the Public Officers Law (BC Board of Ethics Memo), Trustees must file with the Broome County Board of Ethics a Statement of Financial Disclosure. To ensure impartiality of the governing body, this form details financial interests, employment, investments, real estate owned, gifts and

third-party reimbursements received greater than $250.00 the past year. To further clarify conflicts of interest and provide definitions and examples of such, the BOT approved the revised Conflict of Interest Policy.

Board Operations are Informed by Principles of Good Practice in Board Governance

All new Trustees are provided an orientation by seasoned board members and the BOT Orientation Packet, which includes the Strategic Plan, Facilities Master Plan, Academic Master Plan, the Statement on the Governance Role of a Trustee or Board Member from SUNY, the Governing Boards: Understanding the Expectations of MSCHE, the BC Charter and Administrative Code, NYS Education Law Article 126, NYS Public Officers Law Publication 74, as well as a training about the college's operating budget.

Trustees are members of the Association of Community Colleges Trustees (ACCT); Dr. Drumm and various members attend the annual conference and share information learned. For example, after attending the ACCT meeting, Trustee Ball shared information about declining enrollment and the accreditation process (BOT Minutes 8.22.19). As members of ACCT, the BOT is provided with publications such as the How-To Guide for Board of Universities and Colleges and the Trustee Quarterly Magazine. The BOT is affiliated with the New York Community College Trustees (NYCCT), a voluntary nonprofit consortium of community college trustees, established to strengthen effectiveness of community college trustees and discuss public policy. Trustee Margaret Coffey serves on the NYCCT Board of Directors, who govern the 30 community colleges within SUNY.

Criterion 2 c, d, and e

An accredited institution possesses and demonstrates the following attributes or activities:
c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution; d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management; and e. Plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution.

The Board Empowers the President to Ensure Daily Operations

The SUNY Broome BOT empowers the Office of the President to act as the Chief Executive Officer in conducting daily operations and executing policy, which is clearly stated in the College Governance/Presidential Policy, and as stipulated in the Codes, Rules, and Regulations of the State of NY, Title 8 section 604.3 Responsibilities and Duties of the Presidency. The BOT communicates with the President on a regular basis, but is careful to allow the President to manage day-to-day operations in an autonomous manner. Dr. Drumm determines decisions related to resource allocation and strategic direction, such as joining the Unmudl network to advance college workforce offerings within the distance learning space.

The Board Oversees Operations of the College at the Policy Level

In accordance with the Codes, Rules, and Regulations of the State of NY, Title 8 section 604.2, the Board establishes and has in place policies related to personnel, such as salary, the authorization of travel, care and custody of grounds, land and facilities, budget preparation, capital improvement plans, and the review of policies (Policy on Policy & Procedures). All academic programs are approved by the BOT prior to submission to SUNY and NYSED. Upon recommendations from the President, the BOT approves policies related to personnel, such as unpaid leave of absences, new position descriptions, faculty promotions and appointments, labor agreement contracts (F & F Minutes 5.12.20), and sabbatical leaves (F & F Minutes 4.21.20).

The Board Assures Strong Fiscal Management at the Policy Level

The BOT has a history of strong fiscal management. The Finance and Facilities (F & F) Committee meets prior to the full BOT in order to fully discuss and vote on major financial and capital expenditures and planning. In accordance with the Budget Policy, the Board ensures the college budget and resource allocation are aligned with the mission and Strategic Plan of the college and approves of the annual budget prior to submission to the county and state (F & F Minutes 4.21.20). The college secures the services of an independent Certified Public Accounting (CPA) firm, Bonadio Group, to conduct an annual audit (Financial Statements & Audit Report FY 18-19); findings are presented and reviewed by the BOT (BOT Meeting 2.27.20).

The F & F Committee is involved in major decisions about the college's capital improvement plans, finances, and project progress. Prior to and during renovations on the two newest buildings, the BOT was, and continues to be part of the financial and facilities plans. For example, increases to the budget for the Culinary and Event Center (CEC) (F & F Meeting 2.25.20), the purchase of security equipment for the CEC (F & F Minutes 10.29.19), and the release of retainage for contractors, such as those from the Calice Advanced Manufacturing Center (F & F Minutes 10.29.19) and from the CEC (F & F Minutes 6.16.20). The approval of bids and determination to renovate campus buildings, such as the recent renovations to the Campus Services building to enhance teaching and practice rooms for the Music program were approved by the BOT after deliberation (F & F Minutes 5.12.20).

To plan for maintenance and improvement of campus facilities, the BOT reviews and approves the college's Capital Improvement Plan (F & F Meeting 4.21.20). The BOT reviews and approves of grants greater than $50,000, such as the SUNY Family Empowerment Pilot Program Grant Award (F & F Minutes 2.25.20), and the CARES Student Emergency Grant Award (F & F Minutes 5.12.20). The Voluntary Separation Program along with the cost savings was reviewed and deliberated prior to approval (F & F Minutes 6.16.20).

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Criterion 2 f and i
An accredited institution possesses and demonstrates the following attributes or activities:
2 f: appoints and regularly evaluates the performance of the Chief Executive Officer; 2 i:
supports the Chief Executive Officer in maintaining the autonomy of the institution.
Criterion 3 a, b, and c
A Chief Executive Officer who: 3 a. is appointed by, evaluated by, and reports to the governing
body and shall not chair the governing body; 3 b. has appropriate credentials and professional

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experience consistent with the mission of the organization; and 3 c: has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission

The CEO is Qualified, Board Appointed, Regularly Evaluated, and has Autonomy

SUNY Broome's Board of Trustees appointed the Chief Executive Officer (CEO), Dr. Kevin E. Drumm, as the college's 7th President in 2010, after a national search. The selection of Dr. Drumm was made with consideration of recommendations from a campus search committee comprised of faculty, staff, and students, along with input from the college community through open forums. Dr. Drumm meets all qualifications as outlined in the President Job Description. He holds a Ph.D. in Organizational Studies & Higher Education Leadership and has extensive experience as a faculty member and has held multiple administrative positions in student and academic affairs at a variety of institutions. Prior to coming to SUNY Broome, he served six years as the President of the Northern Wyoming Community College District (Drumm CV).

The President reports directly to the chairperson of the BOT, derives his authority from the BOT (Title 8 section 604.2) and carries out responsibilities as outlined in Title 8 section 604.3. The BOT College Governance/Presidential Policy provides for the delegation of authority and autonomy of the president to fulfill his role, including administration of policies and procedures, approval of resource allocation, hiring, planning and management of facilities, and achievement of the Strategic Plan. The President attends BOT meetings, presided by the BOT Chairperson. The President provides a report each BOT meeting, providing an update about operations, plans, issues, and achievement of the Strategic Plan. In accordance with SUNY BOT Policy Article IX, an annual report outlining achievements related to the Strategic Plan, challenges faced, and goals to be achieved in the coming year is submitted to the BOT and SUNY. In accordance with the BC Charter and Administrative Code, the BOT conducts an annual evaluation of the President. Previous to Fall 2020, a subcommittee of the BOT conducted the President's evaluation, and presented it to the full BOT for approval. An assessment of this evaluation process conducted in 2019 resulted in Resolution 3.2 Recommend Approval of Evaluation Process of President's Annual Review (BOT Special Meeting 11.6.19) requiring entire board participation in the evaluation. An electronic survey, developed by a consultant who facilitates BOT retreats follows national governing board standards and was implemented Fall 2020.

