

Monitoring Report to the  
Middle States Commission on Higher Education  
from  
BROOME COMMUNITY COLLEGE  
Binghamton, NY 13902

*Dr. Kevin E. Drumm, President*

*Julia Peacock, Vice President for Academic Affairs*  
Accreditation Liaison Officer

*March 1, 2011*

Subject of the Follow-Up Report:  
*Response to the Middle States Commission's warning that the institution's accreditation  
may be in jeopardy because of a lack of evidence that the institution is currently in  
compliance with Standards 4 (Leadership and Governance) and 7 (Institutional  
Assessment)*

Date of the Evaluation Team Visit:  
March 21-24, 2010

# Table of Contents

- Introduction ..... 5
  - Overview of the Institution ..... 5
  - Context Related to the Current Issues ..... 5
- Standard 4 (Leadership and Governance) ..... 6
  - Brief Summary of History of Leadership and Governance at Broome Community College ..... 6
  - Establishment of the Shared Governance Task Force ..... 7
  - Progress to Date ..... 8
  - Adoption of a Shared Governance Model ..... 8
    - Shared Governance at BCC ..... 9
    - Statement of Purpose ..... 9
    - Guiding Principles ..... 9
- Proposed Fundamental Structure of Shared Governance ..... 10
  - The College Assembly ..... 11
  - Council for Academic Issues: Purpose and Responsibility ..... 11
  - Council for Operational Issues: Purpose and Responsibility ..... 12
  - Student Assembly: Purpose and Responsibility ..... 12
  - Campus Committees: Purpose and Responsibility ..... 12
- Current Status ..... 13
  - Ongoing Plan for Implementation of the Shared Governance Model ..... 13
  - Implementation Timeline for Leadership and Governance Initiatives ..... 14
  - Communication and Governance ..... 15
  - Shared Governance - Communication Model ..... 16
- Standard 7 (Institutional Assessment) ..... 18
  - Establishment of the Institutional Effectiveness Assessment Committee ..... 18
  - Progress to Date and Current Status Related to Evaluation of Institutional Effectiveness ..... 18
    - Commitment to Institutional Assessment ..... 18
  - Data and Assessment Reporting ..... 22
  - Early Assessment Results ..... 23
  - Additional Positive Results from Working on Assessment ..... 24
  - Establishment of the Student Learning Assessment Committee ..... 27
  - Progress to Date and Current Status Related to Evaluation of Student Learning Outcomes as Part of Institutional Assessment ..... 27
- Conclusion ..... 30

Analysis of the Institution’s Progress Regarding Compliance with Standard 4 (Leadership and Governance) .....	30
Analysis of the Institution’s Progress Regarding Compliance with Standard 7 (Institutional Assessment) .....	31
Appendices of Supporting Documents .....	33
Appendix A- Agenda of Convocation on Shared Governance .....	34
Appendix B- College Council Minutes May 10, 2010 .....	36
Appendix C- Charge to the SGTF and Announcement of Elections.....	40
Appendix D- Shared Governance Task Force Meeting Minutes September 3, 2010.....	43
Appendix E- Summary of Results of Shared Governance Survey November 2010 .....	45
Appendix F- Goals of BCC Board of Trustees Self-Assessment Meeting .....	48
Appendix G- Campus Wide Update on Shared Governance December 13, 2010.....	50
Appendix H- Shared Governance Presentation to Campus January 13, 2011 .....	52
Appendix I Shared Governance Structure Effective Fall 2011.....	53
Appendix J- DRAFT Constitution and Bylaws of the College Assembly.....	54
Appendix K- Screenshot of Shared Governance Committee Website Template .....	66
Appendix L- President’s Charge to the Institutional Effectiveness Standing Committee .....	68
Appendix M- Sample Minutes of Institutional Effectiveness Assessment Committee.....	70
Appendix N- Minutes of Institutional Effectiveness Mission Subcommittee Sept 8, 2010 .....	83
Appendix O- Sample Letter of Appointment to the Committee on Assessment of Student Learning...85	
Appendix P- Institutional Measures Dashboard .....	86
Appendix Q- Strategic Directions 2010-2015.....	88
Appendix R- Executive Council Minutes Approving Strategic Directions .....	99
Appendix S- Institutional and Unit Assessment Workshop Agenda.....	101
Appendix T- Institutional Assessment Workbook .....	102
Appendix U- SUNY Program Review Follow-up Request Form .....	119
Appendix V- SUNY Program Review Follow-up Table .....	120
Appendix W- Mapping of Strategic Direction Action Items to Departmental Goals.....	121
Appendix X- Timeline for Institutional Assessment Implementation .....	123
Appendix Y- Sample Program/Department Assessment Report on Student Learning Assessment....	125
Appendix Z- Student Learning Assessment Committee (SLAC) Program Learning Outcomes Procedure.....	128
Appendix AA- DRAFT Mission and Bylaws of Standing Committee on Student Learning Assessment .....	129
Appendix BB- Student Learning Assessment System Maps .....	132
Appendix CC- Student Learning Assessment Committee (SLAC) Program Learning Outcomes Procedure.....	135



## Introduction

### Overview of the Institution

Broome Community College (BCC) is a comprehensive community college supervised by the State University of New York (SUNY), sponsored by the County of Broome, and governed by a 10-member Board of Trustees (BOT). BCC is one of thirty SUNY community colleges in New York. In 1946, the College was chartered as the New York State Institute of Applied Arts and Sciences at Binghamton. After a series of name changes reflecting more substantive changes, the College assumed its current name. The College's campus is located in the Town of Dickinson, three miles north of Binghamton, in the Southern Tier of New York State (NYS).

In keeping with its Mission, the College has continued to grow and adapt to the needs of the community by broadening its program offerings. The College offers Associate in Arts and Associate in Science degree programs to prepare students for transfer to baccalaureate programs, and Associate in Applied Science degree programs to prepare students for immediate employment upon completion. The educational offerings include 28 A.A.S. degrees, 14 A.S. degrees, one A.A. degree, and 12 certification programs. In addition, BCC's Division of Continuing Education has an extensive non-credit continuing education program featuring classroom and online courses, seminars, mandated professional training, and special events open and available to the public. BCC strives to be a leader in anticipating and responding to diverse individual, community, and global needs for accessible lifelong educational opportunities. The College affirms its commitment to learning, excellence, equity, diversity, and innovation.

### Context Related to the Current Issues

As members of the BCC college community researched and prepared a self-study for the most recent reaccreditation visit in spring 2010, specific areas were identified as opportunities for significant and meaningful improvement in relation to two Standards. Even before the Evaluation Team representing the Middle States Commission on Higher Education arrived for an official visit on March 21-24, 2010, BCC had already begun modifying the institution's Strategic Directions and initiating campus dialogue on measures to address the areas for improvement identified during the self-study. As a result of the Evaluation Team's visit and report, BCC received a warning citing a lack of evidence that the institution was in compliance with Standards 4 (Leadership and Governance) and Standard 7 (Institutional Assessment). In response, President Kevin Drumm facilitated the formation of three committees to specifically study, plan, implement, and evaluate proposed improvements to address the areas of concern. These three groups are:

- Shared Governance Task Force (SGTF)
- Institutional Effectiveness Standing Committee (IESC)
- Student Learning Assessment Committee (SLAC)

These three committees have been in development and working apace since the spring of 2010. The results of their efforts toward ongoing development, implementation, feedback, and reporting of key activities will be described in the body of this report.

Since the submission of the original self-study document, there have been several significant

changes in the organization and makeup of BCC's institutional leadership. Dr. Drumm assumed the presidency of BCC in February 2010 and has led the effort to revise, and reassign campus structures for greater efficiency and to better align with the College's Mission, Vision, and Strategic Directions. A summary of the most significant changes in these areas since the Evaluation Team's visit is listed below:

- Appointment of Vice President for Academic Affairs Julia Peacock to permanent status (previously Interim Status) in February 2010.
- Appointment of John Petkash, Director of Information Technology Services, to serve as Special Assistant for Institutional Research and Planning in July 2010 concomitant with the resignation of Timothy Millard, Director of Institutional Research and Planning, to pursue other career interests.
- Appointment of Dean Greg Talley as Special Assistant to the President for Institutional Effectiveness in September 2010.
- Appointment of Regina Losinger as Acting Vice President for Administrative and Financial Affairs in January 2011 upon retirement of VPAFA Grant Newton.
- Revision and broadening of the Vice President for Student Affairs position, followed by appointment of Debra Morello into this new role as Acting Vice President for Student and Community Engagement, with Acting VPSA Marty Guzzi returning to his role as Registrar in January 2011.
- Realignment of reporting relationships of several departments as reflected in updated organizational charts (<http://sunybroome.edu/president/orgcharts.pdf>).

#### **Standard 4 (Leadership and Governance)**

##### **Brief Summary of History of Leadership and Governance at Broome Community College**

In the past 7 years, BCC has experienced several major changes in leadership. In 2004, Dr. Laurence Spraggs succeeded incumbent Dr. Donald Dellow as President, serving until 2008. Following Dr. Spraggs' departure, Dr. Daniel Hayes served for one year and Dr. John Deans served for one semester, each as Interim Presidents. In February 2010, Dr. Kevin Drumm began his tenure as President. Not surprisingly, during the same time frame there have been changes in all three Vice Presidencies, and additional changes in many Dean and Director positions.

Since the mid-1980s, one of the central leadership and governance bodies at BCC has been the College Council. The College Council describes its role as to "support and advise the College President with identified initiatives related to optimizing the value of the college to students and their families, to faculty and staff, and to the greater community." Their activities include "strategic planning, various process improvements, and other targeted initiatives that continually improve the access, image, quality, and services of the College."

In addition to College Council and Board of Trustees, other groups that have been functioning as significant governance bodies at BCC include the following:

<b>Group</b>	<b>Mission</b>	<b>Membership</b>
<b>Chairpersons &amp; Deans Group</b>	To provide the venue for all the academic departments to work together, in conjunction with the VPAA, to discuss campus-wide interdisciplinary learning and teaching opportunities, craft new academic policies and procedures, and revise existing academic policies and procedures consistent with the academic mission of the college.	Department Chairpersons and Divisional Deans
<b>Curriculum Committee</b>	To represent the faculty of the College in their collective responsibility for curricular innovation and for the regular review and revision of existing courses, curricula, and programs.	Voting members are elected ranked teaching faculty; non-voting include VPAA, Registrar and Staff Associate to the VPAA
<b>Executive Council</b>	An advisory group to the College President	President, Vice Presidents, Public Affairs and Human Resource Officers, and the Executive Director of the BCC Foundation
<b>President's Cabinet</b>	Primarily a means of disseminating information.	Cross section of the campus mid- or senior management as appointed by the President.
<b>Student Assembly</b>	To discuss issues concerning campus life, review policies, and participate on college committees with faculty and staff that make recommendations to the College administration.	Students are elected by their peers. One Student Assembly member serves as Student Trustee and voting member of the BCC Board of Trustees.

Evidence compiled through the self-study process demonstrated that, although there were many well-functioning structures within BCC's governance processes, the system was not well understood and required some fundamental structural changes in order to function in a more efficient, effective, representative, and inclusive fashion. Even before submission of the self-study, BCC began the process of investigating possible shared governance models by hosting a convocation on shared governance during the fall 2009 semester. ([Appendix A](#)). This was the initial event in what has evolved into a series of broad-based, campus-wide conversations to build an effective shared governance model at BCC

### **Establishment of the Shared Governance Task Force**

After the Middle States team visited BCC and gave their preliminary report in March 2010, the College Council began discussions on how the campus could address the deficiency. After substantial productive discussion, the College Council recommended a model for membership on a Shared Governance Task Force (SGTF) to the President of the College ([Appendix B](#)). President Drumm issued a Charge and an invitation to election to membership on the Task Force

in May 2010 ([Appendix C](#)). Through election and appointment, the finalized membership was selected by August 2010. Membership included representatives from the Student Assembly and the Board of Trustees, as well as membership from across a broad base of campus constituencies. The Task Force held its first meeting at the end of August.

As formed, the Shared Governance Task Force (SGTF) at Broome Community College is an eighteen-member representative body of the campus. The task force members represent the academic divisions (Liberal Arts, Business and Public Services, STEM, and Health Sciences), part-time adjunct instructors, technology services, the Faculty-Student Association, Admissions, secretarial staff, the Board of Trustees, academic advising, administration, and the Student Assembly.

### **Progress to Date**

The SGTF has been meeting regularly since September 2010 semester ([Appendix D](#)). After developing tasks and timelines to guide their next steps, the SGTF sought input about best practices for governance models and implementation processes from other colleges through conference calls, shared documents, and other means. In addition to other goals, the task force sought to select and implement a model that allowed for collegial governance to take place. To support this goal, a campus-wide anonymous electronic survey was distributed in November 2010 to gain input from campus community members regarding their thoughts on shared governance ([Appendix E](#)).

Throughout this process, BCC Board of Trustees (BOT) participation included membership and active participation of the vice-chair as a member of the SGTF and attendance at task force meetings by the board chair. The College President and Chair of the SGTF provided the BOT with periodic updates from the Task Force at Board meetings. In response to a recommendation by the Middle States Evaluation Team that the Board adopt self-assessment procedures, the BOT participated in a retreat led by an Association of Community College Trustees (ACCT) facilitator in April 2010. One goal identified during that retreat was “Using the state guidelines, define an evaluation process for the president and board self-assessment. The presidential evaluation should include information on the status and accomplishments of the college, review of priorities of goals established for the president by the board, and self-assessment by the president.” Additional goals of that retreat are listed in ([Appendix F](#)). The Board of Trustees has scheduled a presidential and self-assessment for their March 2011 meeting.

After months of researching models, investigating best practices, and facilitating discussions, at the end of November 2010, the SGTF unanimously decided on a structure that allowed not only for shared governance and participation among campus constituencies, but also for effective communication and information dissemination. By the end of the fall semester, the task force had also developed, evolved and adopted a definition of shared governance for BCC and approved the purpose and guiding principles for the proposed College Assembly. Updates on the SGTF’s progress, timeline, and plans was sent through a campus-wide e-mail in December 13, 2010 ([Appendix G](#)) and was also presented to the campus community at a campus meeting in January 13, 2011. ([Appendix H](#)).

### **Adoption of a Shared Governance Model**

The following are the foundational elements of the Shared Governance Model currently being

implemented at BCC. They include a definition of Shared Governance at BCC, a Statement of Purpose, and a list of Guiding Principles

### **Shared Governance at BCC**

The definition of shared governance at BCC is:

Governance is a process of consultation and communication by which decisions and policies are developed to meet the mission of an institution. Faculty, staff, students, administration and the Board of Trustees of Broome Community College, then, are committed to shared governance – a dynamic, open, and cooperative process which seeks input and recommendations from all campus constituencies to inform decision-making that will help the College best achieve its mission and goals. Such a participatory structure and process will assist the campus community to communicate and collaborate in a respectful, honest, and productive manner regarding decisions that are for the good of the College as a whole in terms of establishing its course and direction.

### **Statement of Purpose**

Shared governance at Broome Community College shall support its Mission, Vision, Values and Strategic Directions and provide a structure and forum for various campus constituencies to have an opportunity to

- recommend and influence institutional policy
- discuss and influence matters that will significantly affect the College
- communicate on issues of broad institutional concern
- provide expertise and/or knowledge on such issues to the Administration and the Board of Trustees.

### **Guiding Principles**

The College should create an atmosphere in which the following principles guide all levels of decision-making:

- Consistent, accurate, and timely communication between and among participants to ensure the opportunity to meaningfully participate in the discourse that makes for good policy and practice.
- There should be a predisposition toward mutual respect and trust among all parties, even when they seriously disagree.
- Participants will not always be of one voice on matters of policy and practice, which makes it important that dissent from the majority view be respected by all involved.
- Those who will be affected by a decision on policy or procedures are entitled to be informed of, and have opportunity to, influence the discussion of these governance issues.
- The various stakeholder constituencies should select their representatives to governance committees.
- While many governance issues will involve multiple constituencies, the process needs to acknowledge the fact that certain areas are the primary concern of one group - either because the matters considered are of almost exclusive interest of one group or because one group holds the expertise in these matters.
- Committee representation should be in proportion to the level of interest of the stakeholder constituencies.
- Shared governance recognizes the statutory authority of the President and the Board of

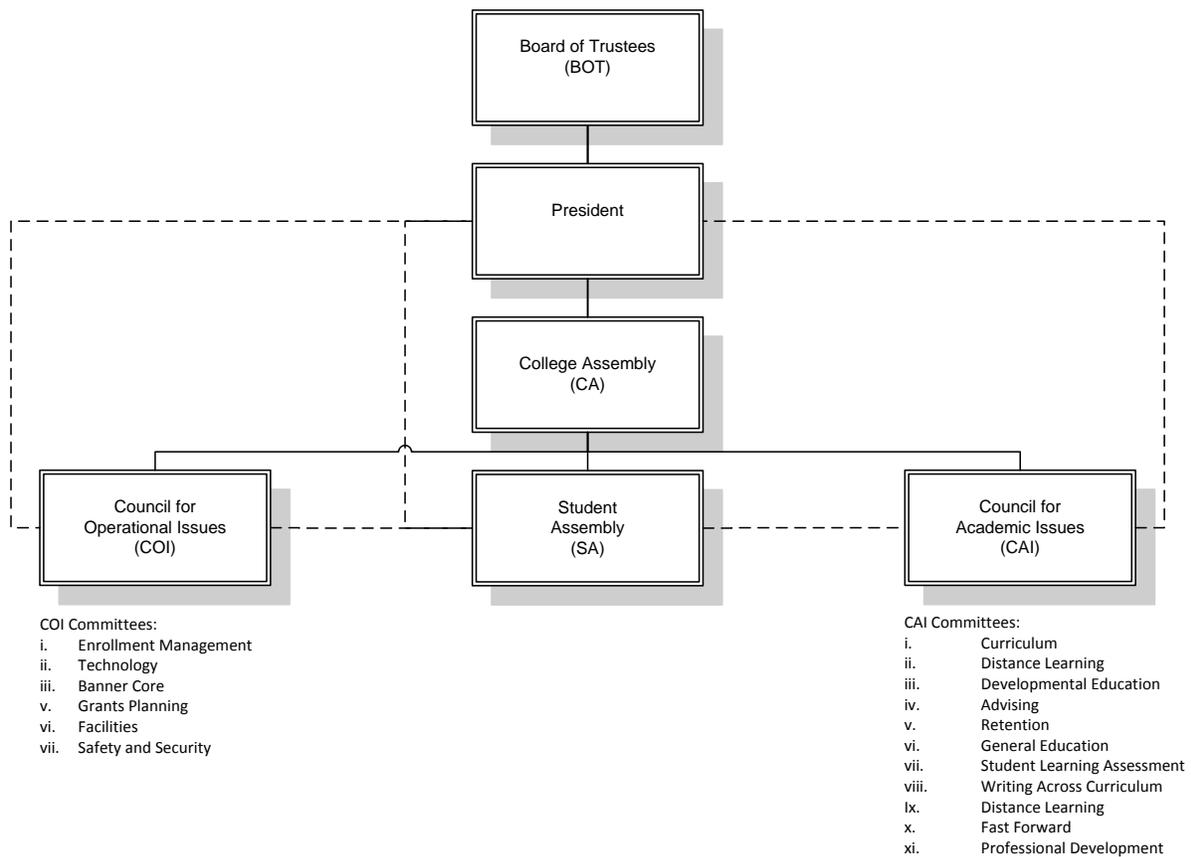
Trustees. However, the spirit of shared governance requires that the administrative rejection of shared governance committee recommendations should be rare and for compelling reasons, provided in writing and subject to collective response so that reasons for a decision can be processed and understood.

- The shared governance process should be open and transparent.
- Committees should provide stakeholders with opportunities for discussion of policy and procedural issues prior to making final recommendations.
- Recommendations and decisions on proposals need to be made in a manner that is timely and appropriate to the issue, yet does not overlook the governance process for the sake of expediency. The status of any proposal should be available to all stakeholders.
- Responsibility for oversight and review of the shared governance process, and a mechanism for initiating oversight and review, are essential to ensure the process is working as intended. This would include primary oversight and review to ensure adherence to the spirit of shared governance at all levels of the College.
- All participants in the shared governance process are accountable for the execution of their roles.

### Proposed Fundamental Structure of Shared Governance

## Broome Community College

### Shared Governance Structure



The fundamental structure for governance at BCC will have at its center a College Assembly supported by a system of shared governance composed of a Council for Operational Issues, a Student Assembly, a Council for Academic Issues, and Council-related committees that all function as recommending bodies with regard to those matters that fall under the spheres of their respective responsibilities ([Appendix I](#))

### **The College Assembly**

As defined in its Constitution and Bylaws ([Appendix J](#)), the College Assembly is a more broadly-based organization than its predecessor, the College Council. The College Assembly is a collegial, consultative body composed of representatives from all campus constituencies that will review and advise on the creation, revision, or discontinuation of policy and is not, in and of itself, a decision-making body. Its role is to recommend and provide advisory input to the Administration on decisions related to policy and other issues of College-wide importance. It is the principal and highest deliberative body in the College's shared governance structure. The Constitution and Bylaws specify the Mission, Purpose, Responsibilities, and Membership of the College Assembly.

BCC's structure for shared governance purposefully incorporates the use of participatory governing councils and their committees, as well as the Student Assembly, to draw upon the expertise of the members of the Campus community and represent stakeholders in the process. The Council for Academic Issues and the Council for Operational Issues along with their standing or *ad hoc* committees will, respectively, advise and provide direction to the College Assembly and/or the Administration on matters that:

- Relate to academic goals and policies as well as other issues related to the educational mission of the College, and
- Are of broad interest to the Institution as they relate to the mission, vision, and/or core values of the College.

### **Council for Academic Issues: Purpose and Responsibility**

The Council for Academic Issues is the body that makes recommendations directly to the College Assembly or the Administration relative to academic issues, policy, and standards. Its scope and sphere of influence will be articulated in its standing/ad hoc committee structure and, as such, will have final recommending responsibilities and influence in the areas of activity central to the interests of the faculty and the academic program(s) of the College. In addition, the Council for Academic Issues will provide a forum for the consideration of other general academic matters of interest to the College community or academic issues affecting the institution.

On February 22, 2011, the Shared Governance Task Force unanimously voted favorably upon the following membership for the Council for Academic Issues (CAI)

- Dean (2)
- Student (2)
- Faculty (10) – 4 LA, 2 BPS, 2 STEM, 2 HS
- Academic Chair (4) – one from each division
- Staff Associate (1)
- Adjunct Faculty (2)
- Classified Service (1)

- Student Service Representation (2)
- **TOTAL MEMBERSHIP:** 24 (Voting Members=23 -excluding the chairperson of the CAI)

### **Council for Operational Issues: Purpose and Responsibility**

The Council for Operational Issues is the body that makes recommendations directly to the College Assembly or the Administration relative to a wide variety of operational issues, policy, and standards affecting the College. Its scope and sphere of influence will be articulated in its standing and ad-hoc committee structure and, as such, will have final recommending responsibilities and influence in these areas of activity of broad interest to the faculty, staff, and students of the College.

On February 22, 2011, the Shared Governance Task Force unanimously voted favorably upon the following membership for the Council for Operational Issues (COI)

- Enrollment Management (1)
- Institutional Effectiveness (1)
- Technology Committee (2)
- Banner Core (1)
- Grants Planning (1)
- Facilities (1)
- Safety and Security (1)
- Registrar (1)
- Finance/Budget (1)
- Public Affairs (1)
- Human Resources (1)
- Student Affairs (1)
- Student (1)
- FSA (1)
- Foundation (1)
- Classified Service (1)
- **TOTAL MEMBERSHIP:** 17 (Voting Members=16 –excluding the chairperson of the COI)

### **Student Assembly: Purpose and Responsibility**

The Student Assembly is an existing governance body of the College that makes recommendations directly to the College Assembly or the Administration relative to issues of particular concern to the student body as well as issues that affect the College as a whole. One member of the Student Assembly serves as a trustee on the Broome Community College Board of Trustees and has a voice and vote on all campus policies that are voted on by the Board.

### **Campus Committees: Purpose and Responsibility**

Campus Committees as they function within the shared governance system are advisory bodies that make recommendation to the Councils, College Assembly and/or Administration. A committee is designated as a standing committee because its purpose and work meets an ongoing need of the College, or as an ad hoc committee because its purpose and work is expected to meet

a function within a limited time and then be dissolved. Recommendations from both types of committees will be reviewed by their respective Councils and forwarded, as appropriate, to the College Assembly or the Administration.

Committees shall have a well constituted purpose, a clearly defined set of functions and operating procedures, methods to record and communicate activity broadly, and self- assessment practices with respect to their purpose and their ability to fulfill that purpose. Committees will address progress on issues within their sphere of responsibility on an annual basis and provide status reports to their Councils and campus community. Committee continuance, modification, or dissolution will be made on the basis of the annual evaluation and in consultation with the Assembly and the College President.

Together, then, Councils and their committees are the authoritative shared governance bodies through which the College community will influence decisions and courses of action on academic and institutional matters.