Criterion 3 d
A Chief Executive Officer who: has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness
Criteria 4 a, b, c, d, and f
An administration possessing or demonstrating: 4 a. an organizational structure that is clearly documented and that clearly defines reporting relationships; 4 b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; 4 c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; 4 d. skills, time, assistance, technology,

and information systems expertise required to perform their duties; 4 f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations

A Clear Organization Structure of Appropriate Size Defines Reporting Relationships
NYS Education Law 126 section 6306.2 authorizes the Chief Executive Officer to staff the Chief Executive Office. At SUNY Broome, the President is supported by a staff of qualified administrators sufficient in number to enable him to effectively discharge his duties. Three divisions, encompassing all areas of the college, are overseen by a Vice President who reports to the President (President Organizational Chart): The Vice President of Administrative and Financial Affairs (VPAFA Org Chart), the Vice President of Academic Affairs (VPAA Org Chart), and the Vice President of Student Development/Chief Diversity Officer (VPSD Org Chart). Each VP's organizational chart details their reports and outlines areas they administer.

Experienced Administrators Assist the President in Fulfilling the College Mission

The President is supported by a team of qualified administrators sufficient in number. Job descriptions for vice presidents clearly lay out job qualifications, responsibilities, and duties, of which each vice president meets (VPAFA Job Description, VPAA Job Description, VPSD Job Description). Delegation of authority to manage specified issues is provided by the President (College Governance/Presidential Policy). Vice presidents establish annual goals in alignment with the Strategic Plan and provide regular updates to the President during weekly Executive Council meetings, regularly scheduled one-on-one meetings, and in an annual report highlighting Strategic Plan accomplishments, challenges, and future directions.

Vice presidents were selected after conducting nation-wide searches with search committees including faculty, staff, and administrators and with participation campus-wide, either by serving on a search committee or attending public forums to meet candidates. For example, during the 2019 search, which resulted in the appointment of Dr. Penny Haynes as the VPAA, the two finalist candidates visited the campus to meet faculty and staff, discuss their experience and vision for achieving the college's mission, and answer questions (Meet the VP Candidates).

The President has the support of an Executive Council, who meet biweekly to address high level strategies, and is comprised of leaders with administrative responsibility who support policy implementation, operations, and aid the President in achievement of the mission and Strategic Plan. Members include: each vice president, the Executive Enrollment Management Officer, the Dean of Institutional Effectiveness, and the Human Resources Officer.

The President and Vice Presidents' work is supported through the work of administrators with varying responsibilities across the institution. Administrators work in accordance with duties outlined in job descriptions, and possess the requisite education, experience, and qualifications for holding positions. For example, the VPAA's Academic Leadership Team, is comprised of: Associate Vice President Academic Deans, the Executive Enrollment Management Officer, the Dean of IE, the Registrar, the Director of Information Technology Systems, the Director of Workforce, the Director of Career & Academic Planning, the Budget & Institutional Effectiveness Specialist, and the Senior Associate to the Vice President of Academic Affairs. Weekly meetings provide for regular discussion of issues pertaining to academic affairs, strategic goal accomplishment, and to strategize about plans to meet challenges. Administrators

are provided with the assistance and tools needed to perform their duties, including support staff, access to the Banner enterprise system, the college "o drive", which hosts secure documents within restricted access folders, Interview Exchange, and the Nuventive assessment software.

As outlined within the IE Assessment Plan, members within divisions develop annual goals in alignment with those of their vice president. Evaluation of goal accomplishment occurs through weekly divisional leadership meetings, annual assessment reports, and during retreats. Standard VI provides a detailed overview of how divisional goals and administrative assessments are developed and results utilized to enhance programs, services, and student supports. The Strategic Plan is reviewed annually through assessment of college-wide goals and outcomes; findings are published in the Strategic Plan Annual Report, compiled by the Dean of IE.

Criterion 4 e
An administration possessing or demonstrating: regular engagement with faculty and students in advancing the institution's goals and objectives.

Administrators Regularly Engage with Faculty and Students to Advance College Goals

Administrators are actively and regularly engaged with faculty and students to advance the institution's mission and strategic goals. The President and vice presidents are members of and present reports to the SG body, College Assembly, of which students are voting members. Especially in exigent circumstances, administrators maintain regular contact with campus members to ensure transparency of process and collaborative decision-making. During the summer, as a result of the pandemic, special College Assembly meetings were held via Zoom to ensure campus awareness of issues (CA Minutes 6.1.20). The President meets regularly with the Student Assembly President and the BOT Student Trustee. Communications are regularly sent by administrators through the campus news, the Focus, and email: Dr. Drumm sends numerous updates as does Dr. Haynes; information related to the budget is shared by Michael Sullivan and diversity professional development by Dr. Ross-Scott.

Every effort is made to communicate with and obtain feedback from the campus community through SG and various campus groups. For example, the VPAA attends Chairs and Deans meetings to discuss and provide updates to matters related to academia; monthly Academic Leadership Update meetings held with academic affairs staff provide for updates to the division about strategic goal progress, issues, and new initiatives. The VPAA's weekly Academic Leadership meetings provide for the sharing of updates, including feedback from faculty and staff at each meeting, and her attendance at academic division kick-off meeting at the start of each semester provides for the regular exchange of information, updates, and goal sharing. Faculty Staff Assemblies are held prior to the start of the fall and spring semesters. These gatherings provide for wide dissemination of information, and typically surround a theme, with the President providing a direction for the campus and vice presidents providing updates related to initiatives within their divisions. For example, the Fall 2019 Assembly theme was "Continuous Innovation & Continuous Improvement" to address population declines by engaging in efforts to differentiate the college and enhance retention of students. Administrators, faculty, and staff serve together on committees to develop campus master plans and engage in campus-wide initiatives, such as SG, the Middle States Self-Study Steering

Committee and Work Groups, the Emergency Management Response Team, and the Strategic Planning Committee, and all of the shared governance committees previously discussed. The Civility Statement, was developed via campus collaboration (Standard II). The Facilities Master Plan and Academic Master Plan were developed with collaboration from campus constituents. "Your Voice Matters" events, hosted by SG provide an open forum to voice concerns; issues raised are sent to the appropriate SG body or administration for response.

Criterion 5
Periodic assessment of the effectiveness of governance, leadership, and administration.

The Effectiveness of Governance, Leadership, and Administration are Regularly Assessed

As discussed previously, vice presidents review annual assessment reports for units within their division, which helps inform development of an annual division report submitted to the President, which outlines Strategic Plan accomplishments and plans for the upcoming year. The President utilizes these reports and the Strategic Plan Annual Report to help inform his annual Strategic Plan report to SUNY. In addition to annual assessments, accomplishment of the mission and Strategic Plan is assessed every five years through the Strategic Planning process, prior to development of the new Strategic Plan. The President's performance and achievement of the Strategic Plan is assessed annually by the Board of Trustees.

An annual BOT retreat is led by a consultant, during which time board assessment occurs. Previous to the retreat, members complete a BOT Assessment Survey, which are reviewed during the retreat, and, along with a review of annual accomplishments and challenges, informs new annual goals. To strengthen the annual President's evaluation, starting Fall 2020, the BOT utilizes a standardized evaluation tool developed by the consultant.

During the period of 2017-2019, SG conducted an assessment of the governance process. In 2017, focus groups with past SG chairs, and in Spring 2019, a campus-wide survey was conducted. In 2020, 2 representatives from each of the SG bodies formed a Shared Governance Assessment Work Group. Through a review of minutes from 2016-2020, focus group, and survey findings, a Shared Governance Assessment was presented to CA (CA Minutes 5.4.20), and shared with each SG body. During the Fall 2020 semester, bodies are reviewing recommendations to determine those which should be taken. For example, discussions related to length of chair and chair-elect term to address issues found during the assessment related to the learning curve associated with chairing one of these bodies is underway.

Surveys such as CESS and COACHE are utilized by administration to assess faculty staff perspective. In 2017, SUNY Broome entered the Collaborative on Academic Careers in Higher Education (COACHE) initiative at the Harvard Graduate School of Education. Surveys were distributed to faculty members across the campus and a committee was established to review the data and make recommendations for improvement. Data and results were shared extensively with the campus through shared governance meetings, Town Halls, and Coffee with COACHE sessions to gather constituent input into plan development to address findings. In response to the College Employee Satisfaction Survey (CESS) survey, administered every three years, with the last in 2018, findings related to concerns about facilities maintenance, Dr. Drumm informed the campus of maintenance and facilities plans to address issues (CESS Feedback).

Conclusion: SUNY Broome Community College meets all the criteria outlined in Standard VII. There are clear and documented governance structures, roles, and responsibilities for the BOT, administration, and shared governance. The President has the autonomy and staff to operate effectively to attain the strategic goals of the college. Through the assessment process, shared governance has evolved significantly over the last ten years when little to no shared governance structures were in place. The Board of Trustees engages in annual assessment of Trustees, the President, and attainment of the Strategic Plan.

Requirements of Affiliation: Evidence for specified requirements is outlined below:
#12. Met by Criteria 1 and Criteria 2a and 2b
#13. Met by Criteria 2a; 2b; 2h; and Criterion 3a

Opportunities for Ongoing Institutional Improvement and Innovation:
1. The college may be able to leverage its current governance structure to improve campus wide communication and provide additional opportunities to share assessment results. The college should further assess the effectiveness of the current governance process regarding communications and/or governance membership.

Institutional Priorities: College leadership has taken numerous steps to ensure the centrality of education is at the heart of its work; all activities at the campus are conducted in accordance with its mission and Strategic Plan, and work to ensure collective achievement of the mission.

1. Diversity and Inclusion

- The Vice President for Student Development's job title and description was expanded to include the title Chief Diversity Officer to serve as a leader for diversity initiatives.
- BOT members attend conferences and webinars designed for Trustees and which provide diversity and inclusion training and education.

2. Student Retention, Support, and Success

- To ensure the student voice is heard, student representatives are voting members of all shared governance bodies, including on the Board of Trustees.
- A President's Task Force on Diversity voting member was added to CAI to help focus infusion of issues related to racism within the curriculum and development of an ILO.

3. Institutional and Pedagogical Sustainability

- Regular assessment processes are built into the Board of Trustees procedures, including a standardized assessment tool.
- The President is evaluated annually by the Board of Trustees, and submits an annual evaluation of Strategic Plan accomplishments to SUNY.
- Annual divisional goal development by vice presidents aligns with the Strategic Plan and inform unit and department goals. A published Strategic Plan Annual Report provides updates related to Strategic Plan accomplishments.
- Shared governance includes representatives from various campus constituencies, including faculty, staff, and administration, and bodies engage in regular assessment to improve efficiency of their work.

COVID Supplement

In Spring 2020, the world was faced with an unexpected and unprecedented challenge: a worldwide outbreak of SARS-CoV-2 (severe acute respiratory syndrome coronavirus 2), COVID-19. On March 7th, as the first case hit New York and quickly began spreading, New York State Governor Andrew Cuomo declared a state of emergency. It quickly became clear that the college would need to begin preparations to plan for the rapidly evolving emergent situation. Senior leadership increased Executive Council meetings to biweekly and the Emergency Management Team convened, meeting daily, to effectively plan for and respond to the situation. NYS on Pause Program, requiring all non-essential workers to stay home, was implemented by Governor Cuomo on March 22nd.

To protect student and employees from negative health consequences from the COVID-19 pandemic, and in response to Governor Cuomo's directives, SUNY directed all SUNY institutions to transition the learning/working environment to remote delivery. The college began to transition to a remote environment March 19-20th, with the official start March 23rd. During the transition phase, faculty were asked to deliver courses in a distance learning format, and staff were asked to provide student support and customer service functions remotely.

In early June, NYS began reopening, in a series of four phases. Reopening was contingent upon positive case numbers within each county. To ensure timely planning, the college began to utilize the Upstate Medical Dashboard. The Dean of Institutional Effectiveness provides daily updates utilizing this dashboard to Executive Council, with a weekly report showing trends over the last 7-day period. This data monitoring includes an overview of number of tests administered, number of positive tests, the R-value (an indicator of the rate of infection), an analysis of risk to the college from student home counties, and numbers of positive cases within a 30-mile radius of the college. In conjunction, the Director of Security and Health engages in daily communication with the local Health Department, providing daily county infection numbers and indicators related to the county response, such as hospital bed capacity to Executive Council. This data provides emergency planning teams and senior administration at the college the ability to gauge daily changes and prepare for quick responses such as the need for a pivot to remote learning and working in order to protect the health and safety of its campus community.

Congruent with its Self-Study institutional priorities: 1). Diversity & Inclusion; 2). Student Retention, Support, and Success; and 3). Institutional and Pedagogical Sustainability, coupled with impact of the pandemic, and the identified opportunities for improvement during the Self-Study process, the college has taken the opportunity during this time of uncertainty and upheaval to examine its strengths and weaknesses, capitalize on those strengths and to identify areas in which it became obvious the college needed to make improvements. As a result, the college has renewed focus on its commitment to respond to individual and community needs, enhanced accessible learning opportunities and programs to foster equity in student success, and engaged in new ways to align its academic programs to meet labor market needs of the community, while reimagining, redesigning, and realigning its resources to address declines in enrollment, cuts in federal and state aid, and changes within the internal and external landscapes.

Standard I: Mission and Goals

The pandemic has created a new environment and reality for higher education, including SUNY Broome. More than ever, the college relies on the achievement and effectiveness of its mission and Strategic Plan. The college's response to the changing environment was driven by mission, strategic goals, and the institutional priorities outlined within the Self-Study design.

In planning the campus reopening, senior leadership, along with faculty and staff, repeatedly reflected upon and considered the mission of the college to ensure all students were able to maintain access to "inclusive, diverse educational experiences" and to achieve success through "access to innovative academics, transformative student support, and meaningful civic and community engagement." The pandemic further emphasized the importance and needs of its students to ensure equitable access; the college shifted its service and academic delivery methods to expand access to students in multiple modalities, addressing the diverse needs of its students. Revisiting the questions: Are we living our mission? Are our activities congruent with the mission? drove decisions regarding academic and support service delivery and the reallocation of resources.

As the college considered the Fall 2020 and Spring 2021 schedule, as well as the continued impact of high COVID case positivity within the county and state, utilization of student survey results informed methods of delivery. The college engaged in a number of surveys to assess the impact of the shift to remote learning on students. Via the Center for Community College Student Engagement (CCCSE), the COVID-19 Survey was administered prior to the end of the Spring 2020 semester; the SUNY Student Remote Instruction (RIS) Survey was administered at the end of the Spring 2020 semester, and the SUNY Student Satisfaction and Plans Survey was administered in Fall 2020. The impact of the pandemic and shift to the remote work environment on faculty was also assessed via administration of the SUNY COVID Impact on Employee Survey in summer 2020.