### **Current Status**

The SGTF will continue to review and refine the Constitution and Bylaws for the College Assembly, Council for Academic Issues and Council for Operational Issues. On February 22, 2011 the SGTF voted unanimously to provisionally adopt the College Assembly Constitution and Bylaws for both the CAI and the COI, as appropriate. The CAI and COI will be charged with revising and amending their bylaws when they convene in the fall 2011. Information sessions and open forums will be held during the spring 2011 semester to solicit input from campus constituencies to inform those charged with revision of the bylaws

### **Ongoing Plan for Implementation of the Shared Governance Model**

During the spring 2011 semester, the SGTF will:

- Engage the campus by holding informational sessions and an open forum to seek feedback and input on the proposed structure and process.
- Continue development of the College Assembly component of the structure.
- Continue to develop the purpose, responsibilities, membership and committees associated with the Councils for Academic and Operational Issues.
- Facilitate the nomination, election, and appointment of members of the new governance structures in May 2011
- Take the full measure of steps necessary to implement the new governance structure and process for September 1, 2011.

At the time of the Middle States Follow-Up visit, nearly all of the implementation goals of the SGTF will be completed, and preparation will be underway for elections in May 2011. A timeline of the completed and future actions of those involved in Leadership and Governance Initiatives is listed below.

## Implementation Timeline for Leadership and Governance Initiatives

<b>Date</b>	<b>Action Item</b>	<b>Parties Involved</b>
<b>November 9, 2009</b>	Shared Governance Convocation	Broad Campus Participation
<b>March 21-24, 2010</b>	Visit of Middle States Evaluation Team	Broad Campus Participation
<b>March 29, 2010</b>	Dr. Drumm endorses College Council's motion for a steering committee exploring models of shared governance, and endorses College Council's role to begin the process of its formation	College Council President Drumm
<b>April 28, 2010</b>	Board of Trustees retreat with ACCT Facilitator	Board of Trustees President Drumm
<b>May 10, 2010</b>	Vote to approve recommended framework for the creation of the SGTF	College Council, forwarded to President Drumm
<b>July 29, 2010</b>	Vote to Appoint Board of Trustees member Tim Grippen to the SGTF	Board of Trustees
<b>August 2010</b>	Finalization of the membership of the Shared Governance Task Force (SGTF)	President Drumm
<b>November 2010</b>	Campus-wide electronic survey to gain input and ideas from campus community members in regard to shared governance	SGTF
<b>December 2, 2010</b>	SGTF Presentation of Progress Report to Board of Trustees with Opportunity for Feedback	Meghan McGuinness, Chair, SGTF Tim Grippen, BOT and SGTF Member Board of Trustees President Drumm VPs
<b>December 7, 2010</b>	SGTF Vote to Propose Adoption of a Definition of and Model for Shared Governance at BCC	SGTF
<b>December 13, 2010</b>	Campus-wide e-mail progress report on SGTF progress with information about future opportunities for information and input	SGTF Campus-wide
<b>January 11, 2011</b>	Presentation of SGTF Progress Report and tentative timeline to Executive Council	Chair, SGTF Executive Council, including President Drumm and VPs
<b>January 13, 2011</b>	Public Presentation of the Definition of Shared Governance and the Proposed Governance Model to the Campus Community	Chair, SGTF All campus Faculty, Staff, and Administrators
<b>February 22, 2011</b>	SGTF Vote On Proposed Membership For Councils	SGTF

<b>February 25, 2011</b>	SGTF Vote on College Assembly Constitution/Bylaws	SGTF
<b>February 28, 2011</b>	Endorsement of the Shared Governance Definition, Structure, and Constitution	College Council
<b>March 7-11, 2011</b>	Campus Informational sessions on Proposed Shared Governance Structure and Draft Constitution	SGTF Members Campus Community
<b>March 16, 2011</b>	Open Forum on Proposed Shared Governance Structure and Draft Constitution	SGTF Members Campus Community
<b>March 17, 2011</b>	Board of Trustees Presidential and Self-Assessment	Board of Trustees President Drumm
<b>March 22-23, 2011</b>	Visit of Middle States Follow Up Team	Broad Campus Participation
<b>April 1-8, 2011</b>	Call for Nominees for College Assembly, Council for Academic Issues, and Council for Operational Issues	SGTF Campus Constituencies
<b>April 18-29, 2011</b>	Voting for elected positions	Campus Constituencies
<b>May 4-11, 2011</b>	Announcements of appointed and elected members of the College Assembly and the Councils for Academic and Operational Issues	Campus Communication
<b>August 2011</b>	Convening of newly formed College Assembly and the Councils for Operational/Academic Issues	College Assembly and the Councils for Operational/Academic Issues

### Communication and Governance

Poor communication has contributed to many of the weaknesses in Leadership and Governance in the past, and excellent communication will be key to the success of these initiatives in the future. To avoid the pitfalls of the past, the SGTF has established a Shared Governance website to centralize, consolidate and communicate Shared Governance activity and efforts (<https://mycollege.sunybroome.edu/cp/home/displaylogin>). It includes provisions for:

- BCC's definition of shared governance/SG Statement of Purpose
- Governance structure and flowchart
- Purpose and basic operation of above
- List of Governance Bodies/Committees and links to information on joining a committee
- Governance Meetings Calendar (monthly)
- Structure, terms, rotations, etc. for bodies that do not have Bylaws
- Reporting/Recommending Responsibilities
- Membership rosters for all governance bodies.
- Member contact information
- Schedule of open and closed meetings
- Current issues being addressed
- Meeting agendas and minutes

- Annual Reports: Activities and Accomplishments
- Announcements/News Flash
- Blog Capability

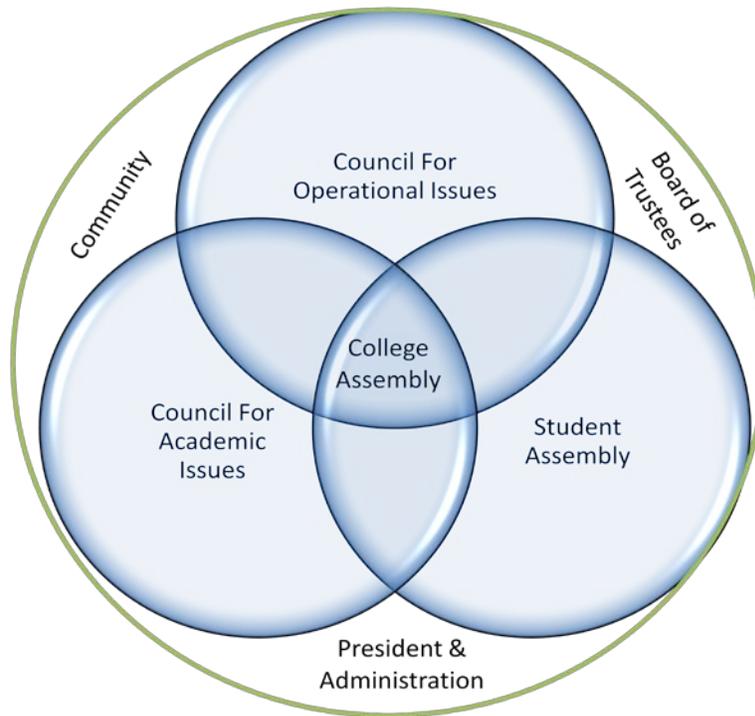
A website template was also implemented for shared governance committees. The committee template allows for user friendly access. Features include an RSS Feed, a blog that will be imbedded within the college intranet, and archives of users' discussion that can be updated regularly ([Appendix K](#)). The common template includes:

- Items in Progress— each committee will have a highlighted area reflecting those agenda items that are in progress and current; simple and timely access to items which are current and ongoing
- Agenda
- Minutes
- Membership
- Bylaws
- Goals
- Accomplishments
- Executive Summary
- Calendar of Meeting Times
- Approval of campus committees/models

A tab leading directly to the Shared Governance website has been placed prominently within MyCollege, BCC's web portal and intranet (<https://mycollege.sunybroome.edu/cp/home/displaylogin>). The committee template developed by SGTF was used to provide websites for several campus committees identified as having roles in shared governance. These committee websites are populated with information as listed above, and linked to the Shared Governance Website for straightforward access by the campus community.

### **Shared Governance - Communication Model**

Working together successfully means that all members of BCC's shared governance structure understand not only their own roles and responsibilities, but also the roles and responsibilities of others. Because the College Assembly is central to the functioning of our shared governance structure, it is the primary communication hub for all shared governance activities. While individual governing bodies have a specific jurisdiction (academic, operational, or student issues), there is need for significant interfacing and collaboration among the various governing bodies involving exchange of information and cooperative decision making. For example, although all the governing bodies within shared governance (Student Assembly (SA), Council for Academic Issues (CAI), and Council for Operational Issues (COI)) and the College Assembly have jurisdiction over particular matters, each of their respective activities impact other areas of the college. Consequently, these governing bodies have a compelling need to consult with, and be accountable to, each other as well as to the Administration, Board of Trustees, and the campus community at-large (as depicted by the diagram below.)



The communication process ensures that there is a mechanism in place to capture the voices of various constituencies and stakeholders and also provide for a continuous feedback loop to communicate progress on college initiatives. The shared governance structure interacts continuously with all of the stakeholders of the college including the President and Administration, Board of Trustees, and the larger community.

## Standard 7 (Institutional Assessment)

### Establishment of the Institutional Effectiveness Assessment Committee

As a result of the Middle States visiting team finding that Broome Community College was not in compliance with the Middle States Standard 7 on Institutional Assessment, President Kevin Drumm appointed a committee on May 4, 2010, to “spearhead the identification of our core measures of institutional effectiveness.” Within the charge to the committee, he directed the committee to focus on persistence rates, graduation rates, and transfer and job success. In addition, the President requested that the committee develop a “dashboard” showing annual planning and initiatives reflective of the College’s mission that could be measured through agreed upon outcomes ([Appendix L](#)).

### Progress to Date and Current Status Related to Evaluation of Institutional Effectiveness

The Institutional Effectiveness Assessment Committee (IEAC) chaired by Dean Greg Talley and co-chaired by Professor Timmy Bremer, first met on May 13, 2010. During that first meeting, the IEAC began its own assessment of the Middle States team report, including the requirements identified by the visiting team and the warning letter sent to the College by Middle States ([Appendix M](#)). While certain strengths were identified by the IEAC (existence of Strategic Directions, readily available reports, past and current, that can be used to assist in institutional assessment, and the ability to compare our data to the data of other institutions), several weaknesses were also identified ([Appendix N](#)). These weaknesses include the following.

- Not following through with reporting data
- Lack of unit level reporting
- Inability of units across campus to access information
- No filter down across campus
- Communication
- Accountability
- Lack of a feedback loop

The Committee began identifying institutional measures that could be included in the institutional dashboard. Over a period of time, dashboard measures have been identified to include Campus Enrollment and Persistence, Placement and Transfer Rates, Employees, Student Engagement, Developmental Success, Financial, and Student Success categories. Specific measures fall under each of these categories. In addition to these measures, the President directed the formation of a Committee on Assessment of Student Learning Outcomes ([Appendix O](#)), in part to ensure that Student Learning Outcomes assessment information was available and considered as a significant part of the institution-wide assessment effort. This is also reflected as an institutional “dashboard” measure ([Appendix P](#)).

### Commitment to Institutional Assessment

During the summer of 2010, the Deans, the director of the Learning Resource Center, the Staff Associate to the Vice President for Academic Affairs, and the Vice President for Academic Affairs met on several occasions to review and update the Strategic Directions ([Appendix Q](#)), focusing on those that applied specifically to the Academic Affairs Division. During those meetings, this team crafted Strategic Direction 6, Commit to Planning and Evaluation. The

action plans listed under this direction are based upon the requirements placed on the College by Middle States, thus it has become the primary link between the College with its other strategic initiatives and the Middle States Commission on Higher Education. The proposed changes to the Strategic Directions were reviewed and approved by the Executive Council and implemented by Dr. Drumm ([Appendix R](#)).

## **Strategic Direction 6.0 Commit to planning and evaluation**

### **Action Plans**

#### **6.1 Sustain and refine a comprehensive strategic planning process reflecting the Vision, Mission, and Values of the College**

Develop a clear and comprehensive planning cycle to include a review of the Vision, Mission, and Values of the College

Communicate the Vision and Mission statements through inclusion in all appropriate College publications

Ensure that strategic and operational initiatives are data-driven, are supported by financial capability analyses, and are the determining factors for resource allocation

#### **6.2 Assess the overall effectiveness of the College through a collaborative effort among faculty and staff**

Plan and implement systematic procedures by which faculty, staff, and administrators can collaborate to assess institutional effectiveness and ultimately improve the student experience

Develop and implement unit-level assessment across all College functions that are connected to and shape institution-level goals

Ensure that unit-level assessments are integrated and linked to institutional-level assessment

Provide a communication and feedback mechanism that allows the College community to use assessment results in unit-level planning and incorporate assessment results into institutional improvement initiatives

Ensure a process by which stakeholders across the College can process and utilize the information gathered to inform planning at all levels and improve institutional effectiveness

#### **6.3 Support authentic assessment of student learning, facilitate the sharing of related information**

**and ideas, and integrate campus processes related to assessment of student learning**

Institutionalize a comprehensive structure and process for assessment of student learning

Review and revise program and course student learning outcomes to ensure that they are clear and measurable or demonstrable for all programs

Align course-level assessment with program-level assessment and provide evidence that those assessments reflect outcomes mastery consistently for all students completing the program

Ensure that the data from the assessment of student learning are used to assess overall institutional effectiveness

Devise a College model for ongoing program reviews

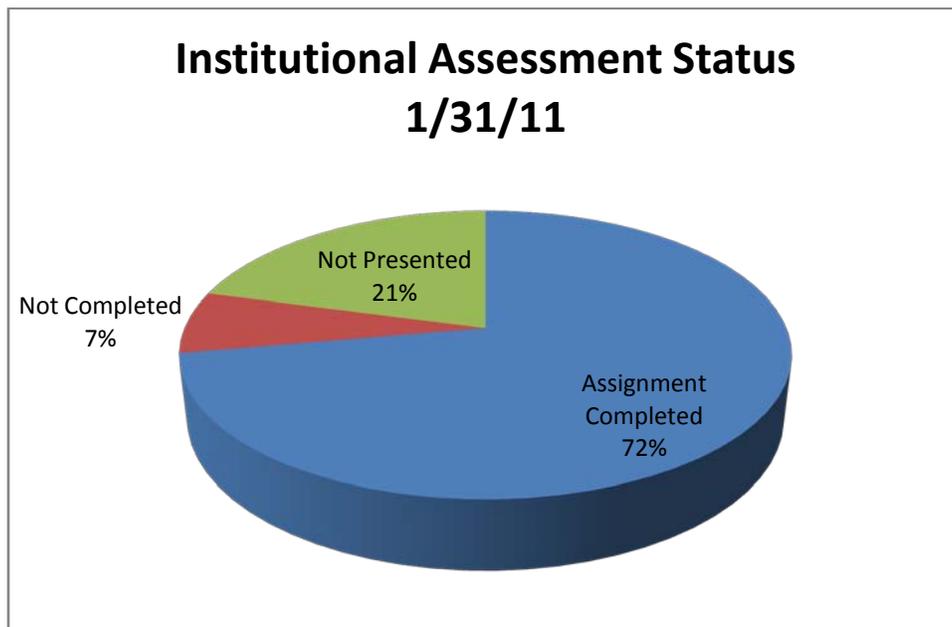
#### **6.4 Develop a plan to evaluate effectiveness of the Board of Trustees, administrators, and administrative services**

Ensure that the Board of Trustees adopts self-assessment procedures that periodically assess the extent to which it is meeting its goals and objectives

Adopt a consistent administrative evaluation procedure and use that procedure to evaluate all members of the administrative team

In September 2010, President Drumm appointed Dean Greg Talley to serve as Special Assistant for Institutional Assessment. Dean Talley’s responsibilities include his continuing duty as chair of the IEAC and working with individual units on campus in developing their own goals, outcomes, measures, and timelines in feeding their own assessments into the overall institutional assessment picture. To efficiently introduce these concepts to approximately 72 units on campus, plugged into assessment as quickly as possible, Dean Talley developed a two-hour workshop, including a PowerPoint presentation, to be presented to the departments on campus. The workshop included an overview of the Middle States Standard 7, the reason for the College’s failure to comply with that standard, and an explanation as to what needed to be done to move into compliance with that standard ([Appendix S](#)). Additionally, Dean Talley developed a workbook to be used by units on campus to assist in the development of mission statements, goals, outcomes, activities supporting goals (objectives) measures, and reporting timelines established on a cyclical basis. ([Appendix T](#))

As of January 31, 2011, 52 of the 72 departments have completed the workshops. This represents 79% of the College’s units having completed goal-setting “training” in one format or another. Seventy-two percent (72%) of the campus departments have gone on to complete the assignments given through the workshops by identifying mission statements, goals, outcomes, objectives and measures. Goals set by departments include reporting timelines and are directly connected to the College’s Strategic Directions. About 7% of the total campus’s departments have yet to submit their missions and goals while another 21% have yet to complete the workshop training. All campus units will have had the goal-planning workshop completed by the end of the spring 2011 semester. There is every reason to believe that 85% or more of the campus will have established written goals, measures, etc. by the end of the spring semester.



Unit level goals may be identified in two categories: Academic Department Program Goals and Support Unit Goals. Academic Department Program Goals are separate from, yet linked to Student Learning Outcome Assessment.

Academic departments that have submitted program goals are as follows.

- Biology
- Business Information Technology
- Business Programs
- Civil Engineering Technology
- Clinical Laboratory Technologies
- Computer Science
- Criminal Justice
- Dental Hygiene
- Electrical Engineering Technology
- Excelsior Transfer\*
- Fast Forward
- Health Information Technologies
- History, Philosophy, and Social Sciences
- Mathematics Department
- Mechanical Engineering Technology
- Performing Arts
- Physical Therapist Assistant
- Psychology and Human Services
- Radiologic Technology Program
- Teacher Education and Early Childhood Education

(\*Excelsior Transfer do not report directly to the Academic Division but since academic programs are offered through this department it is included as academic departments for purposes of this report.)

Support departments that have submitted goals are as follows.

- Academic Advising
- Admissions
- Athletic Department
- BC Center
- Continuing Education
- Counseling
- Drinker-Driver Program
- Educational Opportunity Program
- Finance Accounting I & II
- Finance Accounts Payable
- Finance Office
- Finance Mail Room
- Finance Payroll
- Finance Purchasing

- Finance Student Accounts
- Financial Aid
- Human Resources
- Ice Center
- Information Technology Services
- International Education
- Learning Assistance Center
- Learning Resource Center
- Maintenance
- Job Placement Center
- Registrar
- Office of Public Safety
- Sponsored Programs
- Student Activities
- Study Abroad
- Teaching Resource Center
- Third Shift Custodial Crew
- Workforce Development

### **Data and Assessment Reporting**

Making data available to departments on campus and to the general population has been among the first desired outcomes of this process. Data reporting will occur on two levels: external and internal. For many years, the College has had a fact sheet available for view on the internet; however, it required a person to go to the College’s website and go to a link directing the viewer to a two-page pdf file to read a narrative about the College. Prospective students now find a College Profile immediately upon getting onto the College website and going to “About BCC” at sunybroome.edu (<http://www.sunybroome.edu/aboutbcc/index.php> ). This College Profile provides a bulleted list of information about retention and graduation rates, financial aid awards, a faculty profile, faculty to student ratio, dual enrollment, and distance education. Those who wish to obtain more information about the College may still access the Fast Facts link to the pdf file (<http://www.sunybroome.edu/aboutbcc/fastfacts.pdf> ).

Internal data reporting takes place on multiple levels. An outline has been developed for this purpose as well as assessment reporting. The report document requires departments across campus to identify their mission, goals, and outcomes, and where assessments have taken place, to report on the outcomes of those assessments. Each department across campus will have an individual page that is linked to the internal MyCollege (mycollege is the college portal and our selected area for information organization and display for current faculty, staff, and students). Departments will post their reports on this site ([www.mycollege.sunybroome.edu](http://www.mycollege.sunybroome.edu) ). Additionally, these reports are being compiled into a single print document and made available as an electronic document as well. At present, this document lists the missions, goals, outcomes, and measures in a single document under the Institutional Assessment tab in My College. As assessment reports come in they will be added to this document.

At present, the Institutional Assessment tab located at <http://mycollege.sunybroome.edu> has links to the 2007, 2009, and 2010 National Community College Benchmark Project for Broome Community College and the SUNY Student Opinion Survey for 2006 and 2008. Other data

reports are being added to this tab making it a rich source of information for faculty, staff, and administrators.

The IEAC began early in the fall 2010 semester looking for a way to present dashboard data. After considerable exploration of services provided by vendors who provide this service and evaluation of the College's own capabilities, the IEAC decided to rely on its own technical expertise to show data to the campus community and to the public. As previously mentioned, seven specific areas have been identified on the institutional dashboard in addition to the assessment of student learning outcomes. Each of these dashboard items has multiple measures that appear as aggregate data in the My College intranet. Disaggregate data in these seven areas as well as institutional assessment of student learning outcomes will be given to individual departments for their own assessments in conjunction with the assessments of their established goal outcomes. ([Appendix P](#))

In addition to the formal goal-setting and assessment reporting that the College has undertaken since the Middle States Report, the College has also begun following up on an existing base of information for follow-up assessment. The State University of New York (SUNY) for years has required its colleges and universities to complete program reviews. These program reviews provide a wealth of information not only on the status of programs at the College, but recommendations for improvement. Beginning in January 2011 the College has begun seeking follow-up reports from the various academic programs on campus, asking departments to explain what has been done with recommendations and what the results are of implementing those recommendations. The College has broken those program reviews into two batches and is seeking follow-up reports for about 20 of the program reviews during the spring 2011 semester ([Appendix U](#)). Departments have been asked to submit reports on specific deadlines staggered throughout the spring semester ([Appendix V](#)). The second call for status reports for about another 20 programs will occur in the fall 2011 semester. Though SUNY no longer requires program reviews to be sent to them, the College is still required to complete them. The reviews are a source of valuable information and will serve as additional assessment tools.

### **Early Assessment Results**

The early stages of assessment are providing results that should help in further defining the College's Strategic Directions and the organization of the College. For example, as part of the overall assessment process, a mapping process was used to match departmental functions to Strategic Directions. This has identified some departmental functions that are not presently directly tied to the Strategic Directions. This provides an opportunity for the College to review and/or revise those Directions, and to work to include all departments into the strategic priorities of the College. As a result of the mapping process, the College has also discovered that there are Action Items that are part of the Strategic Directions that are minimally addressed in departmental functions ([Appendix W](#)). This will cause the College to determine the value of those Action Items and whether to emphasize addressing those items. This process will also help in refining the College's mission.

Early assessment efforts also reveal that there are areas on campus that may be duplicative. Identifying these can lead to cost savings for the College. For example, during the presentation of the workshops to the Transfer and Placement Office, presenters learned that some of the employment counseling efforts that were being done there were also being done by the

Counseling Office. As a result, Transfer and Placement was moved to the Continuing Education Division of the College to work in conjunction with Workforce Development. Furthermore, the workshops have revealed instances of task-completion by departments that have no direct responsibility for the task being done. For example, the Academic Advising Department has reported spending time explaining financial aid matters to students during intake advisement. This practice cuts into the time allocated to advisors to do academic advising and may be duplicative of information that is also available through the Financial Aid Office. While this overlap demonstrates that several units from across division support common goals, it also demonstrates the need for process alignment to take place.

### **Additional Positive Results from Working on Assessment**

As a result of the efforts of the Institutional Effectiveness Assessment Committee in promoting unit assessment and putting into place a mechanism for overall institutional assessment, unintentional consequences have taken place.

The Middle States visiting team suggested that the College “Review the Vision and Mission statements to determine their relevance” from the Standard 1 review. Though not deliberately addressing this suggestion, the Institutional Effectiveness Assessment Committee began its work by reviewing the existing mission of the College. This review revealed some opportunities to establish a stronger connection between the mission and the core indicators of success. This was brought to the attention of the College Council and College’s administration and is to be addressed by the new College Assembly.

The visiting team also suggested with regard to Standard 2 that “The institution should ensure that data about college functions is converted into usable information for the whole college community to reflect upon and use as a guide for future planning.” Again, though not intended to directly address this recommendation, much has taken place to incorporate this suggestion, including placing National Community College Benchmarking data, SUNY Student Opinion Surveys, and BCC’s Core Indicators of Success on the Institutional Assessment tab on the College’s Intranet.

A suggestion from the visiting team on Standard 5 was that the College “Develop a plan to evaluate effectiveness of administrative services.” The entire campus community is being involved in institutional assessment and individual unit assessment. This includes each of the administrative services, including finance offices, the registrar, human resources, and admissions.

The Standard 10 suggestion that the College should gather data to determine the impact on student learning as a result of a ratio shift of full-time to adjunct faculty will be addressed as a result of measures identified on the institutional dashboard that will be located on the College’s intranet.

A recommendation on Standard 13 that “The College must define and implement overall developmental education and retention programs with measurable outcomes which demonstrate how students are tested, appropriately placed in courses, and how students are able to attain their education goals.” Not only has the Institutional Effectiveness Assessment Committee identified a full set of measures for Developmental Success on the Institutional Assessment tab on the

College's intranet, but the Learning Assistance Department also has defined its mission and goals to address this concern. Their mission and goals are stated as follows.