Results from these surveys have been utilized to help formulate campus reopening plans and improve the student experience related to academic and student support services. For example, based on student feedback about instruction after the college switched to remote learning, the Teaching Resource Center provided additional Blackboard, Collaborate, Ensemble and Zoom trainings for faculty, developed additional resources for creating online content and teaching in an online environment; the campus purchased additional Zoom licenses; enhanced remote access and software availability for students; created safe study spaces and areas to participate in online classes on campus; created a page dedicated to online learning for students, as well as a page dedicated to orienting students to the virtual learning and living environment. Survey results also helped shape the college's response to provide a more holistic service delivery to its students. The college worked to increase access to counseling services via a Telemental health model; hosted a number of mobile Food Bank of the Southern Tier events for students and the community; offered a Student Emergency Fund through the BCC Foundation to assist students with expenses associated with food, housing, medical care, and technology needs; and purchased additional technological equipment to support student learning and instructor teaching needs.

While the pandemic has created disruption, the college has utilized it as an opportunity to renew its focus on: providing equitable and accessible services that foster student success; a commitment to ensuring it's A.A.S. and A.O.S. academic programs are aligned with labor

market needs; and that the allocation of resources, made even more scarce by cuts in state and federal funding, are made in consideration of data which will help ensure institutional improvement and sustainability. A focus on skills needed to return to work has prompted more discussion and development around certificate programs and microcredentials opportunities to support employees' return to work within the community. The college hired a new Director of Workforce Development in January 2021 with a strong tie to the community where she previously served as an employee of the local Chamber of Commerce. These enhanced strategic planning and activities will provide for lasting institutional value and demonstrate the college's commitment to its mission and the goals within the Strategic Plan.

In accordance with the Mission, Strategic Plan, and Assessment Policy, all activities at the college continue to be assessed on a regular basis, and are aligned with the college mission and its Strategic Plan. While administrative and academic units have had to shift initial goals or methods established by which to achieve these goals, revisions continue to be aligned with the mission and Strategic Plan. College administrators, faculty, and staff have utilized the widely shared data obtained from student surveys and assessments in order to make evidence-based decisions and plans for continuous improvement including a focus on improved pedagogy around the design and development of remote learning opportunities. Revised plans will be assessed in Summer 2021 to determine strategic goal achievement and used to inform goals for the 21-22 year.

Standard II: Ethics and Integrity

Maintaining Safety and Wellness of the SUNY Broome Community

SUNY Broome campus Fall 2020 reopening plans adhered to mandates established by the SUNY system. The college's Emergency Management Response Team developed a campus Reopening Plan, in collaboration with input from executive and academic leadership, and with faculty and staff input via discussions with deans and supervisors. This plan was submitted to and approved by SUNY in June 2020. SUNY's acceptance of the plan acknowledged that it met the standards established by NYS Department of Health "Reopening New York Higher Education Guidelines" issued June 20, 2020. Mandatory elements of this plan included: mandatory face coverings when within 6-feet of contact; the provision of PPE (personal protective equipment) to and training for students and staff on how to appropriately don and remove PPE; hand hygiene stations throughout the institution; plans for regular cleaning and disinfection of common areas; identification of student exposure and plans to provide for their daily needs; mandatory daily health screening practices; protocols for addressing positive COVID-19 cases including notification to state and local health departments; and conspicuous posting and communication of reopening plans. An attestation of adherence to this plan was submitted to SUNY by Dr. Drumm, affirming the college meets and will continue to adhere to the standards established within the plan.

In addition to following the mandatory guidelines established by the NYS Department of Health for higher education, the college also implemented the recommended best practices to ensure the safety of its students and staff. For example, hand sanitizer was placed within all classrooms, outside of restrooms, and at entranceways, and touch-free hand sanitizing stations were installed throughout campus. Disposable wipes, receptacles for disposal of PPE, and increased sanitizing protocols were put in place. Physical barriers were installed in administrative suites, air dryers in

restrooms were inactivated, and water fountain spouts were restricted to eliminate touch access. To reduce bi-directional foot traffic, hallways and common spaces were marked with arrows to indicate direction of traffic flow, with access to certain doors limited to control for safe entrance and exits. Common spaces such as within the Library were demarcated by X's to indicate a safe 6-foot physical distance. Classroom and learning spaces were reconfigured to create physical spaces of 6-foot distance, with a mix of traditional in-person and remote courses offered to reduce in-person congregation. An increased offering of blended courses provides for reduced risk of transmission, with some faculty offering courses in which cohorts of students were created to limit the number of face-to-face interactions. Campus visitors are limited and they must stop at a check-in station located in the Wales administration building to sign in and complete a mandatory health screening including temperature check.

To further monitor and provide for safety of the campus, part of the campus reopening and continued safety plans includes the Surveillance Testing Program, required by SUNY and developed by the college in accordance with CDC, state, and local health department guidelines. Campus personnel test on-campus staff and students and send samples to Upstate Medical for testing. As part of this testing mandate, the college monitors positive testing rates, reports positive campus cases to the appropriate state and county health departments, and to the SUNY COVID-19 Case Tracker system, which provides for transparent public communication about positive case rates. In accordance with SUNY guidelines, if the infection threshold rate is reached (for each 14-day period, whenever the lesser of 100 individuals or 5% of the total on-campus population test positive) the college would suspend all in-person activities and transition to remote instruction for a period of 14 days. SUNY measurement periods and guidelines will extend at least through the end of Spring 2021 semester. For Spring 2021, SUNY has mandated 100% of all students and staff on campus participate in the campus Surveillance Testing Program.

Ensuring Transparency of Communication to Uphold Integrity, Ethics, and Safety

The college's reopening plans were widely communicated to students and staff to ensure awareness and adherence to its safety protocols. The "Return to Campus Orientation" was developed and implemented. All employees were required to complete this orientation prior to coming to campus to ensure they understood the policies, procedures, and safety precautions in place. A daily self-screening app, CampusClear was implemented, in which employees and students complete to screen for symptoms. Employees who indicate that they have one of the COVID-19 symptoms are contacted by the Environmental and Security Coordinator who works with the Human Resources Officer to direct the employee with how to proceed.

A "Reopening the Hive" webpage provides students with education they need to ensure safety, including a COVID-19 Student Orientation to teach students about social distancing and practices such as wearing a face covering. Access to CampusClear is available either through a web or app-based screening. Modifications made to the campus to ensure safety are posted on this page. Enrolled Spring 2021 students received a "What Students Should Know: COVID-19 and Returning to Campus" which details safety and testing protocols, a link to the SUNY COVID-19 webpage so they could be aware of positive case rates on campus, guidelines to follow if they either test positive or must quarantine, campus plans for "pausing" face-to-face instruction for two weeks or needing to shift entirely remotely, as well as the disciplinary actions they could face for violation of campus safety protocols.

SUNY Broome has been committed to ensuring the safety of its campus members as well as transparency of this communication. Through dedicated safety and testing measures, the campus has not had to go remote to date due to reaching the infection threshold rates. Daily reminders are sent via email by the Emergency Operations Center to complete the CampusClear health screening and of mandatory testing requirements. Dr. Drumm sends regular campus email updates to inform the campus community about any positive testing rates and changes in safety measures. The effectiveness of administration communication about reopening plans is reflected in student and employee survey responses.

For example, the SUNY Student Satisfaction and Plans Survey administered in Fall 2020 provided a means for assessing effectiveness of communication of campus reopening plans. The majority (89%) of students reported they either somewhat or clearly understood Fall reopening plans and 83% were either somewhat or very aware of SUNY guidance surrounding COVID (including regular testing, masks at all times, a later spring start date, and wellness days instead of spring break). High levels (78%) of satisfaction with information provided by the college as a result of the pandemic and with satisfaction with support they received (60%) were reported by students on the CCCSE survey. Similar results were found on the SUNY Remote Instruction Survey, with 72% of students reporting satisfaction with the college's response to COVID-19 and 69% reported being satisfied with support they received. On the SUNY COVID Impact on Employee Survey, SUNY Broome employees also reported high rates (86%) of satisfaction with the level of communication provided by senior leadership. Additionally, 91% of employees reported they felt administration protected them from potential negative health consequences from COVID-19; 86% reported they felt care and concern was shown for employees; and 79% reported that senior leadership did a good job with helping employees adapt to changes in the work environment. These data point to the commitment of the college to ensure transparency of communication, safety of its students and employees, and the provision of support during and after the transition to the remote working/learning environment.

To further the college's commitment to truthfulness in publications and transparency of expectations and mandates, for the 20-21 year, a Housing License for Student Village residents was implemented. This addendum highlights social distancing requirements and special precautions related to COVID-19; it was provided to all Student Village residents who were required to sign. It is posted on the college website.

The College is Committed to Fair and Impartial Human Resources Practices

To support the shift to the remote working environment, new policies and procedures were implemented. Employee and Supervisor Guidance was developed in accordance with legal counsel and federal and state laws, providing information about the use of sick leave and the Emergency Paid Sick Leave Act, effective through December 2020. The Remote Work Program Policy was developed to provide a flexible work option and to outline eligibility for telecommuting. It was approved by the Board of Trustees on August 20, 2020. The Remote Work Program Procedures establishes the guidelines to follow for initiating and managing remote work assignments, expectations for the use of college-owned equipment, and the expectations for maintaining confidentiality of college data and records. The Remote Work Procedure Agreement provides for supervisor-supervisee agreement of the nature and expectations of work tasks, including assurances to maintain confidentiality of records and data.

Institution-wide Initiatives and Policies Support Equity, Diversity, & Inclusion

The Electronic and Information Technology (EIT) Accessibility Plan, designed to promote an inclusive accessible campus environment was fully implemented during Fall 2020. Although in process prior to the pandemic, the plan was timely and addressed many of the issues presented by remote program delivery. The college has made numerous gains in its efforts to promote inclusivity. For example, live captioning was implemented Fall 2020 and a thorough assessment of classroom accessibility is in process. SiteImprove, the accessibility website checker continues to be utilized; the college continues to maintain web accessibility scores much higher than the industry standard. SiteSort was purchased to improve the accessibility of the Library website, separate from the main website.

The College Promotes Affordability and Accessibility for its Students to Reduce Barriers

Affordability and accessibility for students to reduce barriers continues to be a priority for SUNY Broome. Particularly now during the circumstances with which students have been faced during the pandemic, affordability of higher education and the increased concerns about expenses students have revealed to the college through student surveys, the college is committed to findings new ways to improve access to financial aid services.

The Financial Aid and Student Accounts Offices created dedicated Zoom links using a secure portal to assist students and families with the completion of FASFA and Certificate of Residency forms and to discuss bills and payment options. In response to financial struggles many of the college's students have faced due to the pandemic, extended payment and installment plan options were offered. Student Financial Services also created a new process for CARES Act Funding: FWS and Emergency SEOG, which resulted in awarding nearly 2,700 students almost $2 million in emergency funding of some kind through 12/31/20. A dedicated CARES Act webpage hosted on the Financial Aid website provides information about Emergency Aid Grant eligibility requirements, including the application and instructions for submission. Reporting Disclosures, which detail the number of eligible students and amount of CARES grant funds awarded to students at the college are also published on this webpage.

In response to the pandemic, the BCC Foundation initiated a Student Emergency Fund grant to help students with non-tuition related needs such as medical care, food, housing, and tools to aid with distance learning. The grant was initially $500, and has been increased to up to $1,000 for the 20-21 year. An additional scholarship, the SUNY Pathways Scholars Award program, available for first-time full-time students who have graduated from a NYS high school with an 80% or higher GPA was made available to students. To encourage application and awareness of this scholarship, it was widely advertised via campus news, social media, and local news outlets.

Standard III: Design of the Student Experience

The Curriculum Committee and General Education Committees who review new and revised course/programs and general education course proposals, respectively, have continued to engage in the same shared governance process of review, holding virtual meetings in lieu of physical ones.

With the shift to a largely remote learning environment faculty are assessing course and program delivery options, and considering ways to increase the variety of modalities in which courses are

being offered. The college continues to have sufficient qualified faculty. The student/class section ratio continues to be lower than that of other community colleges. As compared to Fall 2019, in which the student/class section ratio was 14:1, Fall 2020 student/class section ratio is 13:1.

The College Continues to Improve Quality of and Delivery of Courses and Programs

Students were surveyed about their preferences for course delivery. Students on the CCCSE survey indicated that 49% prefer traditional face-to-face instruction, while 42% reported they would prefer a blended format. Similarly, on the SUNY Student Satisfaction and Plans Survey 50% of students reported their preference for classes to be either mostly or totally online, while 18% preferred blended courses, and 31% wanted mostly or totally in-person instruction. With regard to academic instruction, 50% of students on the CCCSE survey reported dissatisfaction with their online education, 71% did not feel they were learning as much in their online courses as they had face-to-face, and 44% had a lack of motivation to complete their courses. Similar to CCCSE survey findings, on the SUNY RIS, with respect to academic instruction 83% of students reported high levels of satisfaction prior to the pandemic, with satisfaction levels decreasing to 58% post-pandemic. Open-ended responses on the SUNY RIS with regard to what the college could do to improve included five main themes: improve communication and engagement; require synchronous instruction; reduce workload; streamline technology; and enhance online teaching training for faculty. Common themes for open-ended questions related to what the college could do to improve and students' biggest concerns on the SUNY Student Satisfaction and Plans Survey included four main concerns, related to: engagement, communication, course modality concerns, and concerns about COVID-19 emerged.

Survey results were discussed at length in a Broome Zoom led by Dr. Haynes, VPAA, and were useful in informing professional development that faculty needed, as well as provided a forum for the sharing of innovative and engaging techniques faculty utilize with students. Results also provided data used to inform Fall 2020 and Spring 2021 course modality offerings, and the development of materials by the Instructional Designers to assist faculty with the development of online courses that utilized effective pedagogy and methods to actively engage students.