The Learning Assistance Department provides a comprehensive range of programs and services designed to foster development of critical thinking, problem-solving and enhanced teaching and learning. These program and services include:

I) **Services to Students:**

- Formal and informal assessment of academic skills
- Support in applying effective learning strategies to the student's academic program
- Instruction and activities which enable students to become self-aware and self-confident learners
- Referrals to appropriate college programs and services not offered by the Learning Assistance Department

II) **Services to Faculty and Staff:**

- Collaboratively provide resources and in-service education which promote effective teaching and learning.

**Goals**

1. To provide student services to enhance academic success
  - a. Writing Center
  - b. Math Lab
  - c. Peer/Professional Tutoring
  - d. Student Support Services
  - e. Supplemental Instruction
  - f. Learning Disabilities
  - g. Deaf and Hard of Hearing
2. Provide learning strategies to enable students to achieve academic success
3. Ensure that the College is in compliance with ADA requirements and Section 504 of the Rehabilitation Act of 1973
4. Provide a satisfactory level of services to students that will enable academic success

Each of the above goals are tied to the College's *Strategic Directions* and have associated activities to accomplish these goals with identified relevant desired outcomes.

Finally, the visiting team recommended in its review of Standard 14 that the College "Integrate the various levels of assessment including institutional level assessment". Not only has the Student Learning Assessment Committee representatives been visiting with the academic divisions on campus concerning assessment, but Dean Talley and Staff Associate Jeff Jurik have visited both academic and support divisions on campus providing instruction on assessment. While the Student Learning Assessment Committee headed by Mary Woestman and Dean Kelli Ligeikis focused on assessment of student learning outcomes, assessment instruction of the academic departments focused on programmatic outcomes. A timeline for the integrated Institutional Effectiveness implementation can be found in [Appendix X](#).

To provide the campus with an opportunity to discuss and provide input about the overall assessment of Institutional Effectiveness, Dean Talley will facilitate two information sessions on Institutional Assessment on March 1 and 2. These informational sessions will provide members of the campus community an opportunity to review the current status of Institutional Assessment. Additionally, information will be presented on accessing assessment information and future directions for institutional assessment. Suggestions for improvement of the assessment plan will be solicited.

### **Establishment of the Student Learning Assessment Committee**

The assessment of student learning at BCC is rapidly changing in the directions suggested by the Middle States Evaluation Team from March 24, 2010. Based in part on the findings in the report of the Visiting Teams, an ad hoc committee, the Student Learning Assessment Committee (SLAC), was formed ([Appendix O](#)). It is charged with the creation of an ongoing Standing Committee on Student Learning Assessment (SCSLA) to facilitate timely collection and dissemination of the results of student learning outcomes assessment at the classroom and program levels and in general education.

This document is a report on the accomplishments to date and the action items in progress, not only of the Student Learning Assessment Committee (SLAC), but also of the campus as a whole in working to align goals and assessments at each level and to communicate results to the Institutional Effectiveness Assessment Committee (IEAC), to campus decision makers, and to each other.

### **Progress to Date and Current Status Related to Evaluation of Student Learning Outcomes as Part of Institutional Assessment**

The Committee began its work by adopting definitions for the campus to use related to student learning outcomes at the course and program levels. The SLAC has also created a standardized annual reporting template, the Program Learning Assessment Report Form ([Appendix Y](#)), which includes the program learning outcomes, related learning activities, timeline for assessment, assessment methods and criteria for success, assessment results, actions recommended/taken, and institutional resources needed to implement recommendations. The narrative part of the form allows program/department chairs and coordinators to discuss the impact on student learning, if any, of previously recommended actions that were implemented. These forms will be used by program faculty to report to their respective Division Councils and Deans and will be collated, reviewed, disseminated and archived by SCSLA.

Representatives of SLAC visited each of the academic division councils to present the definitions and the reporting template and to discuss them with program/department chairs and coordinators. Those discussions led to revision of the definitions and helped to establish and clarify the annual reporting process, the first iteration of which will be completed by May 2011.

For stage one, faculty from each program or department were asked to review program learning outcomes and revise them where necessary. Each program/department has also created a curriculum map documenting alignment of student learning outcomes at the course level to their program learning outcomes. The second stage of the new reporting process required each program and department to fill in the first four columns of the Program Learning Assessment Report Form: program learning outcomes, related learning activities, assessment methods and criteria for success, and a timeline for assessment. The curriculum maps and assessment report forms have been collected in electronic format and will be housed in the SCSLA archive. Faculty from the respective programs and departments have been given the choice of submitting their Program Learning Assessment Report Form fully completed either in May or December of 2011 and will be expected to resubmit on an annual basis. ([Appendix Z](#))

From programs that are accountable to external accrediting agencies and have been keeping

assessment records in other formats as required by those agencies, the SLAC is asking for documentation of the student learning outcome assessment process in place. Programs with external accreditation will provide evidence of ongoing assessment of student learning outcomes through an annual update of the program's assessment findings to be included in the overall SCSLA committee report to the Institution. This would include milestones reached, noteworthy successes, problem areas and accompanying recommendations for action for which programs will be requesting college resources such as technology fees, grants assistance or annual budget allocations.

The SLAC has also assumed responsibility for both continuing and refining the General Education assessment process as it was established in response to the SUNY assessment initiatives. A General Education Assessment subcommittee of the Standing Committee on Student Learning Assessment will ensure that the cycle of assessment continues, that "Closing the Loop" reports are filed with SCSLA in a timely way (i.e., each of the 10 General Education learning outcomes is assessed every three years), and that significant results of each assessment are disseminated to all campus constituencies including faculty, students, and governance entities. The reports of the most recent assessments are in the process of being reviewed and summarized in preparation for release by May of 2011. The BCC General Education website wherein all of the general education assessment schedules, plans, and results have been housed was dismantled when the College made changes in the overall website structure. The site will be rebuilt after pending changes to the College's web content management system are complete (expected by Fall of 2011.) In the meantime, the files are available on request from the current SLAC chair.

The design for the Standing Committee on Student Learning Assessment (SCSLA), which will take over as of September 2011, is also well underway with the development of mission and Bylaws documents that address the functions and the make-up of the committee. ([Appendix AA](#)) Working from the description of an "Ideal Assessment System"<sup>1</sup>, SLAC has created a map of the current system of student learning assessment as a way of guiding the effort towards improving the entire BCC assessment system so that the process works more effectively to keep information flowing among all constituents in useful and timely ways. The initial version of the map clearly shows the gaps in the flow of information that needed to be addressed. The revision from January 2011 indicates that improvement has already begun to occur. ([Appendix BB](#))

In its role as leader in developing a culture of assessment on campus, SLAC sponsored an "Assessment (Half) Day" for all faculty on January 14, 2011, featuring an interactive workshop and luncheon with Dr. Virginia Anderson of Towson University called "Effective Grading and Assessment: Strategies to Enhance Student Learning and Faculty Satisfaction." Over 50 faculty members chose to attend the workshop. Dr. Anderson's presentation focused on identifying intended learning outcomes, constructing exams and assignments that assess those learning outcomes, setting standards and developing explicit criteria and rubrics for graded assignments, implementing changes in teaching based on data from the grading process, using data from the grading process (not grades) for broader assessment purposes at the departmental, programmatic,

---

<sup>1</sup> Walvoord, B. E. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education* (2nd ed.). San Francisco: Jossey-Bass.<sup>1</sup>

and institutional level, and creating a culture of assessment and a data-driven framework for institutional success. Both before and since the workshop, the SLA committee with the support of the BCC Teaching Resource Center (TRC), is working to ensure that faculty and staff have the tools they need to increase their understanding of authentic assessment and to develop more sophistication in the methods and uses of learning assessment. The TRC has purchased several new publications and has offered access to a number of webinars and workshops on various aspects of assessment in higher education ([Appendix CC](#)). The standing committee will continue to initiate similar training opportunities by notifying the Professional Development Steering Committee and Teaching Resource Center of emerging needs or initiatives.

## Conclusion

### Analysis of the Institution's Progress Regarding Compliance with Standard 4 (Leadership and Governance)

**Recommendations: The Evaluation Team made a recommendation that BCC “assure that the Board adopts self-assessment procedures that periodically assess the extent to which it is meeting its goals and objectives.”**

In response to this recommendation, the Board of Trustees participated in a retreat led by a facilitator from the Association of Community College Trustees (ACCT) during April of 2010. One goal identified during this retreat was “Using the state guidelines, define an evaluation process for the president and board self-assessment. The presidential evaluation should include information on the status and accomplishments of the college, review of priorities of goals established for the president by the board, and self-assessment by the president.” Additional goals of that retreat are listed in [Appendix F](#). The Board of Trustees has scheduled a presidential and self-assessment for their March 2011 meeting.

**Requirements: The Evaluation Team made the following requirement of BCC: This standard requires the College demonstrate a well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community—therefore:**

- **The College must develop and implement a shared governance structure.**
- **The College must develop clear bylaws, policies and procedures within the shared governance structure. The College must determine appropriate levels of authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies.**

With representation and input from a broad base of campus constituencies and led by the Shared Governance Task Force, BCC has completed the following accomplishments:

- Investigation of shared governance best practices and collegial models of shared governance ([Appendix A](#))
- Adoption of a shared governance definition for BCC ([www.mycollege.sunybroome.edu](http://www.mycollege.sunybroome.edu))
- Creation of a shared governance structure for BCC – to be implemented fully in the Fall 2011 ([Appendix I](#))
- Development of a Draft Constitution and Bylaws for a College Assembly, including purpose, guiding principles, and initial membership ([Appendix J](#))
- Creation of a BCC shared governance website to provide an accessible venue to communicate information and to allow for feedback and input through the College’s portal ([www.mycollege.sunybroome.edu](http://www.mycollege.sunybroome.edu))
- Creation of BCC committee template website ([Appendix K](#))
- Identification of campus committees and their roles in the shared governance process. ([Appendix I](#))

## Analysis of the Institution's Progress Regarding Compliance with Standard 7 (Institutional Assessment)

**Recommendations: The Evaluation Team made a recommendation that “the assessment of student learning outcomes must be incorporated into the college’s assessment of institutional effectiveness.”**

During the fall 2010 semester, representatives of the Student Learning Assessment Committee visited each of the academic division councils to present the definitions and the reporting template and to discuss them with program/department chairs and coordinators. Those discussions led to revision of the definitions and helped to establish and clarify the annual reporting process, the first iteration of which will be completed by May 2011. ([Appendix Z](#)) The curriculum maps and assessment report forms have been collected in electronic format and will be housed in the SCSLA archive. The SCSLA bylaws state that “The Committee will provide an annual report of Student Learning Assessment to the Institutional Effectiveness Assessment Committee as well as to the Strategic Planning group, the College Budget Officer, and the Chairs and Deans Council.” ([Appendix AA](#)) The Institutional Effectiveness Assessment Committee has integrated the assessment of Student Learning Objectives as part of the institution’s “Dashboard”. ([Appendix P](#))

**Requirements: The Evaluation Team made the following requirement of BCC: This standard requires that overall college effectiveness—through the total range of programs and services—be assessed through collaboration between faculty and staff. Assessment results are used in unit-level and institutional planning—therefore:**

- **The College must develop and implement unit-level assessment across all college functions that are both connected to and shape institution-level goals.**
- **The College must implement systematic procedures by which faculty, staff and administrators can collaborate to effectively assess and improve the student experience.**
- **The College must develop a process by which stakeholders across the college can process and utilize the information they have gathered to inform planning at all levels and improve institutional effectiveness.**

With leadership from the Institutional Effectiveness Assessment Committee and the Special Assistant to the President for Institutional Effectiveness, BCC has completed the following accomplishments:

- Development of an additional Strategic Direction #6 related to Planning and Evaluation ([Appendix Q](#))
- Identification of institutional measures to be included in the institutional dashboard, including Campus Enrollment and Persistence, Placement and Transfer Rates, Employee Information, Student Engagement, Developmental Success, Financial Quality Measures, Student Success, and Student Learning Outcomes assessment ([Appendix P](#))
- Development of workshop and workbook training materials to assist units in developing their own goals, outcomes, measures, and timelines in feeding their own assessments into the overall institutional assessment picture. ([Appendix T](#))
- Provided unit assessment workshop training to more the 85% of the departments on

- campus. ([Appendix S](#))
- Collection of mission statements, goals, outcomes, objectives and measures as developed by individual organizational units. ([Appendix X](#))
  - Posting of an easily accessible College Profile on the public website that provides a bulleted list of information about retention and graduation rates, financial aid awards, a faculty profile, faculty to student ratio, dual enrollment, and distance education. (<http://www.sunybroome.edu/aboutbcc/index.php> ).
  - Development of a web-based location and format for departments to post their assessment reports. ([www.mycollege.sunybroome.edu](http://www.mycollege.sunybroome.edu) )
  - Begun technical planning and development of a web-based institutional dashboard. ([Appendix P](#))
  - Create a system to centralize the submission of follow-up reports for academic program reviews. ([Appendix V](#))

Broome Community College has fully embraced both the challenges and opportunities of developing an effective model of Shared Governance and a comprehensive system to evaluate institutional effectiveness. The processes in both these areas have been to involve broad base of constituencies from across the campus to obtain input, create buy-in, and reassure the campus that our efforts would result in lasting changes. Beginning with review and revision of the Strategic Directions, the process has sought to make fundamental decisions as secure foundations for enduring results. The campus is resolved not only to demonstrate compliance with the Middle States Standards, but to implement these changes because they will help strengthen BCC's tradition of facilitating student success.

## Appendices of Supporting Documents

## Appendix A- Agenda of Convocation on Shared Governance

BROOME COMMUNITY COLLEGE

### CONVOCATION ON SHARED GOVERNANCE

MONDAY, NOVEMBER 9, 2009

*Shared governance in higher education refers to the structures and processes through which governing boards, administration, faculty, students, and staff participate in the development of policies and in decision-making that affect the institution.*

-Faculty Council of Community Colleges

*Shared governance reflects mutual respect and trust in the college community for contributions by all members. Such trust and respect allows all other activities to proceed more smoothly. It capitalizes on collective intelligence and strengthens morale.*

-American Association of University Professors

Colleagues:

You are invited to a one-day series of conversations on shared governance, an event designed to launch a series of future conversations and workshops aimed at building an improved and agreed upon model of shared governance at BCC.

#### PRESENTERS

This all day discussion and workshop features Dr. Tina Good and Dr. Kimberly Reiser. Professors at SUNY Community Colleges and associated with the Faculty Council of Community Colleges as current and past Presidents of that body, our presenters have been immersed in, and are dedicated philosophically and practically to, the idea and value of shared governance in higher education.

#### FOCUS

Overview of shared governance and the benefits of having a robust system and process of campus communication, decision-making, and accountability relative to issues facing a campus.

#### AGENDA

Our visiting colleagues will define shared governance and provide an overview of best practices and benefits in an opening session. In small group meetings, they will then enter into discussion with a cross-section of campus leaders in late morning and early afternoon. A closing session will allow the campus-at-large an opportunity to contribute and for the

conversations of the day to be summarized.

**TIMES AND LOCATIONS**

<b>9:00 a.m. Decker 201</b>	<b>Meeting with campus leaders (Interim President, Bargaining Unit Leaders, College Council President, President's Executive Council, Executive Director of the BCC Foundation, Executive Director of the Faculty-Student Association, Student Assembly President, Curriculum Committee Chair, Chair and Vice Chair of the Board of Trustees)</b>
<b>10:00 a.m. Decker 201</b>	<b>Meeting with Bargaining Unit Leaders and all available members of their representative councils</b>
<b>11:00 a.m. Decker 201</b>	<b>Meeting with College Council/Curriculum Committee, Student Assembly President</b>
<b>Noon -1:30 p.m. Wales 107</b>	<b>Lunch with Interim President and Board of Trustees Members</b>
<b>1:45 - 2:45 p.m. Decker 201</b>	<b>Meeting with Vice Presidents, Deans, Chairs and Directors</b>
<b>3:00 p.m. Decker 201</b>	<b>Open Meeting with the Entire Campus</b>

**We, the undersigned, endorse the November 9<sup>th</sup> Convocation on Shared Governance and encourage and welcome the campus community to participate.**

**Margherita Rossi, College Council President  
Sandra Harper, Student Assembly President  
Greta Wingate, Faculty Association President  
John Petkash, Guild President  
John Richardson, ESP A President  
Julia Peacock, Deans/ Chairs Group  
Dr. John W. Deans, Interim President  
Dr. Angelo Mastrangelo, Board of Trustees Chairperson  
Timothy Grippen, Board of Trustees Vice Chairperson**

## Appendix B- College Council Minutes May 10, 2010

### Broome Community College College Council Meeting Minutes – May 10, 2010

**Present:** S. Carr, M. Carra, M. Dickson, D. Garnar, S. Harper, L. Hughes, D. Kutz, M. McGuinness, G. Roma, M. Rossi, L. Strahley, J. Urrea-Roque, W. Warren, M. Whittaker, R. Woods

**Guests:** G. Finch, B. Long, J. Peacock, G. Talley, S. Woerner

**Excused:** J. Hertzog

**Absent:** U. Bennett

**Call to Order:** The meeting was called to order at 3:02 PM.

**Approval of Minutes:** The minutes of the 4/26 and 5/3 meetings were approved.

#### **Correspondence:**

Debbie Lake is unable to continue as Support Staff representative to College Council because of other commitments.

Joe O'Connor inquired about a representative from College Council on the Campus Safety Committee. Next year's CC President will follow up with Dr. Trimm from the Committee.

#### **Old Business:**

Shared Governance (SG) Task Force - Dr. Drumm indicated the discussion and framework created to date provide for a point of departure for a SG Task Force to begin work. The SG Task Force document (attached) was approved as the framework and will be forwarded to Dr. Drumm.

**Motion:** To rescind the vote of 5/3/10, to create a Steering Committee of College Council to advise the President regarding membership composition and offer documents for a SG Task Force.

Unanimous approval.

#### **New Business:**

Subcommittee Reports –

- Textbook Advisory – Beverly Long reported on activities including creation of a WIKI site which was shared with SUNY Librarians Association listserv and the FCCC, usage of Library Pilot Program for textbooks on reserve, examining E-readers and E-texts and legislative issues.
- Campus Affairs – working with the Campus Sustainability Steering Committee on campus enhancement and beautification efforts. Areas on campus identified for gardening/planting efforts (including Campus entrances – north & south, Titchner Hall, BCC Childcare Center, Lt. VanWinkle Drive). Committee is seeking addition membership from staff and students for the Fall semester. Thank you to Susan Woerner for chairing the committee for the last three years.

- Awards & Celebrations – Recognition Event was held 4/30, was a great success. Thanks to Loreta Paniccia and the committee for an outstanding event. The committee would like the event to have institutional support with annual funding built into the budget. Committee is interested in looking at different venues for the event and a variety of themes.
- Diversity & Inclusion – seeking additional membership for the committee.
- Calendar – Sandy Wright reported that the committee developed and presented the 2010-2011 calendar that was approved and continued to investigate alternate calendars. Gathered input about calendar preferences from across campus through surveys of faculty/staff and students. Results of the surveys will be reported in the Fall.

Welcome to new members of College Council -

Jennifer Sedelmeyer representing STEM, Dominick DiMichele representing Health Sciences, Howard Streby representing Non-Classroom Faculty, and Judy Dzuba representing Adjunct Faculty

Congratulations to College Council Officers for 2010 – 2011 -

Margherita Rossi will serve as President and Lisa Strahley will serve as Secretary

Resolution from Doug Garner

*Whereas Meghan McGuinness has faithfully served the College Council for the past three years,*

*Whereas Meghan McGuinness has served as the Council's President for Spring 2010,*

*Whereas Meghan McGuinness has rendered wise leadership during a difficult time of transition,*

*And whereas Meghan McGuinness has helped to be a positive catalyst for the creation of a new shared governance system,*

*Be it resolved:*

*That the Council extends to Meghan our heartfelt appreciation for her leadership during this time of transition.*

*Be it further resolved:*

*That Meghan McGuinness consider returning to the Council in the near future so that her energy and vitality could be once again be harnessed to the effort to create a robust shared governance system.*

Meeting adjourned 3:50 p.m.

Respectfully submitted,  
Lisa Hughes

## Shared Governance Steering Committee

### Charge:

1. Consider and evaluate the effectiveness of BCC's current shared governance process and committee structure focusing on
  - activity that constitutes good practice,
  - factors related to successful collaboration,
  - factors related to weaknesses in collaboration, and
  - Middle States standards.
2. Research theories and identify best practices related to shared governance.
3. Identify models of shared governance to be considered for BCC.
4. Engage in dialogue and seek input from campus individuals and groups (about current process and proposed models).
5. Develop a mechanism to keep the campus involved and updated on the work of the Steering Committee.
6. Prepare and forward a written report of findings and recommendations for improving campus governance to the President.

### Guiding Principles:

The Steering Committee will strive to provide integrated models of governance that reflect:

1. informed, responsible, inclusive and expertise based participation;
2. transparency of operation and decision-making;
3. open lines of communication between and among all components and members of the BCC community;
4. accountability;
5. a structure that supports the ability to be responsive and timely; and a
6. foundation of mutual respect and trust.

### Membership:

Students (1): Identified by Student Government Association/Confirmed by President

Faculty (6): Elected by constituency

- 1 FT faculty from each academic division
- 1 PT adjunct faculty
- 1 Non-Instructional faculty (librarians, counselors, advisors, LAC staff, ITS staff)

Bargaining Units (3): Member of leadership, identified by unit.

Administration (Dean, VP) (2): Appointed by President

Support Staff (1): Appointed by President

Professional Staff (Directors, Continuing Ed, EOP, Staff Associates) (3): Two Elected and one Appointed by President

Board of Trustees (1): Self- Identified

College Council (1): Elected by the body

Ex-officio or at-large member (1): Appointed by the President

**Initial Timeline:**

May 5, 2010

- College Council forwards recommendation re: Steering Committee to President

May 6 – May 21, 2010

- President responds to the recommendation: Endorsement or return to College Council for modification
- President formally announces the framework for the Steering Committee and its charge to the campus community
- President establishes a time-line for work and final report
- Special elections for membership announced and held
- Committee membership confirmed

June 1 – June 15, 2010

- Steering Committee co-chairs identified or appointed by President
- Co-chairs meet
- Initial meeting of Steering Committee scheduled
- President formally charges the Steering Committee
- Co-chairs outline agenda/plan/timeline
- Resource information distributed

**Full time-line:** TBD

## Appendix C- Charge to the SGTF and Announcement of Elections

**From: Campus Wide Communications**  
**Sent: Tuesday, May 18, 2010 10:19 AM**  
**To: Entire Campus**  
**Subject: RE: Shared Governance Task Force**

Dear Colleagues:

*In partial response to the Middle States report and because of my commitment to broad and inclusive communication about matters that affect our College and its students, I have charged College Council with assisting me in determining the framework for a Task Force on Shared Governance. The Task Force is a vehicle to begin discussion within and among relevant constituencies about how to improve the structure and, more importantly, the functioning of shared governance on our campus.*

*When we are all in the loop and when we participate collaboratively, BCC can prosper. As difficult as it can be, all members of our campus community should strive for an atmosphere where ideas are shared and debated to ensure that good decisions arise from the best collective wisdom. Dialoguing and reaching consensus about decisions enhances unity which, in turn, creates a College that is better able to achieve its mission and goals.*

*After much deliberation, the Council has recommended the following framework for the membership and work of the Task Force. I approve this recommendation with the hope and expectation that important ideas for making BCC shared governance more vital will emerge from the activities of the Task Force in partnership with the campus community-at-large.*

### ***Charge of the Task Force:***

1. Consider and evaluate the effectiveness of BCC's current shared governance process and committee structure, focusing on:
  - a. Activity that constitutes good practice
  - b. Factors related to successful collaboration
  - c. Factors related to weaknesses in collaboration, and
  - d. Middle States standards.
2. Research theories and identify best practices related to shared governance.
3. Identify models of shared governance to be considered for BCC.
4. Engage in active dialogue and seek regular input from campus individuals and groups (about the current shared governance process and proposed models).
5. Develop a mechanism to keep the campus involved and updated on the work of the Task Force.

6. Prepare and forward a written report of findings and recommendations for improving campus governance to the President.

***Guiding principles for the Task Force:***

The Task Force will strive to recommend integrated models of governance that reflect:

1. Informed, responsible, inclusive and expertise based participation.
2. Transparency of operation and decision-making.
3. Open lines of communication between and among all components and members of the BCC community.
4. Accountability.
5. A structure that supports the ability to be responsive and timely.
6. A foundation of mutual respect and trust.

***Membership of the Task Force:***

The Task Force will consist of 16 members. As indicated below, several of these positions will be elected representatives of select constituencies.

If you have an interest in serving on the Task Force in any of the elected positions, please self-identify to Meghan McGuinness **no later than May 21-by 5 PM**. Elections will take place between May 24 and May 28.