The College Is Committed to the Professional Development of Its Faculty and Staff

The college has remained committed to, and has in fact, enhanced its dedication to the professional development of its faculty and staff. In line with the Academic Affairs 20-21 Goals to reimagine professional development, an Assistant Dean was hired to provide dedicated oversight to the Teaching Resource Center and Professional Development. Bi-monthly Professional Development sessions are now held during Broome Zoom sessions. A reimagination of how professional development grant monies are utilized has resulted in the offering of 10 grants to faculty to develop a Hyflex course in a 7-week model. A second opportunity to offer grants for development of microcredentials, either from non-credit to credit or within credit-bearing courses is planned for early Spring 2021. These opportunities expand the college's ability to provide equitable access, enhance student success, meet student preferences identified on surveys, and better align with workforce needs.

To aid in the transition to remote teaching, faculty were provided with extensive assistance from the Instructional Designers in Spring 2020 to prepare courses for remote instruction. Faculty

continued to improve the quality of courses throughout the summer months to prepare for the largely remote teaching environment in the Fall. In addition to the ongoing drop-in hours and appointments, Instructional Designers created additional faculty guides, resources, and documents to utilize to enhance distance education pedagogy. For example, a "Making Content Accessible" area was added to the Online@SUNYBroome Faculty Resource area to provide resources for faculty in ensuring accessibility. Recognizing the heightened need to ensure courses are designed with universal design principles, the TRC held two offerings of a workshop entitled "Creating Accessible Content in Microsoft word"; nearly 50 faculty and staff were trained. Additional sessions are planned for Spring 2021, along with workshops about accessibility for PowerPoint and PDFs. The college is involved a pilot study with SUNY through the use of an accessibility educational platform, DeQue University through May 2021. To leverage the use of this free professional development opportunity, the EIT Advisory Council created stackable courses related to specialty content areas, such as communication skills and document and web accessibility. The Distance Learning Steering Committee has fast-tracked plans to develop a new Distance Learning Strategic Plan. Given the new opportunities for DL, it is critical to reimagine the future. As part of this plan, they are incorporating a renewed focus on ensuring accessibility.

With the shift to the remote learning environment, it became clear that opportunities for student evaluation of courses, an important component of the promotion and appointment process and continuous improvement of courses, would not efficiently be able to be completed with the current processes. While online courses already utilized SurveyDig, an online survey evaluation tool, campus-based courses utilized paper-based surveys. The college transitioned to the use of SurveyDig for all courses. This also improves efficiency for faculty in receiving student evaluations in a timely manner to utilize student feedback to inform future course planning.

Standard IV: Support of the Student Experience

The COVID-19 pandemic has resulted in a shift in the learning and living environment for the college's students. While student survey results indicated high levels of satisfaction with student support services, the college is committed to improving its services to ensure equitable access and continuous delivery as this largely remote environment continues. In examining its service delivery formats, creative and innovative strategies to continuously engage with students, while expanding access to nontraditional and working students have been developed.

Implemented Spring 2021, to improve student ability to navigate online courses, and in response to student feedback related to concerns about navigating Blackboard courses, the Teaching Resource Center developed the "Blackboard Basics for Students Orientation". This course provides an overview of what online learning is all about and the skills needed for success.

In the shift to remote instruction, one of the more apparent impacts has been on our students' ability to engage with and seek assistance from their peers in informal ways, increasing their engagement in courses and building community to support their success. The college has partnered with CircleIn, an app that provides students with a platform for peer collaboration, to share notes, discuss course concepts, and study for quizzes and tests. CircleIn launched campus wide in Spring of 2021.

Library and Learning Assistance Labs: The Learning Assistance Department has adapted the way it delivers services in order to continue to meet student needs related to accessibility and tutoring. To protect employee and student health and safety, in-person sessions for Tutoring, the Writing Center, and the Math Lab have shifted online. A Learning Assistance Department Chat, created during this shift to remote learning is available between 10:00-12:00 and 1:00-3:00 pm during normal business hours. Drop-in Tutoring sessions are provided via Blackboard Collaborate. Real-time GoBoard sessions are available for Writing Center tutoring. This platform allows for documents to be uploaded from a variety of platforms, aiding in the ability of tutors to work with students on their writing. A Math Lab chat provides for day and evening tutoring sessions.

The Library has continued to provide in-person assistance to students within safety guidelines. Librarians also remained available virtually via phone, email, or via the Ask/Us chat service, a 24/7 service which provides patrons with access to a reference librarian. The Ask/Us chat service provides opportunities for students to work from home and have access to a Librarian which is a service which can continue after the pandemic. To aid in student ability to complete online courses in a quiet area, numerous Quiet Rooms have been established within the Library and throughout the college campus. These spaces provide for computer, internet, and webcam equipment to aid students with course completion.

Admissions: The Admissions Office has readily adapted its service provision to ensure the continued smooth delivery of coordinating the recruitment, engagement, onboarding, and support of students seeking admission. While the office has continued to provide limited walk-in appointments, with extended hours during high enrollment periods, daily appointments are also available via videoconferencing tools. Instant Admit Events normally held at local high schools have shifted to a virtual format. After a presentation, one to one support is provided, including application assistance. Open House shifted to a virtual format; collaboration with academic departments and processing offices have provided for an immersive experience. This includes a panel discussion with representatives from processing offices across campus, admissions presentations and Q & A sessions, and program presentations from academic departments. This virtual format has forced the college to move in this direction going forward in order to reach a larger population. Factual Fridays is a virtual event created during which time campus offices collaborate with Admissions to provide presentations to students highlighting their department.

Financial Aid: To ensure uninterrupted service delivery and continued personalized support, the Financial Aid and Student Accounts Offices provided staff with cameras so that students and families could be provided with a face-to-face interaction via a secure portal. Dynamic Forms was implemented, which provided for easily accessible document retrieval and completion instead of the previous hard copy versions of verification documents and Residency Certificates. A completely remote SUNY Financial Aid day was held in addition to Factual Friday webinars to provide information about the financial aid process, application forms, how to pay bills, complete residency certificates, and answer questions. In addition, a remote High School offering was held so that potential students could set up virtual appointments to complete the FASFA with a Financial Aid professional in a secure remote setting. This remote experience has provided the college with opportunities going forward to make the financial aid process less daunting and time-consuming.

Counseling: To adjust to social distancing requirements, and provide the services clearly needed to the college's students, as evidenced by institution-wide survey results, services have shifted to a virtual format. The Chair of the Counseling Services Department was granted a sabbatical to explore and develop a transition to Telemental Health. This shift ensures continuity of service and meets the diverse needs of the college's student population, expanding access to non-traditional and online students. The department webpage provides resources specifically on how to cope with the pandemic. Groups such as Mindful Mondays and Wellness Wednesdays were implemented, as well as numerous other virtual programming. A Study Buddy Program will be implemented Spring 2021 utilizing a graduate MSW intern to provide tips for effective studying. The development of a holistic Wellness Center is underway; this shift will enable integrated access to physical and mental health services for students.

Career and Transfer Services: The Center for Career Development developed innovative ways to connect with students and new methods to continue to provide students with the support they need to achieve their academic, career, and transfer goals. For example, workshops such as "Job/Internship Searching during COVID-19", "Navigating the Health Studies Major" with special guests from UHS and Lourdes, and "Get Started at SUNY Broome and Earn your Bachelor's Degree" were offered virtually during the summer, while events such as "Prepare for Life Beyond SUNY Broome" were among some of the virtual offerings during the fall semester. A webpage "COVID-19 Career and Transfer Services" provides a list of employers hiring during the pandemic, along with unemployment information, a list of job search engines, and information about Broome-Tioga Workforce. Workshops have incorporated faculty and industry partners, including career panels and virtual recruitment events with employers. Virtual events with transfer partners get students connected early on in their planning process. Career and Transfer Counselors and transfer events now occur virtually.