- Student Government Association: Identified by SGA
- Faculty
  - STEM: Election
  - Liberal Arts: Election
  - Health Science: Election
  - Business/Criminal Justice: Election
  - Part-time Adjunct Faculty: Election
  - Non-Instructional Faculty: Election
- Twelve-Month Professional Staff
  - Appointed position
  - Appointed position
- Administration
  - Appointed position
- Support Staff
  - Appointed position
- Board of Trustees
  - Self-Identified
- Union Representation

- Guild
- FA
- ESPA
- College Council
  - Identified by the body
- Member-At-Large/Ex-Officio
  - Appointed
- **Total Membership: 16**

It is my sincere hope that you will consider running for one of the elected positions or self-identify as an interested individual. Task force members will utilize the summer to research exemplar models of shared governance (e.g. Nassau and Suffolk Community Colleges), review Standard 4 of the Middle States Accreditation Report/Response, and study our existing shared governance structures. The more involved work will convene in the fall semester.

I believe that every member of the campus has an important and unique role. "Shared" implies that we maintain common interests. While supporting an open line of communication, we can effectively work on those common interests. If we all can bring our ideas to the table and have open and fruitful dialogue, our campus will thrive. It is my hope, and one that I hope I share with you, that we can work together to make Broome Community College even better than it is today!

*"There are countless ways of attaining greatness, but any road to reaching one's maximum potential must be built on a bedrock of respect for the individual, a commitment to excellence, and a rejection of mediocrity."*

-Buck Rogers

Sincerely,  
Kevin

## Shared Governance Task Force

### September 3, 2010 Minutes

**Task Force Members Present:** Meghan McGuinness, Lisa Strahley, Carla Michalak (excused), Dave Michalak (excused), Debbie Morello, Julie Peacock, Cheryl Sullivan, Brad Auwarter, John Petkash, Margherita Rossi, Zach Riley, Mike Carra, Doug Garner, Gary Finch, Bill Hollister (excused), Larry Alger (excused), Tim Grippen (excused)

#### I. Shared Governance Task Force Mission Statement

a. Meghan welcomed the group and explained that she has completed a lot of readings on shared governance and is not certain where to go from here (see below). She explained that there is little documentation on SG and community colleges (Margherita did hand out an article about SG and the community college). Meghan broke the task force into 4 groups of 3 members. Groups were encouraged to draft mission statements while utilizing the guiding principles of the task force. Groups were then asked to share their drafts with the entire group. Before we could finish a discussion about the drafts, a question as to why a mission statement was necessary was asked. Meghan explained that some task force members had inquired about a mission statement at the first meeting, and Dr. Drumm encouraged us to think about this as well.

b. Discussion regarding the expectations of Middle States took place. Gary explained his concern being that if we do not meet Middle States expectations that the institution risks being put on probation. Julie also discussed that we need to show them that we have a plan. Again, a representative from Middle States, Dr. Schneider, will be meeting with our task force (any members that can make it) on Wednesday, Sept. 15 at 9:00 am (location tba). At that time, we need to have an idea of where we are headed to show Dr. Schneider.

“ Dr. Schneider’s visit is intended to give us the opportunity to ask questions and discuss our plans and process– it is not an assessment of our progress thus far. “ (Quote taken from an email from Dr. Wade, who is coordinating Dr. Schneider’s visit with us)

c. One draft mission statement that was shared is as follows, “To investigate models of SG with the goal of identifying a model that is aligned with BCC’s mission and goals, culture, (and existing structures), while keeping the campus community informed and involved. One comment was, “Are we aligning around what we have already ...” Due to the fact that not all draft mission statements were shared, it was asked that everyone share these electronically.

#### II. Goals of Task Force

a. Timeline – Meghan passed around a document with the future dates of the task force. IDEALLY, the task force will meet every other week and the subcommittees or teams of the task force will meet every other week, on alternating weeks. Meghan explained her plan to break our group into three smaller “teams” to work on certain tasks. She explained that she is relying on input from task force members, as she is not sure where to go from here.

b. Subcommittees (Teams) of the SG Task Force

**i. TEAM #1: Existing Structure/Models Analysis Team:** Margherita Rossi, Cheryl Sullivan, Mike Carra

**CHARGE:** To determine what content areas each existing committee deals with (e.g. curriculum, technology, gardens, smoking issues, etc.); to determine which committees are obsolete and which committees fall under the umbrella of others; potentially make recommendations to dismember certain committees if necessary, and/or combine committees where appropriate; investigate shared governance models

**ii. TEAM #2: Communication Team:** Debbie Morello

**CHARGE:** To determine how committees will interact with one another and administration; to determine how the work of committees will be dispersed throughout the campus; to determine how the work of the SG task force will be continually shared with the campus community; defining SG for our campus.

**iii. TEAM #3: Committee Structure Team:**

**CHARGE:** To develop a means of defining existing and new committees to prevent overlapping duties among committees; establish a protocol for creating committee charge(s), membership, term limits, bylaws, and reporting relationships; establish a method of having permanent committees dealing with new problems/issues on campus and not developing new committees for every problem/issue that arises.

**\*\*\*\*This last team had no names of those who were interested. I am thinking that maybe some of this charge will fall under one of the other two teams?**

**III. Next Meeting: I am open to suggestion as to whether to have a special meeting this Friday, Sept. 10<sup>th</sup> from 12:00-1:00.** I am more apt to encourage folks to start discussions with teams and begin that work ASAP. However, not everyone has expressed interest in working on a team or two. Reminder, Dr. Schneider will be here on 9/15. Please email me if you have other thoughts on where we go from here. I value everyone's input and believe it is important that everyone on this task force have a voice. I am humbled to be working with such a great group!

## Appendix E- Summary of Results of Shared Governance Survey November 2010

- ✚ **All members of the campus community should strive for an atmosphere where ideas are shared and debated to ensure that decisions arise from open, informed participation and the best collective wisdom. What could we at BCC do to ensure that such an atmosphere is created?**

The overall theme we found in this question was that there needs to be discourse between the faculty, administration and staff. One thing we did notice is that students are not mentioned once in the answers to this question. The idea of having separate Senates both for the Faculty and Administration came up numerous times. I am not sure that building separate diverse entities fits the shared governance model.

Surveys also indicated an importance on across the board decision making. People would like to have a voice. Duplicated committees was a concern. Overall--great interest in Faculty representation outside of the FA structure. Decisions are made via emails without any consultation and implemented. Equal and fair representation. Communication was the largest bond with this question, the lack of it in decision making process and the great need for it.

- ✚ **What do you think are the challenges we face as we attempt to improve our shared/participatory governance efforts and develop a functioning model for our campus?**

There seems to be an overwhelming consensus that communication needs to occur between all constituencies on campus. A lack of trust between the faculty and administration is quite apparent given some of these comments. We found many references to the past, but some that indicated that we need to move past that toward change and a better future. Some believe that once the requirement for shared governance is met, it will revert back to the status quo as if we are putting up a façade of compliance for show.

Appeasement for Middle States by Administration, after accreditation is satisfied, system will revert back. Faculty is suspicious of Administrations motives. Gaining trust and respect that this can be a working reality. Learned communication, it has not been a norm in the past. Decisions need to have input from affected departments/students/staff. High turnover of key positions, no clear vision of forwardness. Idea/practice of Shared Governance dissipating over time.

- ✚ **Since participants in shared/participatory governance often represent stakeholder groups, how do you think participants should be identified and selected?**

The overall feeling I get from the answers forwarded to this question is that a voting process should take place after a representative of each stakeholder group is nominated. We also feel that the survey takers wanted that to be determined by someone expressing the wish to be nominated. There was also mention that the administrative portion should be appointed which I feel detracts from the governance process.

Through the department that is affected and the interest level of participants. Faculty Senate brought up regularly as they have the most exposure to Students (wants and needs). Soliciting participation, appointing representatives only brings the same voices to the table. Stakeholder groups should elect their own reps. Some positions should be elected, some appointed.

- ✚ **An effective shared governance structure includes clearly defined roles and the absence of overlapping responsibilities among constituencies (for example, college council has a campus-wide representative role regarding campus issues; student assembly represents the student viewpoint during decision making processes). What types of bodies, mechanisms, or roles do you think are important in order to represent the perspective of other stakeholders?**

Again here we got the overall sense that there should be distinct grouping, faculty senate and administrative senate. There is an overall sense that there needs to be a “body” that involves everyone on campus. We, again, wrestle with the idea of separate bodies coming to the same conclusions, (sounds a bit like this survey). Our thoughts only would consider a “body” which represents everyone on campus made up of people from all portions of the community at large. Much like Parliament or our US Senate and Congress. This would promote the discourse that it seems everyone agrees we need.

Students should sit on all/most committees. Rotation of seats every 2 years. Everyone should be represented. One governing body with needs of individual groups met through committees or sub-committees. Many wrote “don’t know, not sure”. Put the professionals in the areas who will be affected by the decision. College-wide council representing all campus constituencies.

- ✚ **We currently have a College Council that serves as a representative body that is limited in scope and influence. Do you think a new shared governance model should include a representative body as a whole -a College Senate or Council - and what responsibilities would a structure like that have?**

This question tends to lead to the idea of a Senate above and beyond the scope of the current College Council model. There is a consensus that everyone should have a voice in this process. There was also one suggestion that we model our

representative body after the nations Senate. Again, all need to have a voice and the idea of a faculty senate is once again alluded to many times within the answers.

A shared governance entity has to have the influence to implement change. Equal voice to the Administration. Responsibility of it has to have the authority to go with it. A group that would be the overview of requests/policies etc. that decides where the responsibility would funnel to for the ultimate decision. Whatever group is instituted needs to be in place year-round. Budgetary input. Small groups needed, voices get diluted with too many people. The decisions made by the particular group has to be honored by President/BOT.

 **What do you think will be the advantages and/or disadvantages of a functioning shared/participatory governance system for BCC?**

Our feel for this question is that the overall advantage is a feeling of worth, having input into the future and an overwhelming sense of belonging. The overall disadvantage was that the process may be too slow.

**Advantages:** Open communication, people feel they have been heard. People feel valued. Broader spectrum of input from all. Better morale. Administrative authority kept in check. Negates apathy within the college community as a whole and promotes involvement. “The left hand will know what the right hand is doing”.

**Disadvantages:** Slow decision making processes with all involved. Timely, true representation. Investment of time and effort all a waste if not heard. Overall more advantages than disadvantages if put in place.

## Appendix F- Goals of BCC Board of Trustees Self-Assessment Meeting

### BCC Board of Trustees Retreat Goals

April 28, 2010

The following were identified as priorities for the Board of Trustees and the President:

- Academic quality and financial oversight
- Partnerships with colleges and universities, business and industry, public schools, and community agencies
- Public image/marketing initiative
- The technology center
- Study the need for a residence hall
- Set priorities that address the demographics shifts and economic development of the region
- Address Middle States issues
- Develop a new 5 year facilities plan

General discussion also focused on the following issues:

- Achieving the right balance between gaining financial support for the College from the State and County while forcefully advocating on behalf of the College, and understand the complexity associated with competing priorities of internal and external stakeholders.
- Work on achieving effective communication and strong relationships with all internal constituencies including improving relationship with organized labor.
- Implement the best strategies for focusing on quality and student success during a period of financial difficulties.
- Significant steps have been taken by the Board in the last year. These include the smooth transition to a new president, the finalization of labor contracts, and addressing the issues identified by the Middle States Association. In addition, the strong partnership between the President and the Board, the effective leadership by the Chair of the Board, and the willingness to reflect and self-assess by the Board are all strong indicators of the great progress that has been made.
- All of the above should work to reassure the public and strengthen the public image of Broome Community College.

Important areas of discussion included:

- The responsibility of the Board to govern and foster the public trust. The governance responsibilities include supporting shared governance and the effective management of the college's resources. This translates to the need to foster collegiality with all college constituencies including organized labor, faculty senate, student government, and others key internal stakeholders.
- It is important for the Board and all members of the Board to set a high standard for all aspects of board governance. The aim should be to go from being a good board to a great board. An important aspect of this is a strong board/president relationship.
- We discussed appropriate guidelines for trustee interaction with faculty and staff, including scripting how best to handle these situations, and the importance of both keeping the President informed and not undermining the role of the President.
- Effective communication is essential to the board/trustee-to-trustee/president relationship. The "no surprise rule" and the agreement to "disagree without being disagreeable" are good guidelines. It is also important to encourage debate, reflection, and understanding the facts before reaching conclusions.
- Presidential leadership and the appropriate role of the president as an agent of change.

### **Recommendations for Goals and Next Steps**

Based on the day's discussion, we have the following recommendations for the board:

- Address any remaining items on the list of concerns by Middle States
- Using the state guidelines, define an evaluation process for the president and board self assessment. The presidential evaluation should include information on the status and accomplishments of the college, review of priorities of goals established for the president by the board, and self-assessment by the president.
- Encourage involvement and participation by all board members in state and national trustee development meetings and gatherings.
- The Board and President need to focus on how much change is appropriate and foster a greater understanding of how timing affects the implementation of these changes. Organizational culture often dictates how fast or slow one should initiate change. By developing trust and reinforcing respect in the College and community first, it will be much easier to make the necessary changes.

## Appendix G- Campus Wide Update on Shared Governance December 13, 2010

**From:** Campus Wide Communications  
**Sent:** Monday, December 13, 2010 3:49 PM  
**To:** Entire Campus  
**Subject:** RE: Shared Governance

Dear Campus Community,

As you prepare to begin your holiday break, the Shared Governance Task Force (SGTF) would like to briefly update you on our efforts this semester.

Following the Middle States warning regarding Standard 4: Leadership and Governance, the SGTF was convened in August 2010 to address this deficiency. Based on assessment of the College's current governance structure and analysis of the results of the survey about shared governance that was distributed last month, several issues emerged:

- Communication between the administration and campus constituencies needs much improvement.
- Trust and mutual respect as a basis for collaboration and decision-making needs to be developed and strengthened.
- A more collegial and representative shared governance structure and process is desired and necessary.

In an effort to address these issues, and based on research of models and best practices, the SGTF will be proposing a shared governance structure built around the philosophy and principle that governance at BCC is constituency-based, that is, all members of the campus community have a unique stake in, and should have a chance to voice their ideas and concerns, related to policy creation. The proposed governance model will seek to ensure widespread communication, greater participation, reasonable consensus, and an understanding of the decision-making process.

When we return next month, we are hoping that there will be an interest across campus to learn more about the details of the proposed governance model configured thus far and to become involved in its development and refinement.

To date, the activities of the SGTF include:

- Investigation of shared governance best practices and collegial models
- Creation of a BCC shared governance website – to organize and communicate governance activity (details to be announced)
- Creation of a BCC committees website – to organize and communicate activity (details to be announced)
- Identification of committees on campus – some to be rolled into the new governance system, others modified, others dissolved
- Adoption of a working shared governance definition for BCC

- Development of a super-structure for governance that includes several key bodies: College Assembly, Council for Academic Issues, Council for Operational Issues, and Student Assembly
- Timeline for the establishment of the shared governance system – initial phases implemented in Spring/Summer 2010 with full implementation slated for Fall 2011

The SGTF looks forward to rolling out Phase I of the new governance structure upon return from break. The work of filling in the detail and making shared governance a true collaborative effort that will enhance decision-making at BCC relies on your feedback and assistance. We look forward to having continued discussions with you upon our return from break!

Happy Holidays,

SGTF

Bill Hollister, Lisa Strahley, Carla Michalak, Debbie Morello, John Petkash, Melanie Gleason, Gian Roma, Larry Alger, Mike Carra, Gary Finch, Julie Peacock, Cheryl Sullivan, David Michalak, Margherita Rossi, Doug Garner, Tim Grippen, Rae Palmer-Jones, Meghan McGuinness

## Appendix H- Shared Governance Presentation to Campus January 13, 2011

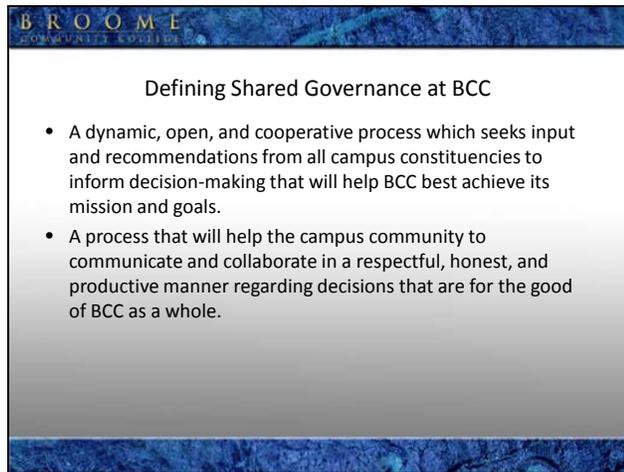
Slide 1



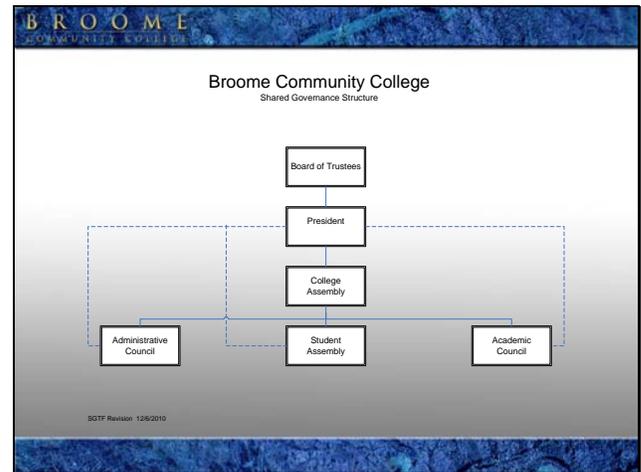
Slide 2



Slide 3



Slide 4



Slide 5

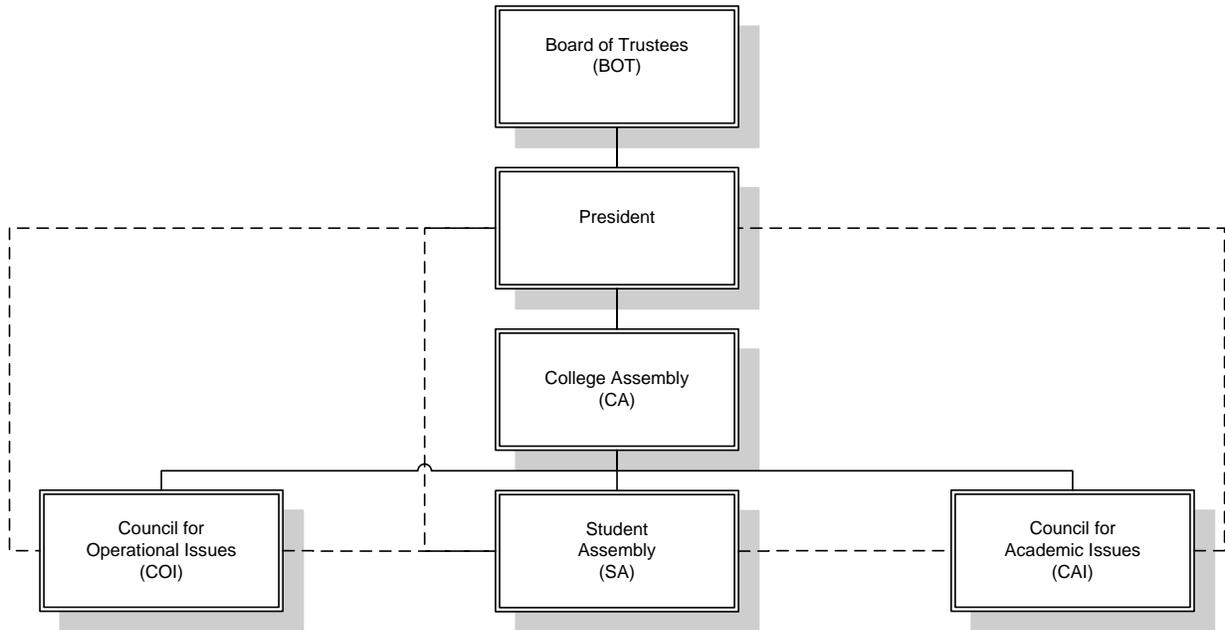


Slide 6



# Broome Community College

## Shared Governance Structure



- COI Committees:
- i. Enrollment Management
  - ii. Technology
  - iii. Banner Core
  - v. Grants Planning
  - vi. Facilities
  - vii. Safety and Security

- CAI Committees:
- i. Curriculum
  - ii. Distance Learning
  - iii. Developmental Education
  - iv. Advising
  - v. Retention
  - vi. General Education
  - vii. Student Learning Assessment
  - viii. Writing Across Curriculum
  - ix. Distance Learning
  - x. Fast Forward
  - xi. Professional Development

## COLLEGE ASSEMBLY BROOME COMMUNITY COLLEGE

### CONSTITUTION

#### Preamble

The College Assembly of Broome Community College (BCC) is based on the core values of shared governance. Shared governance reflects a general commitment on the part of faculty, staff, students, and the administration to work together to strengthen and enhance the College. Shared governance also reflects and enhances mutual respect and trust in the College community for the contributions that all of its members bring to the work of Broome Community College. Indeed, the variety and complexity of tasks involved in shared governance produce a compelling interdependence among the Board of Trustees, the administration, faculty, staff, and students. Moreover, their relationship necessitates ongoing communication, as well as full opportunity for appropriate joint planning, evaluation, and decision-making.

The core values of shared governance, as supported by every item of the College Assembly Constitution, 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 BCC community;
- Accountability; and
- Mutual respect and trust.

Guided by these core values of shared governance, BCC's College Assembly is a collegial, consultative body composed of representatives from all campus constituencies that will review and advise on the creation, revision, or discontinuation of policy and is not, in and of its self, a decision-making body. Its role is to recommend and provide advisory input to the President on decisions related to policy and other issues that affect the institution as a whole. It is the principal and highest deliberative body in the College's shared governance structure.

Decision-making authority should be, wherever possible, delegated to those areas/persons most affected and with the most specialized expertise within the governing bodies representing various components (Council for Academic Issues, Council for Operational Issues, and the Student Assembly) as well as within their various Standing Committees, administrative units, departments, divisions, and collective bargaining units. However, where there are issues that affect the entire College, or issues that clearly affect more than one organizational area of the College, or more than one constituent group, the College Assembly shall have the responsibility and authority to review, revise, initiate, and recommend.

The College Assembly shall act in a manner consistent with the policies, statutory requirements, and/or responsibilities of the State University of New York, Broome Community College Board of Trustees, and the Broome Community College Administration, notably the President.

## **Article I. Name**

The official name of the body shall be the College Assembly of Broome Community College. In other parts of this document, hereafter, referred to as College Assembly.

## **Article II. Purpose and Mission of the College Assembly**

1. The mission of the College Assembly shall be to:
  - represent and promote a broad range of perspectives, input, and influence on governance issues;
  - facilitate timely, factual, and systematic two-way communication and information dissemination between constituents and the President relative to decisions related to BCC policy and matters important to the development of the College;
  - support a more transparent and inclusive decision-making process with clear accountability for the recommendations made and decisions produced.
  
2. The purpose of the College Assembly shall be to:
  - oversee, manage, and review the shared governance process;
  - assist in ensuring that College-wide policy-making and policy implementation is consistent with BCC's mission, vision, and Strategic Directions.
  - serve as a forum where such issues of College-wide importance can be sent for review, examination, formulation, discussion and resolution in a collegial fashion;
  - serve as the shared governance liaison to the Administration;
  - communicate deliberations and recommendations to the President and the College community and serve as a notification mechanism regarding flow through issues not requiring direct action;

## **Article III. Functions of the College Assembly**

The core functions of the College Assembly shall include, but are not limited to:

- guarantee and/or establish effective and ongoing communication and collaboration between and among shared governance bodies;
- review (and possibly initiate), as well as periodically evaluate continued development of the mission and vision of the College;
- review (and possibly initiate), as well as periodically evaluate policies, programs, and initiatives that concern more than one unit or area of the College;
- provide review and recommendations on major policy changes;
- channel requests for actions, policy changes, proposals, and initiatives in an expedient fashion to the appropriate governing bodies or administration and to direct timelines for responses;
- allow for, and conduct, campus forums at least once per semester to air and discuss issues that are important to the College community and determine the suitability of addressing them through the shared governance process;
- review recommendations for the creation of new committees to determine their role and effect within the shared governance system;
- establish standing and/or ad-hoc committees as may be necessary to fulfill the College mission and facilitate shared governance;
- establish standing and/or ad-hoc committees as may be necessary for the discharge of the College Assembly's own responsibilities; to define the membership, jurisdiction, and authority of such

committees within the guidelines of the College Assembly mission; to resolve disputes between committees thus established; and to act on the reports submitted by such committees.

#### **Article IV. Composition of the College Assembly**

The College Assembly shall consist of 18 voting members, 4 non-voting members, a Parliamentarian, and a Secretary/Support Staff member.