Academic Advising: To continue to provide students with uninterrupted access to advising services, while ensuring for their safety, Academic Advisors meet with students via Blackboard Collaborate or Zoom/Google Hangouts. Advisors also utilize phone and email which provides for adaptable services to better meet students' need. The pandemic has increased the awareness of the need for a holistic professional advising model. While the college had previously been considering the need for this option, as highlighted by work from the Enrollment and Retention Committee, the pandemic made even more clear the need for streamlined outreach and designated contacts for the college's students to help ensure their success. In Fall 2020, the Advising department moved to a caseload model and restructured full-time advisor caseloads to ensure equity across programs. Students are provided an assigned advisor at the point of acceptance; this person will remain their advisor throughout their academic career at SUNY Broome. Enhanced coordination with academic department faculty and chairs has helped to provide more coordinated outreach and advising efforts. Advisors now also coordinate with Academic Coaches and Transfer and Career Counselors in a more seamless manner as a Director of Academic and Career Services now oversees all these areas. This has allowed holistic and proactive student services to be provided, especially important in helping students navigate the challenges inherent within the remote setting. In conjunction with the Registrar's Office, online forms and processes were improved so that students can register, adjust schedules, and withdraw from classes seamlessly online. For Spring 2021 registration, Advisors provided Zoom sessions during Final Enrollment Week during which time stations were set up so that students who were on campus could meet virtually with an advisor on Zoom. As with other remote opportunities,

this caseload remote model provides future opportunities for students with fewer opportunities for on-campus visits.

Academic Coaches: Academic coaches have continued to provide uninterrupted services to our students, although now in a remote environment. Blackboard, Collaborate, Zoom, Google Hangouts are now the offerings instead of face-to-face. The pandemic made awareness of the need for more flexible student service offerings to meet student needs; as a result, academic coaches have offered evening sessions to meet student needs who were caring for families or working during the day. Study groups for programs were implemented that reported higher attendance figures than pre-COVID-19.

New Student Orientation (NSO): In response to COVID-19, it became apparent that the traditional format for NSO was not going to be able to be provided. Starting in Summer 2020, NSO was adapted to a fully online program, with a self-paced format available after an initial orientation session. Students completed an asynchronous orientation introduction available on the college website and were then assigned a virtual orientation schedule via Zoom. This platform was selected based on student preference, determined via a survey. NSO content now also includes information on course modality to ensure students understand the different types (e.g., asynchronous, synchronous, and blended) of online learning available at the college. Zoom polls were utilized to allow students to self-check understanding of orientation materials, with screen share to enhance instruction on student ability to navigate Blackboard. After completion of the virtual orientation program, students are added to the Blackboard organization which includes handouts and additional program materials. All NSO presentations are fully accessible and include google slides with closed captioning. To better meet student needs and time demands from work and life responsibilities, NSO was also broken down into shorter sessions; a previous 6-hour program was provided in three 1.5-hour sessions.

Athletics: While competitive sports came to a halt Spring 2020 due to COVID-19, and the College was only able to offer cross-country this Fall, there was significant increase in eSports offerings representing more participation in some cases than traditional sports. eSports has grown and is expected to continue after the pandemic.

Standard V: Educational Effectiveness Assessment

The college's assessment structure has continuously evolved to meet the changing needs of the environment. While there were initially challenges related to the assessment of courses and programs due to the sudden shift to remote, the college was able to utilize lessons learned during this time to strengthen its methods and processes of assessment.

Faculty became more cognizant of the need to be able to adapt assessments to various modalities and engaged in creative solutions in their teaching and assessment practices. For example, faculty in performing arts areas such as Music and Theater were able to adapt traditional face-to-face performances to virtual. Virtual concerts and a radio play, a collaboration between the Theater and Communications Department were developed. The new music rehearsal space has been timely in providing a much larger space for practicing in a socially distanced manner.

Assessment results which were conducted face-to-face in Applied Music courses revealed students did not meet the established benchmark; however, challenges faced in large part were due to difficulties for students in finding practice space during the quarantine, lack of adequate

practice space at the college (assessments were conducted prior to completion of the new rehearsal space), and challenges due to social distancing requirements which prohibited the ability of all students, such as those on percussion, to engage in the assessment performance. Faculty will reassess these courses next year to compare data, which will also provide an assessment of implementation of the new rehearsal space on performance. It should be noted SUNY Broome was one of the few institutions who provided for online juries within the course to be conducted during the pandemic. Students in "Rehearsal and Performance for Stage" were able to meet established benchmarks and learn new skills in radio production. Pleased with the performance, faculty will explore additional avenues for virtual rehearsals and radio produced plays.

Health sciences programs had a particularly difficult time initially in that clinicals at local hospitals and medical offices were suspended due to safety protocols. Faculty redesigned programs to creatively adapt to the pandemic by offering simulation experiences in lieu of some in person physical clinicals. In addition, opportunities to assist with the campus COVID testing were utilized by some programs; this has allowed hands-on practice of skills and completion of some clinical hours. In addition, an MOU with Binghamton University to utilize their simulation lab has been obtained, enhancing the nursing program's ability to provide state-of-the-art simulated clinical experience to its students not only now but in the future.

To adapt to changes in the environment and to student preferences as indicated on surveys, faculty are examining programs to develop 7-week models, courses offered in a Hyflex format, and more fully online programs. Professional development grant monies offered Spring 2021 provide for incentivized opportunities for faculty to develop Hyflex 7-week courses and microcredentials. A Hyflex Sandbox has been developed to provide faculty with a practice space as they explore Hyflex. Instructional Designers will provide individual support to faculty as they develop courses for these two new grants to ensure they are ready for the Fall 2021 semester.

The college has continued to engage in pursuing various avenues for sharing assessment results. Starting Spring 2021, faculty who completed program reviews this past year are invited to the Council for Academic Issues, one of the shared governance bodies, to present their findings to their colleagues. Professional development offerings at Broome Zooms provide for the sharing of resources, assessment plans and results, and collegial discussion about educational effectiveness.

The program review process shifted to a virtual environment. Work sessions with the Dean of IE and faculty undergoing program review occur via virtual meetings through the sharing of screens and documents on Google Drive, which allows for real-time and ongoing communication about program reviews. External reviewer visits were conducted virtually, and while visitors were unable to come to the physical campus to meet with faculty and students, they were able to experience this through virtual means.

Standard VI: Planning, Resources, and Institutional Improvement

The College Has Physical and Technical Infrastructure to Support Remote Operations

All administrative staff began working remotely in Spring 2020, with personnel returning in the summer during the reopening phases. To ensure safety of employees, staff alternate days on campus with days remote. To ensure the college was able to continue business operations, and

that purchases and payroll could continue without interruption, invoices are now processed via email; paychecks are mailed to employee homes versus physical pick-up.

During this time of challenge, the physical and technical resources of the college were challenged in that the college had to be able to adapt its normal processes to the new space and technological challenges facing it. The use of SUNYAssetWorks is in its implementation phase. This software provides a comprehensive tracking system for facilities and maintenance planning. In addition to increasing efficiency for providing a single hub for facilities related information, the software allows for comprehensive planning for deferred maintenance.

The ITS Department was able to quickly expand the college's ability to work and learn in a remote setting. The college purchased and made available 200 additional laptops for students and employees, as well as webcams and microphones. Virtual servers and storage space were added. Additional Zoom licenses were purchased and available for employee use for meetings. Employees were provided with instructions for forwarding office phones and a number of cell phones were purchased and distributed to ensure that calls would be answered in a timely manner and interruptions to service would be limited. ITS also implemented Dynamic Forms, which has expanded the efficiency of processing offices, such as the Registrar and Financial Aid.

To further enhance information technology security, particularly with the majority of employees at the college working remotely and accessing internal data and desktops, and as part of a SUNY mandated initiative, the Information Technology Services department launched a new security awareness campaign in Fall 2020. Partnering with KnowBe4, the Security Awareness Training campaign is a ten-module series designed to educate campus employees cybersecurity, and the protection of personal and work information. The college has also upgraded its wi-fi to reach to parking areas and remote spaces in the event of future access issues. Security systems have been upgraded to support remote work.

The College Engages in Assessment of its Resources on a Regular Basis to Ensure Institutional Health and Sustainability

Previous to the onset of the pandemic, the college had been engaged in an examination of its space utilization and the possibility of restructuring. Plans to restructure were initially put on hold due to the pandemic, but a natural restructuring brought about by assessment of student and campus needs occurred as a result of the pandemic and as a result of numerous early separations as a result of an incentive.

After review of the College's fund balance, budget, and a decline in net student enrollment resulting in approximately a $1.9 million shortfall, along with projected total revenues of approximately $53.6 million (a shortfall of $2.7 million), to ensure continued maintenance of a fund balance within its 10% goal and a balanced budget within a $500,000 operating margin, the VPAFA determined that reallocation of resources would be necessary to reduce personnel and benefit expenses. As a result, the Voluntary Separation Incentive Program was developed. The total annual cost savings (payroll and benefit costs) to the College is projected at $1,724,250 based on an estimate of 25 non-instructional FTEs remaining vacant and unfunded, at an average salary of $57,000, which totals $1,425,000, and a 21% fringe benefit rate savings, which totals $299,250. Personnel expenses are forecasted to be $805,000 lower than budget. CARES Act institutional federal grant funds will be used to reduce payroll costs by approximately $2.4

million, which will offset separation incentive program payments of approximately $750,000 and vacation accrual carryover balances of approximately $500,000 for fiscal year 19-20.

With the departure of two Associate Vice President Deans, the College has taken additional steps to reduce personnel costs and improved efficiency of student support services. A reorganization of academic divisions from a four to a two-dean structure, and removal of oversight of student support services (in addition to the academic divisions) by these deans, has resulted in a cost savings of $242,000 for the College, and a more dedicated oversight to these programs by other deans/directors. For example, a Director of Career and Academic Services was established to provide streamlined leadership for academic advising and retention services for students. An Assistant Dean for Distance Learning and Professional Development was hired in January 2021 to provide dedicated leadership to the Teaching Resource Center and to help meet the college's goal of reimagining professional development and improving its distance education programs. With the retirement of the previous Director of Workforce and Continuing Education, a new Director of Workforce was hired January 2021.

Standard 7: Governance, Leadership, and Administration

As integral as the planning stages were for the Spring 2020 shift to the remote learning/working environment, its subsequent reopening in the summer of 2020, and planning for Fall 2020, clear communication to and among the campus community was key. The pandemic made even more clear some of the opportunities for improvement identified during the self-study process. Specifically, a focus on how the college can leverage its current governance structure to improve campus-wide communication. In addition to the continued work of shared governance examining the effectiveness of the structure, such as examination of chair term and sub-committee composition, executive and academic leadership have utilized the shared governance process even more frequently and effectively than it had before. Increased communication has occurred since the start of the pandemic to ensure transparency and involvement in decision-making. Particularly in light with increased enrollment declines coupled with budget cuts impacting the organization, extensive discussions related to the budget occur during College Assembly meetings, with updates provided at each of the other governance bodies. To aid faculty and staff in better understanding the budget process, the VPAFA and Budget and Institutional Effectiveness will be hosting a panel with members of shared governance in Spring 2021. As the campus becomes more aware of the nuances involved in budget decision-making, it will aid administrators to work more effectively with personnel in making resource allocation decisions.

To further improve communication with faculty and staff, Dr. Haynes, the VPAA, implemented weekly Broome Zoom open forum sessions. During these sessions she provides crucial updates, including about decisions to cut sections based on enrollment, and engages in conversation with faculty to answer questions and discuss concerns. These sessions typically average well over 50 attendees which is significantly higher than traditional in person meetings thus providing future opportunities for continued improved communication.

Determinations to provide instruction face to face or remotely, and the college COVID testing plan, are made by President Dr. Drumm, informed by data and recommendations from Executive Council. These evidence-based decisions are made through consideration of daily county positive case counts and data from the SUNY Restart Dashboard. While Dr. Drumm is empowered by the Board of Trustees to ensure daily college operations, he maintains regular

communication with the BOT to ensure their awareness of any changes in campus plans, including its reopening and testing plans, as well as changes in organizational structure. BOT meetings have continued to be held as scheduled, although in a remote format.

Glossary

AL – Academic Leadership Team

ATD – Achieving the Dream

BOT – Board of Trustees

CA – College Assembly

CAI – Council for Academic Issues

CAM – Calice Advanced Manufacturing Center

CCURI -- Community College Undergraduate Research Initiative

CDO – Chief Diversity Officer

CEC – Culinary & Event Center

COI – Council for Operational Issues

CPAC - Campus Projects Advisory Committee

DLSC – Distance Learning Steering Committee

EC – Executive Council

EIT – Electronic and Information Technology

EOP – Educational Opportunity Program

ESPA – Educational Support Personnel Association

GE – General education

GEC – General Education Committee

FA – Faculty Association

FSA – Faculty-Student Association

FF – Fast Forward

F & F – Finance & Facilities Committee

IE – Institutional Effectiveness

Glossary

ILOs – Institutional Learning Outcomes

IPEDS -- Integrated Postsecondary Education Data System

MarCom -- Office of Marketing and Communications

MSCHE – Middle States Commission on Higher Education

NACEP -- National Alliance of Concurrent Enrollment Partnerships

NYSED – New York State Education Department

OER – Open Educational Resources

OSCQR – Online Course Quality Review Rubric

P & A – Promotion and Appointment

PD – Professional Development

PDAP – Professional Development Assistance Program

PDC – Professional Development Committee

PDMC – Professional Development Mentoring Committee

PDP – Professional Development Plan

PEP Squad – Phenomenal, Educated, and Powerful

PLOs – Program Learning Outcomes

PTODI -- President's Task Force on Diversity & Inclusion

PRODiG – Promoting Recruitment Opportunity, Diversity, Inclusion, and Growth

SG – Shared Governance

SLOs – Student Learning Outcomes

SPC – Strategic Planning Committee

SWOT Analysis – Strength, Weaknesses, Opportunities, Threats analysis

SUNY – State University of New York

SURC – SUNY Undergraduate Research Conference

Glossary

TRC – Teaching Resource Center

URM – Under-represented Minority

VFA – Voluntary Framework of Accountability

VPAA – Vice President for Academic Affairs

VPAFA – Vice President for Administrative and Academic Affairs

VPSD (CDO)- Vice President for Student Development and Chief Diversity Officer

YVM – Your Voice Matters