Voting Member per Bylaws

- A. Chairperson of the College Assembly (elected from among the voting members)

Non-Voting Members

- B. College President
- C. Vice President for Academic Affairs
- D. Vice President for Administrative and Financial Affairs
- E. Vice President for Student and Community Engagement

Voting Members

- F. Chair of the Council for Academic Issues
- G. Chair of the Council for Operational Issues
- H. (1) Classified Service Staff
- I. (4) Full-time Faculty
- J. (2) Full-time Non-Instructional Faculty
- K. (1) Student
- L. (3) Collective Bargaining Unit Presidents (Faculty Association, ESPA, Guild)
- M. (1) Director/Assistant Director
- N. (1) Department Chairperson
- O. (1) Dean
- P. (1) Adjunct Faculty
- Q. (1) Staff Assistant/Staff Associate

Non-voting, Appointed by the Chairperson

- R. (1) Parliamentarian

Nonmember

- S. (1) Secretary/Support Staff

#### **Article V. Officers of the College Assembly**

The College Assembly shall have the officer of Chairperson with an additional Secretary/Support Staff.

1. The functions of the Chairperson are to:
  - Present proposals to the College Assembly for consideration – either at the request of the College Presidents, one of the Councils or the Student Assembly.
  - Refer College Assembly business to the appropriate Council or Standing Committee or ad hoc Committee.
  - Prepare the agenda for each College Assembly meeting.
  - Preside at College Assembly meetings and provide for continuity in the flow of business.

- Provide, as needed, leadership and ongoing communication and cooperation between all components of the shared governance system during the times between regularly scheduled College Assembly meetings.
  - Act as the College Assembly liaison with campus and community persons and/or groups.
  - Serve as alternate delegate to the Faculty Council of Community Colleges (FCCC).
  - Meet with the College President to address campus issues of concern. As necessary, the Chairperson may designate an Assembly member to meet with the College President.
  - Act as representative to Executive Council and the President’s Cabinet as requested by the College President. As necessary, the Chairperson may delegate an Assembly member to attend.
  - Attend the BCC Board of Trustees monthly meetings.
2. The functions of the Secretary/Support Staff are to assist the Chairperson in organizing the workload of the College Assembly and, specifically, to:
    - Schedule College Assembly meetings.
    - Record, distribute, and communicate minutes of the College Assembly in a timely fashion.
    - Monitor and record attendance at College Assembly meetings and at Council/Standing Committee meetings (via meeting minutes from Council/ Standing Committee chairpersons).
    - Organize correspondence to and from the College Assembly.
    - Assist the Chairperson in coordination of the activities of the Councils/Standing Committees.
  3. The Chairperson of the College Assembly will be afforded full-release time in order to carry out his/her responsibilities.

## **Article VII. College Assembly Structure**

In order to facilitate its own work or the work of the BCC shared governance structure -at-large, the College Assembly is empowered to create its own Standing or ad hoc Committees to deal with new or ongoing matters.

## **Article VIII. Meetings**

1. The College Assembly year begins September 1 and ends on August 31 of the following year. Meetings of the College Assembly shall be held two times per month during the academic year and one time per month during the summer months.
2. The Chairperson can call additional meetings or cancel scheduled meetings after sufficient notice has been sent to all the members.
3. Special meetings may be called at any time by the Chairperson of the College Assembly or within five working days of receipt of a written petition to the Chairperson signed either (1) by at least nine College Assembly members, or (2) by at least 25 members of the campus community, provided that the issues for which the meeting is requested falls under the purview of the College Assembly as outlined in the College Assembly Constitution.

## **Article IX. Amendments to the Constitution**

1. Any member of the College Assembly may propose amendments to the Constitution at any regular meeting.

2. The proposed amendment will be filed with the Secretary of the College Assembly, which will publish the proposed amendment and the date of its presentation in the minutes of the meeting.
3. Discussion of the amendments must be at a regularly scheduled or special meeting of the College Assembly.
4. Adoption of amendments to the Constitution shall require an affirmative vote by two-thirds of the College Assembly members casting or returning ballots, provided that a quorum is present.
5. There must be sufficient time intervening (at least 30 days) between introductions of such proposal and a vote on its adoption.

# **COLLEGE ASSEMBLY BROOME COMMUNITY COLLEGE BYLAWS**

## **Article I. Articulation with the Campus Community**

In order for shared governance at Broome Community College to be successful, it is essential that all constituencies work closely with one another. Whenever the College Assembly is considering an item, it shall seriously deliberate on whether input from other administrative or academic areas or governing bodies would be necessary in order to fulfill shared governance principles, and/or beneficial to the full review and resolution of the item at hand. In all cases where such input is deemed necessary or beneficial, the College Assembly will make an immediate formal request to the areas / bodies in question for formal review and recommendations.

To facilitate its charge and responsibility, the College Assembly will assure that it

- captures the voice of stakeholders in formal and informal ways;
- adheres to shared governance principles and protocols;
- determines and executes the most credible and valid type of review (expedited, full, or extended) based on the complexity of the issue, urgency for a decision/resolution, and the availability of constituency groups during the summer months or periods when the College is closed.
- avoids being overly bureaucratic or time consuming and functions efficiently, effectively, and in a timely manner;
- prioritizes and establishes a timeline for conduct and completion of work progress; and
- promotes information sharing, tracking, and reporting mechanisms to communicate its activity, as well as those of the Council for Academic Issues, Council for Operational Issues, and the Student Assembly, to ensure the integrity of its process.

Areas of concern of the College Assembly are issues that affect the entire institution, or issues that clearly affect more than one area of the College, or more than one constituent group. In cases where areas of authority or responsibility are not clear, the College Assembly shall have the power of review, i.e. review to determine if the issue falls under its jurisdiction. If a 2/3 majority of the College Assembly so decides, after due deliberation of the issues at hand, it will provide written and public justification why the matter, properly, is a campus-wide issue for action by the College Assembly.

## **Article II. Terms of Membership**

Eligibility and Terms of Service:

1. A person from any of the membership constituencies identified in Article IV of Constitution is eligible to serve on the College Assembly.
2. With the exception of the student representative and representatives who serve by virtue of their positions or roles, members of the College Assembly are elected or appointed for three year terms, with the option of being re-elected/re-appointed once.

3. With the exception of the student representative and representatives who serve by virtue of their positions or roles, after two possible consecutive terms, members shall sit out for at least one term before being eligible for membership again.
4. Students shall serve one-year terms, and can also be re-elected or re-appointed once.
5. Including the Chairperson –elect of the College Assembly, all open positions shall be filled by the end of the Spring semester. Election/appointments must take place no later than four weeks prior to the end of the Spring semester.
6. All elected and appointed positions on the College Assembly shall be staggered, so that only one-third of the College Assembly appointed and elected members will be replaced and/or renewed in their three-year terms each year. (In order to initially establish the staggered system, one-third of the appointed or elected members on the College Assembly will only serve one year terms, and the other half will serve out their full three year term---this selection will be based on a random drawing of names in advance of the first regularly scheduled College Assembly meeting so that all members will be informed of their term length).
7. For purposes of eligibility, a partial term, to fill out the unexpired term of some other elected or appointed member or for any other reason, shall be counted as a full term.
8. The seat of a College Assembly member shall be deemed vacant when the incumbent resigns from the College Assembly or the College, is no longer a member of the elected/appointed position or category, is not fulfilling membership duties, or is removed from office.
9. Members of the College Assembly shall serve with the expectation of consistent attendance at scheduled meetings. If a member is determined, based on meeting or committee (if relevant) attendance or other College Assembly Activity, not to be fulfilling membership duties, the seat will be considered vacant.
10. With a simple majority vote, the College Assembly shall have the right to dismiss members who miss more than three meetings of the College Assembly and/or any of its Standing or ad hoc Committees in any given year, and to initiate the appropriate procedures to replace said members in a timely fashion. (Vacancies will be filled per Article III.)
11. An officer of the College Assembly may be removed by a vote of two-thirds of the voting members of the College Assembly. Action on a motion for removal shall take place no sooner or later than the next regular meeting.

### **Article III. College Assembly Membership and Procedure for Positions**

#### **Membership**

##### **Representatives from the Administration (Non-voting)**

- President
- Vice President for Academic Affairs
- Vice President for Administration and Finance
- Vice President for Student and Community Engagement

##### **Faculty Representatives (Voting)**

- Faculty shall be represented by four full-time instructional faculty (one from each of the four academic divisions), two non- instructional faculty, and one adjunct faculty.
- All will be elected.
- Full-time faculty shall be defined as having continuing appointment or on a tenure-track and who have been at BCC for at least one year.

**Classified Staff Representative (Voting)**

- One elected representative.

**Student Representative (Voting)**

- One student representative. The election/appointment procedures for said representative shall be determined by the Student Assembly.

**Bargaining Unit Representatives (Voting)**

- The presiding Presidents of ESPA, Faculty Association, and the Guild will be appointed.

**Director /Assistant Director Representative (Voting)**

- One elected/appointed representative.

**Staff Assistant/Staff Associate Representative (Voting)**

- One elected/appointed representative.

**Department Chairperson Representative (Voting)**

- One elected representative.

**Division Dean Representative (Voting)**

- One elected representative.

**Council for Academic Issues (Voting)**

- One elected/appointed representative, notably, the Chairperson.

**Council for Operational Issues (Voting)**

- One elected/appointed representative, notably, the Chairperson.

**Secretary/Support Staff (Non-Voting)**

- Non-member. Assigned to provide organizational and communication support.

**Parliamentarian (Non-Voting)**

- See Article\_\_Section\_\_ below.

## **Alternates /Substitutes**

The College Assembly may permit elected or appointed alternates with voting privileges and substitute members with voting privileges, where such privileges are not limited by the constitution and bylaws of the participating Council, Standing Committee, or other group. In general, if a College Assembly member cannot attend a meeting, s/he can nominate a substitute who, if approved by simple College Assembly majority, will have all the rights and privileges of said College Assembly member, though only for one meeting. In a case where the College Assembly member is a representative of either the Operational or Council for Academic Issues or the Student Assembly, the substitute also needs approval of that governing body.

## **Procedures for Elections or Appointments**

1. The Secretary of the College Assembly shall announce availability of positions via all campus-wide communication mechanisms.
2. Within the guidelines for representatives described above, election and/or appointment procedures of administrators, faculty, classified or professional staff, and student members of the College Assembly shall be set by each of the respective representative bodies.
3. If more than one candidate is nominated from a particular constituency where elections apply, and at the request of said constituency, the College Assembly Secretary/Support Staff may assist with the election process.
4. In cases where are not enough elected and/or appointed members, the College Assembly shall have the right to determine appropriate procedures to appoint the requisite number of candidates or constituent groups.
5. Nominations for the College Assembly Chairperson shall be made prior to the last meeting of the Spring semester..
6. Newly elected members shall assume the voting responsibilities of their office at the last meeting of the Spring semester in order to participate in the election of the new Chairperson.
7. The first meeting of the newly formed College Assembly shall be chaired by the previous Chairperson and recorded by the Secretary/Support Staff. The old members will transact remaining business for the year.
8. Chairperson will be elected by the newly formed College Assembly at the end of the meeting by a simple majority of the votes cast and will serve a three year term.

## **Vacancies**

1. Resignation or dismissal from the College Assembly shall be presented in writing to the Chairperson. Vacancies shall be filled by election or appointment from the appropriate constituency to complete the remainder of the term.
2. Vacancies of Chairpersons of College Assembly Standing or ad hoc Committees shall be filled by a simple majority vote of Standing Committee members. When filling vacancies on Standing or ad hoc Committees, Chairpersons shall endeavor to keep proportional representation of campus constituencies (when applicable).
3. Voting for College Assembly officer(s) shall be by a secret ballot of all College Assembly members if there is more than one nominee for a position. If there is only one nominee and there are no additional nominations from the floor, the slate shall be approved by a show of hands.

## **Chairperson**

The Chairperson of the College Assembly shall be

- a (constituency) elected or appointed member of the College Assembly;
- a voting member of the College Assembly; and
- elected by the voting members of the College Assembly.

## **Parliamentarian**

The Chairperson of the College Assembly shall appoint, as Parliamentarian, a person eligible for membership to the College Assembly, but one who is not currently a member. The Parliamentarian:

- will have working knowledge of Robert's Rules of Order so that assistance can be provided to the Chairperson of the College Assembly in conducting meetings.
- may participate in debate, but may not vote.

## **Article IV. College Assembly Conduct of Business**

1. The business of the College Assembly shall be conducted in accordance with the provision of its Constitution and Bylaws.
2. All College Assembly meetings are open to members of the campus community.
3. The Chairperson may grant speaking privileges to non-College Assembly members of the BCC community if said persons have either made an official request to the Chairperson to be put on the agenda, or if the Chairperson recognizes a non-College Assembly member for the purpose of advancing the meeting agenda.
4. The College Assembly may, at any time, establish rules limiting the amount of time available for individual presentations at meetings, either by members of the College Assembly or by others permitted to speak before the body.
5. Rules of procedure shall be according to Robert's Rules of Order. The Parliamentarian shall rule on procedure.
6. The College Assembly Chairperson shall prepare an agenda for each meeting.
7. The Secretary/ Support Staff will circulate the agenda and, as necessary, related information for major items on the agenda.
8. Minutes shall be prepared following every meeting, approved by the membership, and distributed campus-wide within five academic working days after a College Assembly meeting. Detailed minutes, including supporting documentation/reports, shall be made available to all College Assembly members as soon as the full minutes are approved by simple majority at the next meeting.
9. A quorum is present when a majority of the College Assembly voting members are present.
10. Representatives are expected to attend every meeting. If unable to attend a meeting, the representative shall notify the College Assembly Secretary and send an approved substitute from the same constituency.
11. All reports and requests for action/response by the College Assembly, any of its Standing or ad hoc Committees, or the President must be addressed in the agenda of the next regularly scheduled meeting.

## Article V. College Assembly Information Sharing with Governance Bodies

Since the College Assembly is the central integrating body of the BCC governance structure, it shall assure that no major decisions or plans of campus-wide significance are put forward without the proper input of all governing bodies, units or areas that are concerned with the issue(s) at hand.

In order to promote transparency and informed decision-making, the following procedural requirements shall be implemented:

1. The President, each Vice President, Chair of the Council for Academic Issues, Chair of the Council for Operational Issues, and the Student Assembly representative shall each provide the College Assembly with an executive summary prior to each regularly scheduled meeting, containing the following specific information:
  - Accomplishments / progress-report since the last meeting
  - Risks that may delay delivery or impact the success of any initiative and that require CA attention.
  - Present and future plans (as not yet discussed in previous reports)

These reports will become part of the official College Assembly records.

2. The College Assembly determines to which governing body(s), Standing Committee(s), or unit(s)/area(s) requests for action or recommendation or communication shall be channeled. Requests so determined must be endorsed by at least a simple majority of the College Assembly membership.
3. Once the determination in Step 2 is made, the College Assembly Chairperson forwards requests to appropriate governing body(s), Standing Committee(s), or unit(s)/area(s) with
  - all available relevant information and documentation;
  - request for recommendations;
  - timeline to be followed;
  - information about which other governing body(s), Standing Committee(s), unit(s)/area(s) are involved in deliberations; and
  - directions regarding what to report and to whom after recommendations have been arrived at.
4. Recommendations from each of the governing body(s), Standing Committee(s), or unit(s)/area(s) shall be returned to the College Assembly if, and only if, issues
  1. involve more than one governing body and/or unit/area
  2. irreconcilable conflict has arisen within a governing body and/or unit/area.

In said cases, the College Assembly reserves the right to study all relevant recommendation(s) and to arrive at its own recommendation(s).

5. In those cases in which governing body(s), Standing Committee(s), or unit(s)/area(s) have forwarded their recommendation(s) to the College Assembly, the College Assembly will study, review, and arrive at its own recommendation(s), which the College Assembly will then forward to the President in an expedient fashion. In cases where a governing body, Standing Committee, or unit/area does not need to forward its recommendations to the College Assembly, the recommendation(s) will directly go to the appropriate administrative officers.

6. Policy and operational recommendations from the College Assembly will be made, in writing, by the Chairperson of the College Assembly directly to the President of the College.
7. The President of the College shall respond, in writing, to the Chairperson of the College Assembly within 14 days unless the matter requires a more timely response (as specified in the original recommendation from the Chairperson of the College Assembly).
8. The President of the College may return a recommendation with suggestions for modification(s) or, when rejecting the recommendation, shall provide rationale.
9. For policy matters, if the President of the College chooses to not accept the recommendation of the College Assembly and to make his/her own recommendation to the BCC Board of Trustees, the President shall also forward the recommendation from the College Assembly to the Board of Trustees.

## **Article VI. College Assembly Voting Procedure and Privileges**

1. All members of the College Assembly, with the exception of the President, Vice-Presidents, Parliamentarian, and Secretary/Support Staff shall have voting privileges. Each member shall have one vote. It is expected that members will inform and poll their constituencies on major issues prior to voting.
2. The Chairperson of the College Assembly shall vote only in cases when a tie vote needs to be broken.
3. A quorum for the College Assembly shall consist of the simple majority of the voting members. Decisions shall generally be made by simple majority. Exceptions that would require a 2/3 majority: (1) changes to the governance structure of BCC; (2) censure, termination, or impeachment of any of the members of the College Assembly; (3) discontinuance of programs/departments, and (4) cases where areas of authority or responsibility are not clear, and where the College Assembly has the power of review.
4. If a situation requires a vote outside of regularly scheduled meetings of the College Assembly, the Chairperson may conduct balloting on an item-by-item basis outside of a meeting with the concurrence of a majority of College Assembly members.
5. Voting shall be by whatever method the Chairperson deems appropriate. He/she shall determine the method based on the issue unless over-ruled by a majority of the members.

## **Article VII. Amendments to the Bylaws**

1. Any member of the College Assembly may propose amendments to the Bylaws at any regular meeting.
2. The proposed amendment will be filed with the Secretary of the College Assembly, which will publish the proposed amendment and the date of its presentation in the minutes of the meeting.
3. Discussion of the amendments must be at a regularly scheduled or special meeting of the College Assembly.
4. Adoption of amendments to the Bylaws shall require an affirmative vote by two-thirds of the College Assembly members casting or returning ballots, provided that a quorum is present.
5. There must be sufficient time intervening (at least 30 days) between introductions of such proposal and a vote on its adoption.

**Appendix K- Screenshot of Shared Governance Committee Website Template**

(Next Page)



● Site Sections

- [Goals & Accomplishments](#)
- [Meeting Information](#)
  - [Agenda](#)
  - [Minutes](#)

● Archives

Select Month

February 2011

## Welcome

17 November 17th, 2010 | Author: [admin](#)

A welcome message with brief details about the committee, and what areas/issues it covers.

[Posted in Goals & Accomplishments](#) | [No Comments »](#)

## Test Post Goals or Accomplishments

17 November 17th, 2010 | Author: [admin](#)

Test post for committee goals or accomplishments

[Posted in Goals & Accomplishments](#) | [No Comments »](#)

## Minutes for XX/XX/XX

17 November 17th, 2010 | Author: [admin](#)

Meeting Minutes

[Posted in Meeting Information, Minutes](#) | [No Comments »](#)

## Appendix L- President's Charge to the Institutional Effectiveness Standing Committee

**From:** Drumm, Kevin E  
**Sent:** Tuesday, May 04, 2010 11:20 AM  
**To:** Entire Campus  
**Subject:** Institutional Effectiveness Standing Committee  
**Importance:** High

Colleagues: today I am officially appointing our IE Standing Committee to spearhead the identification of our core measures of institutional effectiveness. Primarily we need to focus on our persistence rate(s), graduation rate(s), transfer and job success. Other areas we will be looking at are employee satisfaction, our community profile, and student engagement. None of this will take away from our most important measures, which are student learning outcomes, but another group is focused on this aspect of assessment while of course academic success overall leads to our persistence and graduation rates, as well as how well our transfers perform academically and also how well those going directly into the workforce perform on the job.

The following have agreed to serve on the IESC:

Greg Talley, Chair  
Tim Bremer, Co-chair  
Regina Losinger  
Meghan McGuinness  
Tim Millard  
Jenae Schmidt Norris  
Julie Peacock  
John Petkash  
Margherita Rossi (representing College Council)

Committee members: Thank you for agreeing to serve and Greg will be in touch soon regarding your first formal meeting. Your charge is to recommend to me and the Board, by next winter, a small number of core measures of effectiveness that we will focus on annually and that we will also track by what is commonly known as a “dashboard” by posting the several agreed upon measures on our web site and further making sure through our annual planning and initiatives that we are maintaining strong outcomes where they are strong (according to the data) and improving where we need improvement (according to the data) as determined by the IESC and me. For instance, our graduation and persistence rates tend to be quite strong while our engagement data tends to show some room for improvement. And, we don't have a lot of data on how our students perform when they go directly into the workforce.

Also, the IESC will act as a support and consultative body to help individual units assess their own effectiveness, as in how well do our admissions and financial aid procedures work for

students, advising, our library, our maintenance efforts, etc.? All major units of the college need to regularly assess how their operations impact students. This can be ongoing with say a brief assessment card filled out all year long by students, or it can be done annually or in some cases every couple of years with a major assessment effort. It just can't be done once every 10 years for accreditation purposes only. It has to be done fairly routinely. Please cooperate in both determining an assessment model for your unit's operations and in collecting and monitoring the data. Your vice presidents will be leading this unit assessment effort operationally as a priority for them.

Overall all we are a very strong institution and we have good data to prove it, with the exception of our direct impact on the local workforce where we need to create a rubric and metric for measuring this. So, we have an excellent foundation for IE where mostly we simply need to decide on what measures will we focus publically as high priorities for ongoing attention.

Thank you!

-Kevin

Kevin E. Drumm, PhD  
President  
Broome Community College  
607-778-5100

MINUTES

INSTITUTIONAL EFFECTIVENESS  
ASSESSMENT COMMITTEE

DATE: May 13, 2010  
 TIME: 8:00 a.m.  
 LOCATION: Business 208  
 ATTENDEES: Meghan McGuinness, Regina Losinger, Tim Millard, Jenae Schmidt Norris, Julie Peacock, Margherita Rossi, Timmy Bremer (Co-chair), Greg Talley (Chair).  
 ABSENT: John Petkash  
 NOTE-TAKER:  
 CHARGE: Recommend to the President and the Board, by next winter, a small number of core measures of effectiveness that we will focus on annually and that we will also track by what is commonly known as a “dashboard” by posting the several agreed upon measures on our web site and further making sure through our annual planning and initiatives that we are maintaining strong outcomes where they are strong (according to the data) and improving where we need improvement (according to the data) as determined by the IEAC and the President.

Item	Topic	Assigned
1.	Establish a meeting time for Fall 2010 semester: <ul style="list-style-type: none"> <li>a) A schedule grid was passed around in the meeting for people to identify times when they absolutely cannot meet next year. As a result, the following days and times (one hour each) appear to be available to meeting: Monday at 4:00 p.m., Tuesday at 12:00 p.m. and 2:00 p.m., Wednesday at 8:00 a.m., Thursday at 2:00 p.m., Friday 8:00 a.m., 9:00 a.m., 12:00 p.m. 3:00 and 4:00 p.m.</li> <li>b) From the sound of the groans in the room, Friday at 3:00 and 4:00 p.m. are not popular.</li> <li>c) Julie suggested that meeting at 8:30 a.m. on Friday could be a good meeting time. Though not discussed further, meeting on Friday at 8:30 a.m. could allow for a little longer meeting.</li> </ul>	Timmy and Greg will meet to discuss a good meeting time and report back to the committee.
2.	Review critique of Middle States Visiting Team <ul style="list-style-type: none"> <li>➤ Strengths                             <ul style="list-style-type: none"> <li>○ Tim Millard’s work</li> <li>○ Assessment framework completed at the top level</li> <li>○ Strategic Directions</li> <li>○ We have reports readily available that we can use—much data is already available</li> <li>○ We have the ability to go back to previous years’ data for comparison purposes</li> <li>○ We can also compare our data to data from other institutions</li> </ul> </li> </ul>	This discussion of strengths and weaknesses will continue in future meetings.

	<ul style="list-style-type: none"> <li>➤ Weaknesses <ul style="list-style-type: none"> <li>○ We have not been following through with reporting data</li> <li>○ We lack unit level reporting</li> <li>○ There is a disconnect with the big picture. While some offices and upper management may be aware of the measures that are used, not everybody across campus has ready access to that information</li> <li>○ There is no <i>filter down</i> across campus</li> <li>○ Communication</li> <li>○ Accountability</li> <li>○ Feedback loop</li> </ul> </li> </ul>	
3.	<p>Begin discussion on “dashboard” of core indicators</p> <p>[This discussion began by mentioning that there are simple things that can be done to put things on the “dashboard”. There are things that we are already doing that could simply be inserted into the dashboard. It was also mentioned that the visiting team did not mention student learning outcomes as an indicator. There are SUNY learning outcomes assessment that will go away on July 1. There are new and existing committees on campus that may be doing parallel or similar work that this committee is doing and we will want to coordinate efforts and make sure that we do not duplicate work. There may be a need to have an occasional joint meeting – see second bullet under Item #4. Also, there may be times when we will want to invite members of the campus community to our meetings or we may want to reach out to the campus community outside of our meetings to gather information to help us further our work.]</p> <ul style="list-style-type: none"> <li>➤ Identify current, easily accessible measures <ul style="list-style-type: none"> <li>○ Financial/Fiscal data—this can help us determine instructional costs, specifically cost per credit hour (and cost per student credit hour). This can be measured as an institution as well as by various functions throughout the College, such as Student Affairs, Maintenance, and the Library. We can also look at the percentage of the budget being spent in each area. We can compare this data to past years, other SUNY schools, and non-SUNY institutions on a national level.</li> <li>○ Registration information—timing</li> <li>○ Financial Aid</li> <li>○ Admissions—can include yield information</li> <li>○ Enrollment Management</li> </ul> </li> <li>➤ Discuss how we might go about identifying additional measures</li> <li>➤ Discuss how we might go about selecting the most important measures</li> </ul>	<p>The discussion on core indicators will continue. Those items discussed in this meeting serve as a starting point.</p> <p><b>Note to Committee Members:</b> We all should make it a point to think about the core indicators that we want on our <i>dashboard</i> and on our <i>heads-up display</i>.</p>

	<p>In addition, Tim Millard presented committee members with the <i>Report on BCC's Core Indicators of Institutional Effectiveness</i>. Some in the meeting noted that they had not seen this important report. We noted, however, that this report might serve as a starting point for this committee.</p> <p>The question was raised about the number of core indicators. Should there be a limit? Regina Losinger mentioned that our core indicators should be manageable and meaningful. All agreed.</p>	
4.	<p><b>Placeholder for Future Discussion</b></p> <ul style="list-style-type: none"> <li>➤ Identify feedback loops at several levels across campus for assessment and decision-making purposes</li> <li>➤ Identify new and existing committees that this committee must work with and communicate with as we complete our charge.</li> <li>➤ Develop formalized mission statement, bylaws, etc.</li> </ul>	
5.	<p>The meeting was adjourned at 8:50 a.m. The next meeting will occur at the beginning of the fall semester. Times and days will be announced.</p>	

# MEETING MINUTES

## INSTITUTIONAL EFFECTIVENESS ASSESSMENT COMMITTEE

DATE: August 27, 2010  
 TIME: 8:30 a.m.  
 LOCATION: **W 203A**  
 ATTENDEES: Meghan McGuiness, Regina Losinger, Jenae Schmidt Norris,  
 Julie Peacock, John Petkash, Timmy Bremer (Co-chair),  
 Greg Talley (Chair).

ABSENT: Margherita Rossi

NOTE-TAKER:

CHARGE: Recommend to the President and the Board, by next winter, a small number of core measures of effectiveness that we will focus on annually and that we will also track by what is commonly known as a “dashboard” by posting the several agreed upon measures on our web site and further making sure through our annual planning and initiatives that we are maintaining strong outcomes where they are strong (according to the data) and improving where we need improvement (according to the data) as determined by the IEAC and the President.

Item	Topic	Assigned
1.	<p><b>Mission Review</b></p> <p>Greg reported that he visited with Pres. Drumm about the inconsistencies between the College’s mission and the published core indicators. Greg did this as a result of the e-mail discussion that took place on this topic following our first meeting. Pres. Drumm gave us permission to review the mission of the College as part of our review. Timmy Bremer, Jenae Norris, and Julie Peacock agreed to serve as a sub-committee to conduct this review.</p>	Greg
2.	<p><b>Conference Reports</b></p> <p><i>Timmy first reported on his attendance at the National Benchmarking Conference. Regina passed around a copy of a sample Excel spreadsheet “dashboard” that he previously sent to committee members.</i></p> <p>Data sources mentioned at the conference:</p> <ul style="list-style-type: none"> <li>• IPEDS</li> <li>• Kansas City Study</li> <li>• NCCBP – New website debuts in December</li> </ul> <p>Common themes:</p> <ul style="list-style-type: none"> <li>• Data supplies information for discussion (not answers)</li> <li>• Some benchmarks should be for internal use only, others</li> </ul>	Timmy Greg

	<p>for external use</p> <ul style="list-style-type: none"> <li>• Student progression milestones (not just graduation rates) should be considered</li> <li>• Some data may benefit from being disaggregated</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• A Voluntary Framework for Accountability is being developed for community colleges (the VFA for 4-year schools doesn't really "fit" CCs)</li> <li>• Key metrics should include what the President thinks the Board should know</li> <li>• Choosing comparison institutions is an involved process</li> <li>• The process: Goals to indicators to measures to dashboard</li> <li>• If it's not leading to teaching and learning, why are we doing it?</li> <li>• Look at (non-academic) organizations that do certain things well. Ask how those processes can be applied in an academic setting</li> <li>• The issue is not "Is it good or bad?", but "Now that you know this what are you going to do?"</li> <li>• "Nudge" points to the right decision, but leaves choice open</li> <li>• "Switch" illuminates what works well</li> <li>• "Momentum": Academic momentum – making clear progress toward degree each semester</li> <li>• If college clearly delineates path to success for better students (In Engineering Science? Then you must take this and this and this.), why not for underprepared students?</li> <li>• Data extraction should always have the answer to a question as a goal</li> <li>• Counting FT/PT Faculty: The only measure that makes sense is how students perceive it, not personnel or payroll</li> </ul> <p><i>Greg summarized information from the AIRPO and a conference on assessing institutional effectiveness. The following points were discussed at these two conferences.</i></p>	
--	--	--

	<ul style="list-style-type: none"> <li>• Assessment of student learning needs to be part of institutional assessment</li> <li>• We should define what a graduate in a program “looks” like at graduation. Have they mastered the material?</li> <li>• We should have more than one measure of student learning</li> <li>• We should ask how courses relate to the discipline and how the course relates to General Education</li> <li>• Assessment needs to be policy (I believe we have approached this by adding Strategic Direction 6 to the College’s Strategic Directions)</li> <li>• We need to publicize our General Education Requirements and they must be easily found</li> <li>• Assessment need not be complicated nor complex</li> <li>• Middle States has no investment in any particular approach</li> <li>• We may use off-the-shelf assessment tools or create our own</li> <li>• Assessment should be tied to the budgeting process</li> <li>• There is an expectation that we will assess non-academic offices</li> <li>• We must look at Standard 2 in relationship to Standard 7</li> <li>• Assessment must be planned and sustained</li> <li>• The entire campus must be involved (or at least invited to be involved) in assessment discussions</li> <li>• We need to “translate” data</li> <li>• We must be transparent</li> <li>• We do not have to measure everything</li> <li>• We need to be creative in the mechanisms we use to obtain data from students, faculty, employers, and others</li> <li>• Student satisfaction appears to be a target of interest</li> <li>• We should measure ourselves against comparable schools and “aspirational” schools</li> <li>• We need to spell out the intent of surveys when conducting them</li> <li>• We must document what we do</li> <li>• We <i>must talk</i> about the evidence that is collected</li> <li>• We should assess to satisfy ourselves, not Middle States</li> </ul>	
3.	<p><b>Invitation to BU Assistant Provost to provide instruction on Dashboards</b></p> <p>Greg will make the contact with Sean McKittrick, the BU Assistant Provost and arrange with him to make his presentation to us that he gave at the AIRPO conference</p>	Greg
4.	<p><b>Dashboard Discussion—DEFERRED</b></p> <ul style="list-style-type: none"> <li>• Student Success—Defining</li> <li>• Workforce</li> <li>• Agency Reporting</li> <li>• Internal Reports</li> </ul> <p>Public Reporting/Publicity</p>	Timmy
5.	<p><b>Strategic Direction Six</b></p> <p>Greg handed out copies of the new Strategic Direction 6 for the College.</p>	Greg

6.	<b>Placeholder for Future Discussion</b> <ul style="list-style-type: none"><li>➤ Identify feedback loops at several levels across campus for assessment and decision-making purposes</li><li>➤ Identify new and existing committees that this committee must work with and communicate with as we complete our charge.</li><li>➤ Develop formalized mission statement, bylaws, etc.</li></ul>	
----	---	--

Links:

SUNY Oswego – Dashboard Draft

[http://www.oswego.edu/administration/institutional\\_research/factbook/dashboarddraft.html](http://www.oswego.edu/administration/institutional_research/factbook/dashboarddraft.html)

Cortland Dashboard

<http://www2.cortland.edu/dotAsset/108346.pdf>

# MEETING MINUTES

## INSTITUTIONAL EFFECTIVENESS ASSESSMENT COMMITTEE

DATE: September 17, 2010  
 TIME: 8:30 a.m.  
 LOCATION: **W 203A**  
 ATTENDEES: Regina Losinger, Jenae Schmidt Norris, Julie Peacock,  
 Margherita Rossi, Timmy Bremer (Co-chair),  
 Greg Talley (Chair).

ABSENT: John Petkash

NOTE-TAKER:

CHARGE: Recommend to the President and the Board, by next winter, a small number of core measures of effectiveness that we will focus on annually and that we will also track by what is commonly known as a “dashboard” by posting the several agreed upon measures on our web site and further making sure through our annual planning and initiatives that we are maintaining strong outcomes where they are strong (according to the data) and improving where we need improvement (according to the data) as determined by the IEAC and the President.

Item	Topic	Assigned
1.	<b>Minutes</b> of 9/3/2010 Approved	Greg
2.	<p><b>Proposed Resolution on Institutional Research position.</b>            Discussion was held on the need of an employee (and staff) to conduct institutional research and assessment. Right now it is the most important thing that the College can spend money on. It is no longer a “mom and pop” operation. We need to determine what the position should look like. While we can set up the overall “dashboard” and let the units feed into it, by the time we complete the tasks assigned to this committee it will be time for a full-time office to take over. We noted that if the College begins the search process today that a full-time IR person could not be on board until January at the earliest and that it would be impossible for an outside person to be fully up to speed to have institutional assessment in place and a report prepared for Middle States.</p> <p>The Committee agreed that a resolution stating the importance of hiring an institutional research person is a priority.</p>	Timmy
3.	<b>Student Voice: TABLED</b>	John
4.	<p><b>Activity Reports</b>  <b>1. Budget/Assessment Links</b>            Regina stated that she will be able to determine cost per credit hour and that we have two sets of benchmarks that we can look at: state and national comparisons, which will cost about \$3000. We should be able to look at student services costs as well as</p>	1. Regina 2. Timmy

	<p>other functional areas of the college. She will be able to determine degree costs (there is no way of comparing these costs nationally). She will also be able to determine the percent of the budget spent by function. Margherita Rossi questioned our ability to look at innovation costs and that we need to have a way to assess new initiatives. The committee agreed that there needs to strengthen the link between plans, the budget, and assessment. We essentially need to look at where we actually spend our money.</p> <p><b>2. Mission Review Subcommittee</b></p> <ul style="list-style-type: none"> <li>o Review of Document</li> <li>o Mission</li> <li>o Measures—Specifications</li> <li>o 30 Ways to Rate a College</li> </ul> <p>Timmy reported that the sub-committee on the mission review believes that the mission appears vague and incomplete. His sub-committee recommends that we add two points to the mission</p> <ul style="list-style-type: none"> <li>• P-20 Initiatives (wrap in Fast Forward)</li> <li>• Developmental Education—we are not clear on where this currently fits in.</li> </ul> <p>Additional areas of interest include international education and student perceptions</p>	
5.	<p><b>Report on Robert Schneider Visit (Middle States)</b> <i><b>TABLED</b></i></p> <ul style="list-style-type: none"> <li>• Identify Units and Subunits for Assessment Activity</li> <li>• Create a Timeline for Completion to Meet March 1 Deadline</li> </ul>	Greg
6.	<p><b>Review of Meeting with Sean McKittrick: Lessons Learned</b> <i><b>TABLED</b></i></p>	Greg
7.	<p><b>Placeholder for Future Discussion</b></p> <ul style="list-style-type: none"> <li>➤ Identify feedback loops at several levels across campus for assessment and decision-making purposes</li> <li>➤ Getting word out to individual units concerning assessment</li> <li>➤ Identify new and existing committees that this committee must work with and communicate with as we complete our charge.</li> <li>➤ Develop formalized mission statement, bylaws, etc.</li> <li>➤ Public Reporting Publicity</li> </ul>	
	<p><b>Dashboard Discussion</b></p> <ul style="list-style-type: none"> <li>• List Mentioned by Pres. Drumm <ul style="list-style-type: none"> <li>o persistence rate(s),</li> <li>o graduation rate(s),</li> <li>o transfer</li> <li>o job success</li> <li>o employee satisfaction</li> <li>o our community profile</li> <li>o student engagement</li> </ul> </li> </ul> <p>support and consultative body to help individual units assess their</p>	

	own effectiveness	
	<p><b>ASSIGNMENTS:</b></p> <p><b>Regina</b> will work on the wording of a resolution concerning hiring of an Institutional Research person.</p> <p><b>All</b> to bring suggestions for ways to measure points of the Mission the list provided by the Mission Review Committee</p> <p><b>Regina</b> will provide something in writing to us on financial matters</p> <p><b>Julie</b> will touch base with the VPAA Staff on matters discussed by this committee.</p>	
	<b>Meeting adjourned at 9:50 a.m.</b>	

# MEETING MINUTES

## INSTITUTIONAL EFFECTIVENESS ASSESSMENT COMMITTEE

DATE: October 22, 2010  
 TIME: 8:30 a.m.  
 LOCATION: **W 203A**  
 ATTENDEES: Jenae Schmidt Norris, Julie Peacock, Timmy Bremer (Co-chair),  
 Greg Talley (Chair).  
 EXCUSED: Regina Losinger, John Petkash, Margherita Rossi  
 GUESTS: Mary Woestman, Chair SLAC Committee  
 NOTE-TAKER:  
 CHARGE: Recommend to the President and the Board, by next winter, a small number of core measures of effectiveness that we will focus on annually and that we will also track by what is commonly known as a “dashboard” by posting the several agreed upon measures on our web site and further making sure through our annual planning and initiatives that we are maintaining strong outcomes where they are strong (according to the data) and improving where we need improvement (according to the data) as determined by the IEAC and the President.

Item	Topic	Assigned
1.	Review/Approval of Minutes (No Meeting Minutes to Approve)	Greg
2	<b>Unit Assessment Training (not on the agenda)</b> Greg reported on the first Unit Assessment training conducted on 10/21/10. He reported that the training of the BPS Office Staff went well; however, adjustments in the training should be made, such as sending out one of the exercises to be completed in advance of training and actually moderating exercises in some of the processes rather than allowing members to manage to complete exercises on their own.	
2.	<b>Report Plan</b> Greg handed out an outline for a proposed year-end report on institutional assessment and asked that committee members look at it and forward comments, recommendations, etc. to him. Greg also agreed to send everybody an electronic copy of the plan to committee members so that electronic mark-ups could be made.	Greg
3.	<b>Set date for Student Voice Conference Call</b> John was not in attendance for the meeting.	John
4.	<b>Identify data sources on campus by unit.</b> (Create an “org charge” showing relationships of departments and also break down according to academic vs. non-academic departments. Define “unit”.) This “exercise” resulted in the identification of units on campus that we feel	Timmy

	should be involved in presenting assessment plans and assessment results.	
5.	<p><b>Display of Data: How will we do this?</b></p> <p>Not addressed.</p>	Greg
6.	<p><b>Academic Department Assessments</b></p> <p>Mary Woestman addressed this issue. First, training on this matter will take place during registration week that will focus on course level assessment. Mary will be visiting all the division councils to discuss Process, Examples, and Time Tables. She further stated that people do not understand the difference between program goals and learning outcomes. She will be bringing a procedure for reviewing outcomes to determine program learning outcomes, mapping outcomes, and defining assessment measures.</p> <p>(Note: Mary, Greg, Timmy, Julie will be meeting on Tuesday, October 26, to further discuss this issue, set definition of terms, and assign responsibilities to the SLAC and IEAC Committees for Program and Department Outcomes Assessments.)</p>	Timmy
7.	<p><b>Placeholder for Future Discussion</b></p> <ul style="list-style-type: none"> <li>➤ Identify feedback loops at several levels across campus for assessment and decision-making purposes</li> <li>➤ Getting word out to individual units concerning assessment</li> <li>➤ Identify new and existing committees that this committee must work with and communicate with as we complete our charge.</li> <li>➤ Develop formalized mission statement, bylaws, etc.</li> <li>➤ Public Reporting Publicity</li> </ul>	
	<p>Dashboard List</p> <ul style="list-style-type: none"> <li>• List Mentioned by Pres. Drumm <ul style="list-style-type: none"> <li>○ persistence rate(s),</li> <li>○ graduation rate(s),</li> <li>○ transfer</li> <li>○ job success</li> <li>○ employee satisfaction</li> <li>○ our community profile</li> <li>○ student engagement</li> </ul> </li> </ul> <p>support and consultative body to help individual units assess their own effectiveness</p>	
	<p>Assignments</p> <p>Greg will send out the electronic version of the Institutional Assessment Plan Report Outline. Committee members will do electronic mark-ups and return</p>	

	those comments to Greg—hopefully before the next meeting.	
--	---	--

Please click onto the following link for a view of the College's org chart. If you cannot access the chart directly from this link, go to MyCollege > All Users > Faculty Resource Guide > Division/Dept. Files > President's Office > Organizational Charts

<http://www.sunybroome.edu/president/orgcharts.pdf>

## Appendix N- Minutes of Institutional Effectiveness Mission Subcommittee Sept 8, 2010

### Minutes of IE Mission Subcommittee 8 Sep 2010

Members: Timmy Bremer, Jenae Norris, Julie Peacock

This subcommittee has two objectives:

- 1) To examine the current Mission and help the IE committee form recommendations to a yet-to-be-established committee that will be charged with revising the Mission.
- 2) To identify the areas of the current Mission with which key measures need to be associated, and recommend to the IE committee some suitable measures for discussion/expansion.

In looking through the Mission, the subcommittee noticed the following:

- BCC's K-16 commitment is not mentioned
- Some bullets are vague (those beginning "collaborative leadership", "career advising", and "a community of free inquiry" in particular)
- Some bullets can be interpreted to include BCC's efforts to provide remediation and related academic support, but the subcommittee felt this area should have its own bullet

As a result, we would recommend these areas be looked at closely by any future committee that is revising the Mission. Although a Mission should be written according to the forms acceptable for such a document in the peer community at large, language should be used in the Mission that allows for measures to be easily determined.

Moving on to the next objective of the subcommittee, we discussed each point and potential sources of data for key measures. This is summarized below, with Mission bullets numbered according to their order in "Strategic Directions 2009-2014", p.5:

- 1) Open access – Admissions data, in particular related to applicants with non-traditional academic backgrounds, and Financial Aid data.
- 2) University parallel degree programs – Student acceptance/success at transfer institutions.
- 3) Occupational and technical programs – Job placement/preparation data, as obtained from alumni and employer surveys.
- 4) General Education – The subcommittee deferred this bullet, as the Student Learning Assessment Committee will have much more involvement with this piece.
- 5) Collaborative leadership – It was not clear what this meant. The subcommittee felt "engagement" should be included here.
- 6) Community education – Community Ed data.
- 7) Career advising – This bullet appeared to touch on a number of conceivably unrelated areas, depending on how "support services" is interpreted. This bullet needs to be clarified. Counseling Center may have applicable data, and the CCSSE as well.
- 8) Community of free inquiry – "What?" This sounds like an admirable goal, but as stated leaves no handles to attach any measures to.

9) Broad range of education activities – Service Learning data, Student Activities, Athletics, and other areas probably have useful data for this bullet.

As mentioned above, the subcommittee recommends at least one bullet be added addressing developmental education. An additional bullet on K-16 would provide a place in the Mission for Fast Forward, Tech Prep, and other areas of growth and involvement which are clearly important to BCC.

This is just a beginning. The subcommittee does not have a comprehensive picture of all the information that is out there (can anyone?), so we recommend the IE Committee take this as a springboard to identify a number of measures for each area. Once a decent list is established, discussions can take place to pull out true high-level key measures, secondary measures, etc.

## Appendix O- Sample Letter of Appointment to the Committee on Assessment of Student Learning

Broome  
Community  
College



Kevin E. Drumm, Ph.D. *President*

P.O. Box 1017 • Binghamton, New York 13902

voice: (607) 778-5100 • fax: (607) 778-5412

May 25, 2010

Ms. Denise Abrams  
Broome Community College  
P.O. Box 1017  
Binghamton, NY 13902

Re: Appointment to the Committee on Assessment of Student Learning

Dear Denise:

Mary Woestman, Chair of the Committee on Assessment of Student

Learning has suggested your appointment as a member of the Committee. As President, it is my pleasure to confirm your appointment effective immediately, pending your approval.

Thank you for considering serving as a member of the Committee on Assessment of Student Learning. This committee is important to BCC and the expertise that you will bring to the table will help strengthen our future.

Please advise Patti O'Day at extension 5100 or via email at oday\_p@sunybroome.edu if you are willing to serve as a committee member. Once you accept this appointment, Professor Woestman, will contact you regarding the committee's first meeting date, location, and time.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kevin E. Drumm'.

Kevin E. Drumm, Ph.D.  
President

cc: Julie Peacock, Vice President of Academic Affairs  
Mary Woestman, Chair

**Appendix P- Institutional Measures Dashboard**

(Next Page)

### Institutional Assessment Measures

Campus Enrollment and Persistence	Placement and Transfer Rates	Employees	Student Engagement	Assessment of Student Learning	Developmental Success	Financial	Student Success
Students Recruited	Graduation Rate 27.40%	Average Class Size	Student Organizations	Assessment Newsletter	<b>Credit Developmental/ Remedial Course Retention and Success Rates</b> Math Retention 87.23% Writing Retention 95.77% Reading/Writing Retention 92.95%	Cost per Credit Hour \$147	<b>Credit, College – level Course Retention and Success</b> Retention Rate 81% Enrollee Success Rate 82%
Students Applied 7,281	<b>Student Performance at Transfer Institutions</b> Cumulative First Year GPA: 2.98 Average First-year Credit Hours: 24.56 Percent Enrolled Next	Full-time to Adjunct Teaching Ratio	Membership in Clubs	Assessment Calendar		Degree Cost	
Students Accepted 4,587		<b>Proportions of Students that Completed a Degree or Certificate or Transferred within Three Years</b> % Completed in Three Years Full-time, First Time: 27.39% Part-time, First Time: NA % Transferred in Three Years Full-time, First Time: 17.59% Part-time, First Time: NA % Completed or Transferred in Three Years Full-time, first Time:	Faculty, Staff, Administration Demographics	<b>Number of Common Hour Activities</b>	Program Level Learning Assessment Reports	<b>Cost Trends and Comparisons</b> Instruction : 52% Institutional Support: 21% Plant Operation and Maintenance: 10% Student Services: 6% Academic Support:	<b>Fall Credit Students who Enrolled Next Term and Next Fall</b> Next Term Persistence 81.30% Fall to Fall Persistence 60.99%
Student First Day of Class: Fall 6,066	<b>Convocation Day Participations</b> 700						
Students Attending through Census Date 6,268	<b>Career Program Completers</b> Employed in Related Field: 52.56% Pursuing Education: 46%	Employee Professional Development	Students in Internships, Work Study, etc.:	General Education Assessment Reports	<b>Completer Success</b> Math: 43% Writing: 36% Reading/Writing: 54%	<b>Unreserved Fund Balance</b> \$6,619,205 (16.9% Net Op	<b>Diplomas Awarded Certificates</b> AAS AA/AS
Students Last Day of Class: Fall 6,736							
Students Receiving Financial Aid 67.3%					<b>Credit Developmental/ Remedial Student Retention &amp; Success in First College-level Courses</b> Math: 84.7% Writing: 75.63% Math Enrollee: 59.55% Writing Enr: 63.03%	Revenue Trends and Comparisons  Revenue in Excess of Expenses for Continuing Education	<b>Continuing Education</b> Open Courses 245 Students Enrolled 216 Corporate Courses 45 Corporate Students 2870

## Strategic Direction 2010-2015

### Theme, Vision, Mission

#### Theme

As it enters its 63rd year, Broome Community College remains a vital source of career preparation and transfer education opportunities for students from all walks of life. Through its diverse degree programs, certificate programs, and non-credit offerings, BCC has truly earned its reputation as “the community’s college.” In order to continue to meet the many challenges of a rapidly changing higher education environment, pinpoint common goals, identify priorities, and take advantage of new opportunities, BCC has developed a set of comprehensive plans for the future.

These strategic directions are a result of a formal process that was intended to develop long-range guidelines for the College. However, for these plans to be effective, they must be part of the day-to-day life of the College. The information collected here must serve as a foundation for reviewing and strengthening current efforts, while inspiring the development of new initiatives.

Throughout the process, the planning committee strove to convey a set of directions that carefully mirrored the College’s historic vision, mission, and core values, while relating fresh goals that are both exciting and fully attainable.

#### Vision

Broome Community College strives to be a leader in anticipating and responding to diverse individual, community, and global needs for accessible lifelong educational opportunities. We collaborate with others to create high quality, innovative, student-centered learning environments guided by our shared values.

#### Mission

Broome Community College provides:

- open access to those who can benefit from its programs and services
- university parallel degree programs for students aspiring to baccalaureate degrees and professions
- occupational and technical degree and certificate programs for students aspiring to careers in business, health, technology, and human services
- General Education to broaden and deepen students’ intellectual, moral, civic, and social competence for effective participation in the world community
- collaborative leadership among the diverse institutions, organizations, agencies, and other entities which comprise our community
- community and continuing education and training to serve the needs and interests of individuals, employers, and agencies

- career advising, skills and knowledge assessment, and related support services to help students reach their full potential
- a community of free inquiry and educational achievement wherein each member is treated respectfully
- a broad range of educational, social, athletic and recreational activities to foster a students' personal development, community involvement, and leadership skills

### **Core Values**

In fulfilling its mission and fashioning its goals, Broome Community College affirms these commitments to:

- Learning
- Excellence
- Equity
- Diversity
- Accountability
- Innovation

## **1.0 Enhance the student experience to allow each to reach his or her full potential**

There are many steps involved in the preparation and development of a successful BCC student. It is important that we begin the process with a consistent, straightforward system of enrollment. Students are introduced to the College during this registration period, and it is here that they will develop their first impressions.

Once students are enrolled, the College must strive to retain them. Each year, a number of students enter college unprepared to meet its challenges. This can be due to a number of complicated social, financial, academic, and/or health-related issues. BCC must strive to provide suitable assistance to students so that they have every opportunity to succeed and are aware of all services available to help them.

Identifying students who are at risk, supporting students with special needs, and providing an engaging and exciting campus environment are all important pieces of the puzzle. BCC will need to explore options and make choices about where to apply resources most effectively in an ongoing effort to promote student success.

### **Action Plans**

#### **1.1 Evaluate and improve enrollment services effectiveness**

- Increase enrollment of international students, out of county students, evening students, and in curricula to meet community need
- Increase use of electronic student resources, including web registration and the online degree audit
- Develop a consistent body of information that will be used for academic advising in all divisions
- Expand campus-wide orientation to include all students
- Expand opportunities for concurrent enrollment of high school students

- Evaluate internal processes to determine their affect on students with the intent of removing barriers to enrollment
- Provide office hours that would provide services to support the evening student population
- Provide easily assessable information on textbooks
- Review transfer credit best practices to implement a consistent comprehensive policy
- Publish a standard set of policies and procedures for evaluating and awarding experiential learning credit within each academic division and make the publication readily available to potential students

### **1.2 Develop and implement a comprehensive retention plan**

- Increase retention rates with special emphasis on those determined to be high attrition risks, such as underprepared students and undecided majors
- Provide mandatory workshops to effectively connect at-risk students to appropriate intervention
- Evaluate services to identify and remove barriers to retention
- Provide consistent student support information to students in all divisions through a first year experience course
- Identify undecided students for outreach
- Utilize freshman classes to facilitate advising and registration for continuing students
- Effectively utilize assessment tools to monitor student satisfaction
- Increase outreach to faculty on strategies to help instructors with students with disabilities
- Utilize Banner to warn students not to take course work that is not applicable to their degree requirements
- Investigate ways to further support and enable the vital functions of Student Support Services to retain students
- Review policies relating to student conduct, including authority in the classroom and develop clear procedures to assure fairness and consistency
- Implement overall developmental education and retention programs with measurable outcomes which demonstrate how students are able to attain their educational goals

### **1.3 Support student life outside the classroom**

- Increase visibility of the athletics program
- Eliminate regular classroom activity during Common Hour
- Develop programs, activities, and clubs appropriate to student needs
- Expand the Athletics and Intramural programs
- Work with developers to build dorms on or off campus
- Develop a comprehensive assessment and communication plan for students and employers regarding placement services and job training

### **1.4 Improve all student support services to help students reach their goals**

- Develop a system that would periodically post informative personal messages to students reminding them of various support services including financial aid,

advising, counseling, career exploration, tutoring, student activities and job placement

- Utilize existing services to create a seamless network of support for students; continue migration to MyCollege portal
- Develop a staffing model consistent with Action Plans to provide counseling services for evening students
- Expand services for and communication with parents while maintaining compliance with FERPA regulations

## **2.0 Provide learning experiences that effectively prepare students for transfer or careers and enhance their development as scholars, citizens, and individuals**

Community Colleges have the dual task of quickly adapting to employment trends and new technologies while maintaining a flexible, readily accessible learning environment for students. By offering a variety of pathways to education and training, providing a carefully selected set of vocational credentials, and providing direct access to advanced education via transfer, the College accepts an increasingly important responsibility for the community.

BCC must meet the needs of a variety of students. These can include recent high school graduates who may need help with general education and study skills, working parents who may not have the time or freedom to receive on-campus instruction, employees who need to attain special certifications between regular work hours, international students who are still in the process of learning the English language, and many other students with complex backgrounds and requirements.

In order to serve this diverse group effectively, the College will be required to explore alternative learning options, make use of the new technologies for instructional delivery, and carefully assess the results and viability of each teaching method.

### **Action Plans**

#### **2.1 Ensure currency and quality in existing and emerging courses and programs**

- Expand and formalize connections within our community and integrate documented needs into planning for coursework and curricula
- Expand courses and short term completion options for non-traditional students
- Maintain currency in software and equipment, and provide facilities for optimal transition of graduates to the workplace
- Support faculty in course and curriculum related professional development

#### **2.2 Sustain the integration of General Education in all degree programs and improve and enhance its rigor and coherence**

- Review and revise the College's General Education outcomes and merge them with the State University of New York General Education outcomes
- Ensure that every degree program provides the means for students to achieve the merged outcomes
- Plan for, establish, and monitor the cyclical assessment of student performance regarding the merged outcomes and communicate the results
- Institute a campus-based process for approval of courses for General Education credit

- Link the outcomes of the extracurricular, including Common Hour events, Convocation, and other activities with the General Education outcomes
- Articulate the Mission statements for the Convocation Committee, the Curriculum Committee, the General Education Steering Committee, and the Writing Initiatives Network Committee. Map the interactive dynamic among those committees for curricular improvement and enhancement

### **2.3 Coordinate local P-20 activities to provide articulation, transfer, and career opportunities**

- Plan and promote college readiness through collaborative efforts with school districts
- Expand opportunities for concurrent enrollment of high school students to include but not be limited to distance education, early college offerings for at-risk populations, and first-year college experiences
- Provide for outcomes assessment in all Fast Forward courses
- Investigate funding opportunities for strengthening P-20 relationships

### **2.4 Provide appropriate educational support systems and experiences to meet the developmental needs of students across the academic continuum**

- Create a center for student learning to address the educational needs of students and optimize their progress toward goal attainment
- Continually improve processes to appropriately place students in courses
- Implement a broad, comprehensive plan to organize and assess developmental education on campus
- Use course outcomes assessments to determine the effectiveness of developmental courses in preparing students for subsequent work
- Develop strategies to effectively coordinate services for at-risk students enrolled in college level courses
- Develop advisement training to ensure students receive consistent advising information

### **2.5 Expand alternative learning opportunities for students that supplement, reinforce, and enhance the classroom experience**

- Expand opportunities for students to participate in interdisciplinary collaborations to broaden and deepen their learning, through arrangements such as linked courses and learning communities
- Expand opportunities for students to enroll in accelerated curricula, including Honors course sections
- Expand and diversify opportunities for students to participate in Service Learning and Civic Engagement activities
- Optimize opportunities for students in programmatic internships, field experiences, and clinicals
- Expand and diversify high-quality extracurricular offerings

### **2.6 Support distance education as a means of expanding access and increasing enrollment**

- Create and maintain a campus distance learning plan to anticipate and prioritize student and campus needs
- Ensure that courses are available for students to complete online degree and certificate requirements in a published timeframe
- Evaluate and determine how campus and student services can be effectively provided to distance learning students, especially those who may be pursuing degrees completely online
- Create processes and procedures to ensure that curricular materials used for distance education are regularly assessed for rigor and comparability
- Continue to develop new fully online certificate and degree programs
- Promote and expand the implementation of blended courses
- Continue to explore the use of emerging technologies in the delivery of instruction

### **2.7 Expand the College's global perspectives**

- Create an identified brand for marketing International Education
- Expand workforce development opportunities globally through an interface with International Education
- Increase the number of international students through dual enrollment
- Create a marketing plan to increase the number of sites and students in Study Abroad
- Promote opportunities for faculty to teach and study internationally
- Infuse a global perspective in curricula

### **3.0 Collaborate with the community to expand outreach and partnerships**

BCC has a positive story to tell. From student successes and faculty achievements to dynamic and entertaining community events and public issues forums, there is always something in which we can take pride. Communicating to the public all of these accomplishments, along with the fundamental energy and enthusiasm of the College, will call for a focused and creative effort. The affirmative internal image and supportive culture of the College will need to be translated to the outside world.

Also essential for our future are the strengthening of existing practices and finding new methods for making prospective students aware of, and prepared for, the educational opportunities offered at BCC. Development of alliances and special programs with local schools, businesses, and organizations will be a central part of these efforts.

Involving BCC alumni and the community in our outreach initiatives, growth projects, and hopes for the future, is another integral step toward reaching our goals.

#### **Action Plans**

##### **3.1 Expand access and outreach efforts to develop new student markets**

- Offer BCC courses and programs in the SUNY Downtown Education and Community Development Center and other sites
- Increase marketing of new curricula
- Expand marketing of all targeted off-campus and online learning opportunities

- Implement and expand social media opportunities, train college personnel in its use as a preferred communications outlet for students, and implement digital media marketing campaigns with integrated traditional media components

### **3.2 Take a leadership role in collaborating to build strong partnerships with public and private sector organizations**

- Expand partnerships with community organizations
- Sustain and grow alliances with area schools and colleges
- Conduct annual summit to determine community needs and how our students can help organizations obtain their goals

### **3.3 Increase engagement of BCC alumni in supporting their College**

- Increase alumni outreach through special events
- Increase alumni giving
- Strengthen communications with alumni
- Provide additional web 2.0 communication tools to alumni affairs
- Increase use of alumni in targeted marketing campaigns

### **3.4 Strengthen public relations, marketing, and external communication efforts**

- Continue to expand current publicity of the College, especially in ways that emphasize BCC as a first-choice college
- Create a process for publishing faculty accomplishments, program innovation, and other activities that highlight the quality at BCC
- Recognize faculty and staff who engage in community activity that reflects positively on BCC's involvement in, and importance to, the community
- Review and evaluate external publications with the goal of improvement and revision
- Develop targeted social media campaigns utilizing Facebook, YouTube, Twitter, iTunes U, Flickr, Second Life, etc.

## **4.0 Align structures and systems to optimize the talents and contributions of those within the college community**

Internal communication is a principal component of any college, and it can actually be viewed as a sign of the college's overall health. BCC's departments and divisions each have their own specialized tasks and responsibilities. For this reason, seeing the entire College as one entity with common goals can be difficult on a day-to-day basis. Making a determined effort to bridge the communication gaps between departments can assist in the college-wide adoption of goals and help the organization to run efficiently.

It is also crucial to recognize the hard work, dedication, creativity, and potential of faculty and staff. The College should strive to engage motivated, thoughtful individuals, while facilitating the professional development of the existing team.

### **Action Plans**

#### **4.1 Strengthen internal communication and a sense of community throughout the College**

- Build trust at the College based on mutual respect, responsibility, and communication

- Enhance the FOCUS, the College's faculty/staff newsletter; and explore ways to migrate campus community to MyCollege portal
- Identify the best ways to use print and electronic media for building a sense of campus community
- Expand use of social media as a method of communication for departments across campus
- Create and implement a comprehensive plan for managing, organizing, and communicating campus information (policies, procedures, instructions, forms, minutes, and data) that includes an electronic format that facilitates access to information by appropriate individuals for decision-making

#### **4.2 Recruit, retain, and develop diverse, talented faculty and staff**

- Institutionalize a formal process for hiring faculty and staff that is based on continuous monitoring of campus and community workforce needs, is linked to the budget, and is responsive to the Strategic Directions
- Provide professional development opportunities that support the mentoring of potential and emerging leaders from within the campus community
- Develop and expand faculty training through distance education
- Create and maintain a campus professional development plan to effectively utilize available resources in support of professional development
- Evaluate funding strategies for professional development and clarify the processes for distribution of professional development funds
- Provide effective campus professional development services through a variety of modes and mechanisms
- Monitor effectiveness of recruiting media
- Keep College community aware of services provided; EAP, retirement, healthcare

#### **4.3 Evaluate and realign organizational structures to increase effectiveness**

- Reconfigure organizational structure to improve efficiency and promote synergy for excellence
- Monitor and optimize the full-time to part-time faculty ratio
- Update and develop policies and procedures to accurately reflect administrative functions
- Explore opportunities to encourage and expand cross divisional/departmental experiences for faculty and staff to assist with communication across the campus
- Review "protocols for handling complaints and discipline to clarify the rights and responsibilities, as well as consequences for all parties."
- Consider the relative purpose and connections of the Convocation Committee, General Education Steering Committee (GESC), Writing Initiatives Network Committee (WINC), and the Curriculum Committee to provide stronger coordination and coherence of related curriculum improvement efforts
- Provide ongoing professional development in assessment
- Support mentorships between those faculty members with assessment skills and those in need
- Define an empowering shared governance structure with clear descriptions of the roles and responsibilities of each governing body, and of the linkages among the

governing bodies, and establish a process for the systematic training of members and the evaluation of the effectiveness of the governance structure, including the Board of Trustees, the President, the administration, and others

- Define a system of the collegial governance including written policies outlining governance responsibilities of administration and faculty that will be readily available to the campus community
- Develop and implement a shared governance structure with clear bylaws, policies, and procedures within the shared governance structure
- Determine the appropriate levels of authority and accountability for policy development and decision-making, including a process for the involvement of appropriate institutional constituencies

#### **4.4 Develop a comprehensive safety and security plan**

- Evaluate and make recommendations for all safety and security procedures

### **5.0 Identify, prioritize, and develop resources to support a dynamic organization**

Improving the College's facilities will be a major factor in increasing use of campus services, allowing more students to become involved in activities, and providing an updated and professional classroom experience. It will also help to direct and combine the efforts of our campus offices to adapt to new goals and pursue emerging sources of revenue.

As we expand and evolve BCC's programs and services to infuse them with new initiatives, and involve the entire campus community in building a stronger learning environment, we will also need to transform the physical configuration of the campus.

Continued use of technology, both to support the process of learning and to provide flexible options for delivery of instruction, will also remain an important subject. Instructional technology support, online course development, and multimedia classrooms are becoming more essential each year. Hardware and software must be kept current and compatible to take full advantage of a new technology. The College's systems should be consistent with the environments students are likely to experience after graduation.

#### **Action Plans**

##### **5.1 Increase existing and new revenue streams**

- Identify and expand grant funding sources to acquire resources
- Improve communication of Grants Planning Team recommendations for proposed grant projects
- Seek out and respond to new and evolving innovations that affect our global and local community need
- Keep college tuition and fee costs affordable but competitive and appropriate
- Increase all fundraising efforts
- Identify and implement Key Fiscal Performance Indicators for business activity monitoring
- Work with local and State officials to secure funding to meet College goals

## **5.2 Using the completed campus master plan, develop strategic approaches to implement recommendations**

- Secure funding for Master Plan recommendations
- Implement dormitory construction plan
- Develop a plan for renovating existing facilities
- Monitor construction of new Science Technology Building

## **5.3 Optimize technology resources and infrastructure**

- Improve instructional technology equipment and support services
- Continue implementing Banner as the campus-wide information system
- Explore possible cost containment, operating efficiency and revenue enhancement opportunities
- Consider the acquisition of an electronic work order and preventive maintenance system
- Continue assessment of student and campus personnel satisfaction with the campus infrastructure
- Identify resources to address mission critical deferred maintenance and life safety deficiencies via capital campaigns, grants, and/or the legislature
- Implement energy efficiency opportunities identified in the Facilities Master Plan to reduce utility expenditures and support sustainability efforts
- Continue to aggressively pursue external fundraising and grant opportunities to alleviate budgetary pressures

## **6.0 Commit to planning and evaluation**

### **Action Plans**

### **6.1 Sustain and refine a comprehensive strategic planning process reflecting the Vision, Mission, and Values of the College**

- Develop a clear and comprehensive planning cycle to include a review of the Vision, Mission, and Values of the College
- Communicate the Vision and Mission statements through inclusion in all appropriate College publications
- Ensure that strategic and operational initiatives are data-driven, are supported by financial capability analyses, and are the determining factors for resource allocation

### **6.2 Assess the overall effectiveness of the College through a collaborative effort among faculty and staff**

- Plan and implement systematic procedures by which faculty, staff, and administrators can collaborate to assess institutional effectiveness and ultimately improve the student experience
- Develop and implement unit-level assessment across all College functions that are connected to and shape institution-level goals
- Ensure that unit-level assessments are integrated and linked to institutional-level assessment

- Provide a communication and feedback mechanism that allows the College community to use assessment results in unit-level planning and incorporate assessment results into institutional improvement initiatives
- Ensure a process by which stakeholders across the College can process and utilize the information gathered to inform planning at all levels and improve institutional effectiveness

**6.3 Support authentic assessment of student learning, facilitate the sharing of related information and ideas, and integrate campus processes related to assessment of student learning**

- Institutionalize a comprehensive structure and process for assessment of student learning
- Review and revise program and course student learning outcomes to ensure that they are clear and measurable or demonstrable for all programs
- Align course-level assessment with program-level assessment and provide evidence that those assessments reflect outcomes mastery consistently for all students completing the program
- Ensure that the data from the assessment of student learning are used to assess overall institutional effectiveness
- Devise a College model for ongoing program reviews

**6.4 Develop a plan to evaluate effectiveness of the Board of Trustees, administrators, and administrative services**

- Ensure that the Board of Trustees adopts self-assessment procedures that periodically assess the extent to which it is meeting its goals and objectives
- Adopt a consistent administrative evaluation procedure and use that procedure to evaluate all members of the administrative team

## Appendix R- Executive Council Minutes Approving Strategic Directions

### Executive Council Minutes August 18, 2010

#### 1. Communication

- Dr. Drumm met with the Press & Sun Bulletin Editorial Board on Tuesday, August 17. An article is expected to be published soon
- Fall Faculty Staff Assembly
- Mr. David reviewed the August 19<sup>th</sup> Fall Faculty Staff Assembly agenda with the President and Executive Council members
- Enrollment
  - Dr. Drumm voiced concerns regarding the 4% deficit in enrollment this week and stated that an analysis needs to be done to determine what the issue is
  - Ms. Morello reported that the students who have been de-registered are mostly returning students
  - Dr. Drumm suggested that a study of the trends and demographics of students who register but do not attend needs to be done
  - In order to boost enrollment, Ms. Morello suggested holding a 5 week winter session

#### 2. Maintenance and Facilities

- Mr. Newton stated that the Business Building and AT Building gas line connection is the only area left to be completed. He will send gas line replacement update to the campus community
- The south entrance garden is being overrun by weeds and Dr. Drumm asked that it be weeded by Monday, August 24th

#### 3. Summer Vacations

- Dr. Drumm stated that the campus needs to be vigilant regarding core enrollment office personnel taking vacation after the first week in August and that we need to be strategic over the summer months to ensure that there is adequate coverage in each office area

#### 4. Strategic Directions

- A final draft of the 2010-2015 Strategic Directions was presented to Executive Council for approval
- The Strategic Directions were approved and will be posted on the BCC website

#### 5. SUNY Campus Senior Staff Orientation

September 28-29, 2010, Albany at SUNY Plaza

- Dr. Drumm asked that the Vice Presidents submit a list of names of people attending from their areas by Friday, August 20<sup>th</sup> to Patti O'Day

#### 6. Fast Forward 2010-2011 Plan

- Ms. Peacock submitted, as information to Executive Council, the Fast Forward Plan for 2010-11

## 7. Grievances

- Ms. Wood reported that there are no current grievances

## 8. Other

- Admissions
  - Dr. Drumm stated that a Communication Plan needs to be instituted to track students from the time they apply to BCC through the time that they are registered and is paid in full. One area should be primarily responsible for this process
  - Mr. Guzzi reported that Jenae Norris has begun to use the Banner Communication Plan to track students
- ICE Project
  - Ms. Peacock reported that Diane O’Heron is heading the Integrated College Experience Project
- Faculty Driven Pilot
  - Ms. Peacock stated that Michael Kinney is leading a faculty driven, Retention Across Classrooms Pilot Project in which faculty across campus are participating in
- Passenger Vans
  - Mr. Newton updated Executive Council on the new licensing requirements for the operation of 15 passenger vans
  - Broome County and NYS will require a CDL license to operate a 15 passenger van which means that any BCC employee who drives our vans must possess a CDL
  - Mr. Newton suggested that the two vans that the College owns be sent to the Broome County auction
  - Ms. Morello suggested that the cost to rent a van and driver be investigated before the vans are sold at auction
- Commercial Kitchen for Hotel, Restaurant Management Students
  - Ms. Peacock stated that the commercial kitchen at BOCES is in the process of renovations which leaves Rey Wojdat without access to a kitchen for his students
  - Ms. Morello suggested that the First Presbyterian Church on Chenango Street has a commercial kitchen that they may be willing to lend to BCC
  - Mr. David suggested contacting the City of Binghamton which has two commercial kitchens, one at each of their Senior Citizen Centers
- Ted Mulford
  - Dr. Siggins reported that Mr. Ted Mulford’s memorial service was held recently. Mr. Mulford was one of the founders of the BCC Foundation and was one of nine people who signed the Certificate of Incorporation
- Perkins Grant
  - Ms. Wood asked for approval to appoint the Learning Specialist in the Department of Library through June 30, 2011
  - Ms. Peacock will contact Robin Petrus and get back to Ms. Wood

**The next Executive Council Meeting will be held on August 24, 2010 at 9:00 a.m. in the Wales Conference Room**

## Appendix S- Institutional and Unit Assessment Workshop Agenda

### Institutional and Unit Assessment Workshop Agenda

#### *Defined Learning Outcomes*

By the end of the workshop presentation participants should be able to:

1. Explain in general terms what Middle States expects of the College concerning institutional assessment
2. Explain why the College did not meet the standard on institutional assessment
3. Define the difference between gathering data and assessing data
4. Describe what is required of individual units on campus relative to institutional assessment
5. Define how *goals* and *activities* are used in this workshop

#### *Workshop Outcome*

Units will submit mission statements, goals, outcomes, measures, reporting dates/cycles, and links of stated goals to the College's *Strategic Directions*.

#### *Workshop Outline*

- I. Introductions
- II. PowerPoint Presentation on Standard 7 and steps to be taken in developing a mission statement, goals, outcomes, etc.
- III. Hands-on work on developing mission statement, goals, outcomes, measures, reporting dates/cycles, and links to *Strategic Directions*
- IV. Assignments
- V. Workshop Assessment

#### *Workshop Time*

Two hours

# Institutional Assessment

Broome Community College

## Institutional Assessment Workbook Mission, Goals, Activities and Assessment

---

Department

## **Institutional Assessment: Broome Community College and the Way Back**

### **Introduction**

The Middle States Commission on Higher Education's publication entitled *Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation* has a series of 14 standards that must be met by colleges and universities seeking accreditation from that body. These standards include, but are not limited to areas of mission and goals; planning, resource allocation, and institutional renewal; leadership and governance; institutional assessment; student admissions and retention; general education; and assessment of student learning. Careful examination of the standards will reveal interconnectedness between the standards. For example, Standard 14: Assessment of Student Learning is part of a "bigger picture" in Standard 7: Institutional Assessment. Standard 7 Institutional Assessment contributes to Standard 4: Leadership and Governance in that assessment requires the institution to gather data for the purposes of making informed decisions, a function of leadership and governance. Both Standards 4 and 7 are important in that once informed decisions are made, institutional plans are formulated (Standard 2: Planning, Resource Allocation, and Institutional Renewal), all of which must be in alignment with the institution's mission and goals (Standard 1). This workbook focuses specifically on Standard 7: Institutional Assessment.

To comply with Standard 7, Middle States says that

"The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards."

(Middle States Commission on Higher Education, (2006).  
*Characteristics of excellence in higher education:  
Eligibility requirements and standards for accreditation. P. 25.*

In brief, Middle States explains that this standard must be examined in the context of four elements. To be compliant, an institution must

1. Develop clearly articulated written statements expressed in observable terms, of key institutional *and unit-level* goals that are based on the *involvement of the institutional community*.
2. Design intentional objectives or strategies to achieve those goals.
3. Assess achievement of those key goals.
4. Use the results of those assessments to improve programs and services, with appropriate links to the institution's ongoing planning and resource allocation process.

Middle States explains also that there are reasons for institutions to be doing assessment. These include

1. That institutional and program-level goals are clear to the public, students, faculty, and staff;
2. That institutional programs and resources are organized and coordinated to achieve institutional and program-level goals;
3. That the institution is indeed achieving its mission and goals; (and)
4. That the institution is using assessment results to improve student learning and otherwise advance the institution.

## Review I

1. Middle States has identified a series of \_\_\_\_\_ standards.
  - a. 7
  - b. 10
  - c. 14
  - d. 16
2. To be compliant with Middle States and to be accredited by them, an institution must meet
  - a. Half the standards
  - b. All the standards
  - c. Two-thirds of the standards
  - d. Three-fourths of the standards
3. The standard that deals with Institutional Assessment is
  - a. Standard 2
  - b. Standard 4
  - c. Standard 7
  - d. Standard 14
4. The standard dealing with Institutional Assessment expects colleges and universities to
  - a. Develop clearly articulated written statements expressed in observable terms
  - b. Include key institutional *and unit-level* goals that are based on the *involvement of the institutional community*.
  - c. Design intentional objectives or strategies to achieve those goals.
  - d. All of the above
5. The reason we are interested in meeting the standard on Institutional Assessment is to
  - a. Get Middle States off our backs.
  - b. Assess achievement of key goals.
  - c. Use the results of those assessments to improve programs and services, with appropriate links to the institution's ongoing planning and resource allocation process.
  - d. "b" and "c"

### Middle States Findings and Requirements

As we all know, the visiting team from the Middle States Commission on Higher Education determined that Broome Community College did not meet the standard on Institutional Assessment. Consequently, Middle States has placed the College on warning, meaning that if we do not meet this standard the College could have further sanctions, including probation and loss of accreditation.

Broome Community College is not the first college or university to be faced with some type of sanction from Middle States. Each year Middle States does accreditation reviews of 55 to 60 colleges. Of those, about 60% end up with some type of follow-up requirement. About 80% of those required to do additional work to keep their accreditation must do so in the areas of institutional assessment or assessment of student learning outcomes.

Requirements have been placed on the College that must be met in order for us to get off the warning status. Specifically, Middle States told us that

“This standard requires that overall college effectiveness—through the total range of programs and services—be assessed through collaboration between faculty and staff. Assessment results must be shared appropriately, and the college must provide evidence that assessment results are used in unit-level and institutional planning –therefore:

1. The College must develop and implement unit-level assessment across all college functions that are both connected to and shape institution-level goals.
2. The College must implement systematic procedures by which faculty, staff, and administrators can collaborate to effectively assess and improve the student experience.
3. The College must develop a process by which stakeholders across the college can process and utilize the information they have gathered to inform planning at all levels and improve institutional effectiveness.”

*Report to the Faculty, Administration, Trustees, Students of Broome Community College, March 21-24, 2010, by an Evaluation Team representing the Middle States Commission on Higher Education, Carol W. Eaton, Chair, pages 10-11*

While the Middle States team was at BCC they determined that there are pockets of data both at the institution level and in some cases at the unit level. The team pointed specifically to the library as an example of a unit that does assessment. Though there are pockets of data on campus, overall we are not assessing the data as an institution and we are not assessing data at the unit level either.

Michael Middaugh, the Commissioner for Middle States notes that there is a distinction between data and assessment of data. “The primary objective of assessment is to produce *information* (note...the emphasis on information as opposed to data) that can be used for decision making and institutional improvement.” (Middaugh, M. F., [2010] *Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness, p. 174.1*). In other words, we gather data so we can look at it, talk about it, ask what it means, and make informed decisions based on data collected. We need to be doing this at the overall institution level and we need to be doing this at the unit level across campus.

## **Review II**

6. The accreditation status of Broome Community College is
  - a. On warning
  - b. On probation
  - c. Discontinued
  - d. Perfect
7. Of the institutions that end up with some type of follow-up requirement from Middle States (around 60%), about \_\_\_\_\_ of those have problems with institutional assessment and assessment of student learning outcomes. We're not alone.
  - a. 30%
  - b. 50%
  - c. 60%
  - d. 80%

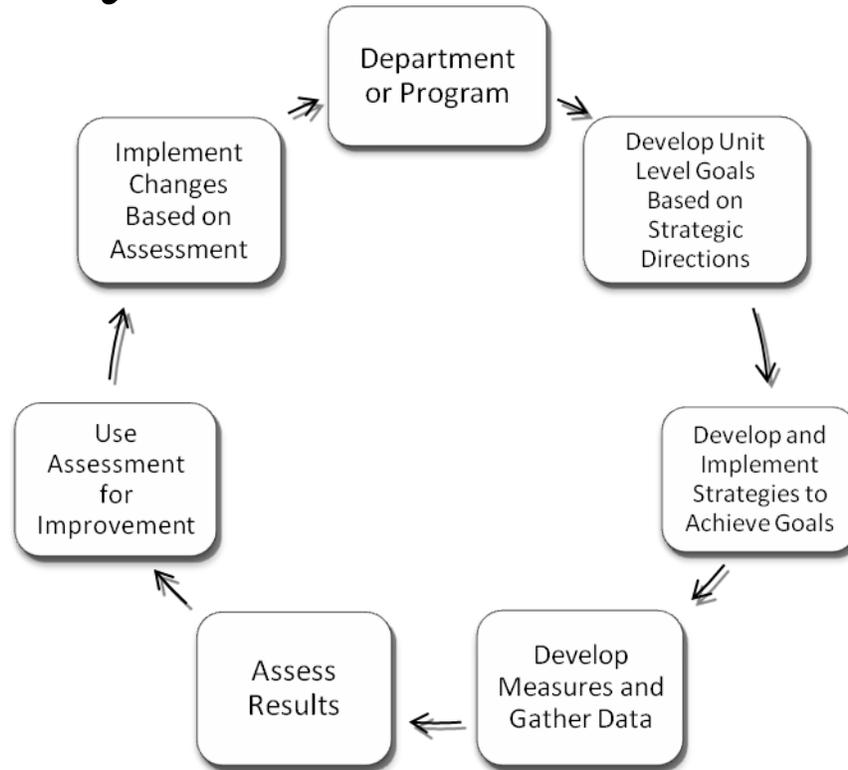
8. As a result of our status, the College must develop and implement unit-level assessment across all college functions that are both connected to and shape institution-level goals.
  - a. True
  - b. False
9. As a result of our status, the College must implement systematic procedures by which faculty, staff, and administrators can collaborate to effectively assess and improve the student experience.
  - a. True
  - b. False
10. As a result of our status, the College must
  - a. Gather data
  - b. Develop a process where stakeholders can utilize information to make informed decisions
  - c. Look at information in a way to help shape goals and plans
  - d. All of the above

### **Meeting the Requirements**

Members of the campus community assigned to help the College meet the standard of Institutional Assessment are putting a plan into place to help us meet that standard. One of the goals of the College is to have an *institutional dashboard* that reflects the overall health and composition of the College. The dashboard will provide potential students, current students, faculty, staff, administrators, and anybody else who may be interested, in a quick look at the College. The dashboard will provide the visitor to a site on a campus web site information about persistence and program completion rates, transfer and job placement rates, employee information, student engagement, student satisfaction, developmental success, and instructional costs. Additionally, assessment of student learning outcomes needs to be made available to the faculty, staff, and administration.

In most cases, the College already has the information to place on the dashboard. An issue being discussed by the Institutional Effectiveness Assessment Committee is how to present this information in a clearly readable format. The goal here is to present data and keep the campus informed. Another issue is the forum the College and its units use to discuss and assess information gleaned from the various sources of information that will lead to strategic planning. Contributing to the overall institutional assessment are the assessments that are completed by the various units on campus. Middle States expects, and we as a College should also expect, that all units on campus assess their effectiveness on a regular basis. This means that units should have a general mission in mind that is consistent with the mission and goals of the College. It also means that units should have clearly identifiable goals that tend towards the completion of the unit mission. The objective here is continuous improvement, which means having a mission and setting goals is meaningless unless we measure and assess our activity and progress. This leads us to a cycle of monitoring our activities and progress.

# Cycle of Assessment



This really is not rocket science. Assessment, in addition to collecting data (that you may already have), asks you to look at what you are doing that contributes to the operation of the College, maintain a record of what you do, report it, and act on it. This does not require fancy statistical footwork. And, it does not require you to fix something that is not broken. It does, however, require you to engage in a cycle of assessment. To meet the assessment standard units on campus need to develop goals that are based upon the *Strategic Directions*, develop strategies or activities to achieve those goals, assess the results of those strategies, use the assessment for improvement, and implement the needed changes based on assessments. It becomes a continuous cycle of assessment.

## Review III

11. An institutional dashboard can be used by which groups to help determine the “health” and composition of the College?
  - a. Potential students
  - b. Current students
  - c. Faculty, Staff, and Administrators
  - d. All of the above
12. Included on the dashboard will be items such as
  - a. Retention and Transfer Rates, and Indices of Student Satisfaction
  - b. Performance appraisals of faculty
  - c. Complaints against faculty, staff, and administrators
  - d. Fire Code violations by the College
13. In some cases, data for assessment may already exist.

- a. True
  - b. False
14. Part of our responsibility as a college is to engage in unit assessment as well as overall institutional assessment.
- a. True
  - b. False
15. Which does not apply to the cycle of assessment?
- a. Develop unit level goals based on Strategic Directions
  - b. Develop strategies to meet those unit level goals
  - c. Use assessment results to punish department members
  - d. Use assessment to implement needed changes

### **Mission, Goals, and Activities: A Crash Course**

An institution's mission is expressed in terms of what it does. A mission statement is a broad statement that explains the overall purpose of the institution. Some major businesses have short, one or two sentence mission statements or even what may appear as a slogan. Some businesses will have a more detailed mission statement that is used internally while they publicly promote a shorter version (think: "We Sell for Less"). Other companies will have long elaborate and detailed mission statements. Often, a mission statement addresses the needs of all the stakeholders and not just the customers. Regardless, all the functions within the organization point to its global mission. Goals and activities of departments within the organization are consistent with the overall mission, which is why you don't find women's clothing and shoes at Lowe's; at least not yet.

The mission statement of the College is as follows.

Broome Community College provides:

- open access to those who can benefit from its programs and services
- university parallel degree programs for students aspiring to baccalaureate degrees and professions
- occupational and technical degree and certificate programs for students aspiring to careers in business, health, technology, and human services
- General Education to broaden and deepen students' intellectual, moral, civic, and social competence for effective participation in the world community
- collaborative leadership among the diverse institutions, organizations, agencies, and other entities which comprise our community
- community and continuing education and training to serve the needs and interests of individuals, employers, and agencies
- career advising, skills and knowledge assessment, and related support services to help students reach their full potential
- a community of free inquiry and educational achievement wherein each member is treated respectfully

- a broad range of educational, social, athletic and recreational activities to foster a students' personal development, community involvement, and leadership skills

While Middle States has not specifically told the institution that individual units need to have mission statements, their directive to the College that unit-level goals be set and that units then design intentional objectives or strategies to achieve those goals imply that units should have at least some general, broad, encompassing objective. For purposes of Institutional Assessment, we are calling this a **unit level mission statement**. These unit-level mission statements should align with the College mission in order to assure unity of purpose.

It is not unusual for new businesses to spend a considerable amount of time in writing a clear mission statement that focuses on the overall purpose of the institution. However, functions that have been in operation for years should be able to sit down and identify their mission in a few short minutes.

**Goals** are things that we hope to achieve. Goals should point towards the mission. They are things that you hope to achieve that relate to your mission. When writing your goals you should keep in mind that they should be **Specific, Measurable, Attainable, Realistic, and Timely (SMART)**.

Goals should have attached to them a desired **outcome**. When setting your goal, you should be asking what results you hope to achieve from reaching your goal. As noted in the first sentence, we will refer to this as an **outcome**.

You also will need to identify **activities** that you will engage in to achieve your goals. You may need only one activity to achieve your goal or you may need to identify multiple activities to reach your goal.

The **measure** you identify helps you know when you have achieved your goal or what percent of the goal you have achieved at a specified time.

The **timely** requirement becomes a little more complicated. In some cases you are identifying a specific deadline for achieving a goal. While this may apply in some cases with the goals that we set on campus, in most cases we are talking about something that we want to occur on a regular and repetitive basis and is reported on a specified date, be it once a quarter, once a semester, once a year, or once every two or three years.

### **Example:**

**Mission:** The mission of the temporary Office of Institutional Assessment is to bring the campus into compliance with Middle States Standard 7, Institutional Assessment, and to initiate an assessment process that is organized, systematized, and sustained.

**Goal 1:** By December 15, 2010, 85% of the 76 individual departments on campus will have set measurable goals related to the Strategic Directions.

**Outcome:** 85% of the units on campus will have measurable goals.

**Measure:** On December 15, 2010, 65 campus departments will have measurable goals that will be available for the Middle States visiting team to review.

**Time Line:** December 15, 2010

**Activity 1:** Develop a workshop presentation on Institutional Assessment

**Activity 2:** Schedule workshops with departments

**Activity 3:** Present workshops

**Activity 4:** Follow-up with departments on workshop assignments

#### **Review IV**

16. An institution's mission is expressed in terms of
  - a. What it hopes to do in the future
  - b. What it did in the past
  - c. Specific actions that the institution will do
  - d. What it does
17. Functions within an organization should
  - a. Point to the global mission
  - b. Go about their business with disregard to the mission
  - c. Look for opportunities to expand outside the overall mission
  - d. Engage in activities inconsistent with the mission
18. Goals are simple statements expressing what we hope to achieve.
  - a. True
  - b. False
19. Activities are things that we do that help us achieve our goals.
  - a. True
  - b. False
20. We measure outcomes of our goals to help us determine if we have achieved our goal.
  - a. True
  - b. False



### Exercise 2: Services Provided, Goal, and Outcome of Each Service

List *three to seven* of the most important services you deliver and what your goal is for each service. A goal is something you hope to achieve by doing each service. What do you hope to achieve by doing each service? What are the goals of your operation? List only the single most important goals for each service. In the third column, list the desired outcome of each goal. Think of this in terms of, "By reaching this goal, we hope that \_\_\_\_\_ will happen. Focus on a single outcome for each goal. Strive for *three to seven* goals.

Service	Goal	Outcome
<b>Example:</b> Service Learning Opportunities, Internships, Common Hour Forums	<b>Example:</b> We will provide learning opportunities outside the classroom that support student learning outcomes and prepare students for jobs in their chosen fields.	<b>Example:</b> Students will have a broader understanding of, and in some cases hands-on experience with future jobs that they will have.
1.		
Service	Goal	Outcome
2.		
3.		

Service	Goal	Outcome
4.		
5.		

### Exercise Three: Activities and Measures

You should plan the **activities** you will engage in to reach your goals. In some cases you may have a single activity. In other instances you there may be three or four activities. Regardless, these are action items. Think in terms of verbs. These activities do not need to be expressed in terms of complete sentences unless you absolutely insist on it. Keep it simple.

The **measures** you choose may apply directly to your goal or outcome, or because of the nature of the goal and outcome you have identified, it may be easier to measure the activities. Also include the manner in which you will display the data. Will it be by means of a table or graph?

The below example shows two alternative means of addressing measures for the same activity.

Goal #	Activities	Measure
Example 1	<ol style="list-style-type: none"> <li>1. Arrange for 5 sections of courses taught in the program to be Service Learning courses.</li> <li>2. Ask five employers to provide internship opportunities in the program field</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of Service Learning Courses offered in the program</li> <li>2. Number of employers contacted.</li> </ol> <p><i>Data will be displayed by a data table.</i></p>
Example 2	<ol style="list-style-type: none"> <li>1. Arrange for 5 sections of courses taught in the program to be Service Learning courses.</li> <li>2. Ask five employers to provide internship opportunities in the program field</li> </ol>	<p>Survey graduates who participated in the Service Learning courses to see how the service learning opportunity helped them in their current employment. Lykert Scale.</p> <p><i>Survey results will be displayed in a pie chart.</i></p>
Goal #	Activities	Measure
1		

2		
<b>Goal #</b>	<b>Activities</b>	<b>Measure</b>
3		
4		

### Exercise 3: Timelines and Connection to Strategic Directions

Up to this point you have identified your department's or program's mission. Don't worry if it isn't perfect. If after some time of thinking about it you want to modify it, you can still do that. You've also identified three to seven goals for your department or program along with desired outcomes, supporting activities, and measures. In this exercise you will need to look at time in two ways. The first way you need to look at it is by identifying when you will report on each of your goals. You are free to stagger reporting dates. Doing so may make it easier for you to keep up with the reporting process. The second way you need to look at time is in the frequency at which you will report your results. In some cases you may want to make a monthly report. In other cases you may want to report by semester or by year. (See example on next page.) It could be that there are some goals that by their very nature will merit reporting once every two or three years. The decision is entirely yours.

Finally, now that you have had the opportunity to think about your goals it is time to link your goals to the *Strategic Directions*.

The College has maintained *Strategic Directions* for several years now. They cover six broad areas and can be found under the President's link in MyCollege as well as in print form. These directions include both vision and mission statements as well as a statement of core values and core indicators of success. Up until this year the College had five strategic directions. A sixth strategic direction was added this year that addresses planning and evaluation. This particular strategic direction was added specifically as a result of the Middle States finding on the College's status with Standard 7: Institutional Assessment. (The full set of *Strategic Directions* can be found on page 23.)

- Strategic Direction 1: Enhance the student experience
- Strategic Direction 2: Provide learning experiences
- Strategic Direction 3: Collaborate with the community
- Strategic Direction 4: Align structures and systems
- Strategic Direction 5: Identify, prioritize, and develop
- Strategic Direction 6: Commit to planning and evaluation

There are a few action plans under each of the six strategic directions, with specific activities to be accomplished under each of the action plans. As you identify the strategic direction(s) relative to each of your goals, you only need to identify the relevant action plan. You do not need to identify the activity under the action plan. Therefore, in completing the assignment you only need to list 1.3, or 2.4, or 4.1, or 5.2, etc. You will not need to identify the specific bullet point. Obviously, you will need to go to the *2010–2015 Strategic Directions* in order to complete this part of the exercise.

It is quite possible that some or all of the things that you do for the benefit of the College are not covered by the *Strategic Directions*. That's O.K. This process is also designed to help the College determine where the gaps are. There will be more on that later.

Date of First Report	Reporting Frequency	Relevant Strategic Direction
Example: July 2010	Annually	2.5
Goal 1:		
Goal 2:		
Goal 3:		
Goal 4:		
Goal 5:		
Goal 6:		
Goal 7:		

### Following Up

We mentioned earlier that you were about finished with the easy part. The difficult part will come at reporting time. It is around reporting time that you will need to follow up or at least begin the assessment process. If you go back to page 6 of this workbook you will see a figure called the “Cycle of Assessment”. By completing the seven exercises that you just finished you have taken yourself to the next step of the process, which is to actually gather data. Next, you will note that at the seven o’clock position on the cycle there is a box that says “Assess Results”. This is where the real work begins. This is where you as a department or a program look at the results and ask (and answer) the questions: What does it mean? Are we satisfied with these results? What do we do about it? Do we make changes or do we continue to do business as we have been? If we make changes, what changes will we make? What do we anticipate will happen as a result of making these changes? The expectation is that you will take the time to assess what you are doing for the purpose of improving. You should strive for continuous improvement, but you should at least assess what you are doing on an annual basis and report those assessments to your department and the College.

### Where Are We Going with All of This?

So, now that you have completed all these exercises you may be asking yourself again what this is all about. The driver for all of this has been Middle States. We are on warning from Middle States in part as a result of our failure to comply with their Standard 7, Institutional Assessment, therefore we are doing this to comply with Middle States Standard 7. More importantly though is that we are doing this because it really is the right thing to do.

Additionally, as we compile all the assessment information into a single document, the College will be able to determine what strategic directions action items are being addressed and which ones are not. This will enable the College to then decide if there are action items that should be deleted, modified, or specifically assigned to a unit. It can also help the College identify

units that are not directly contributing to the *Strategic Directions*. If that happens, the College will need to step back and work with those units in developing applicable action items.

### Quiz Answers

1. C
2. B
3. C
4. D
5. D
6. A
7. D
8. A
9. A
10. D
11. D
12. A
13. A
14. A
15. C
16. D
17. A
18. A
19. A
20. A

## Appendix U- SUNY Program Review Follow-up Request Form

To:  
From: Gregory Talley  
Subject: SUNY Program Review Follow-up for  
Date:

---

You completed a SUNY Program Review in \_\_\_\_\_ wherein your department made the following recommendations.

As part of the Institutional and Unit Assessment process, please provide a brief summary of actions you have taken on each of these recommendations. If actions you have taken on these recommendations are consistent with any of the past or present *Strategic Directions*, it would be helpful to identify the Action Plan in the *Strategic Directions* related to the action taken.

If no action has been taken on the recommendations from your last program review, please indicate the reason for the lack of action. For example, a lack of financial and staffing resources may have prevented implementation of recommendations, the direction of a program may have taken a different course, other issues in the department may have become more pressing, or recommendations may have simply been forgotten since there has been no follow-up mechanism in place. Your candid response for not implementing a recommendation is as important to the assessment process as is the actual implementation of recommendations.

In addition to the actions that you have taken as a result of the recommendations from your program review, a brief summary of the results need to be included in your report.

Please return your report to me no later than \_\_\_\_\_.

A Final Note on Brevity: We are not looking for long reports. A short paragraph outlining what you did with the each recommendation and the results is all that is needed. If you have not yet implemented strategies for filling a recommendation but plan on doing so, please indicate a date on which you anticipate being able to report on the status of the recommendations.

Jeff Jurik has copies of previous program reviews for reference if you need a copy.

In summary, please do the following.

- 1. Briefly summarize action taken on each recommendation
- 2. Where applicable, relate a specific Action Item from the *Strategic Directions* to your actions on each recommendation
- 3. Briefly summarize the results of implementing the recommendation
- 4. If no action has been taken on a recommendation, provide a brief explanation for not taking action
- 5. If you yet plan to follow up on a recommendation, provide a date when you plan to report on the status of the recommendation
- 6. Return your report to Greg Talley no later than \_\_\_\_\_ .

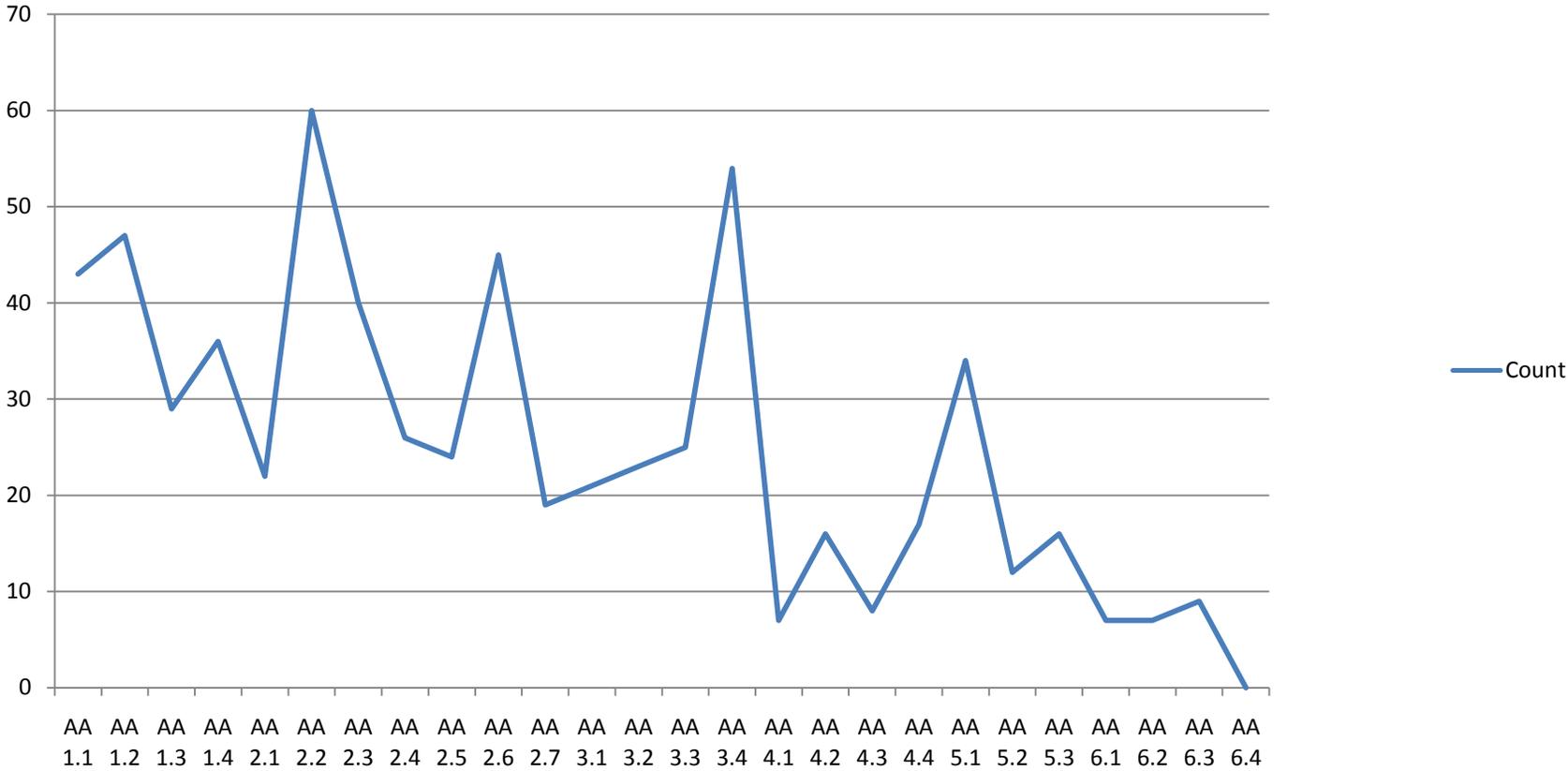
Appendix V- SUNY Program Review Follow-up Table

**SUNY PROGRAM REVIEW STATUS**

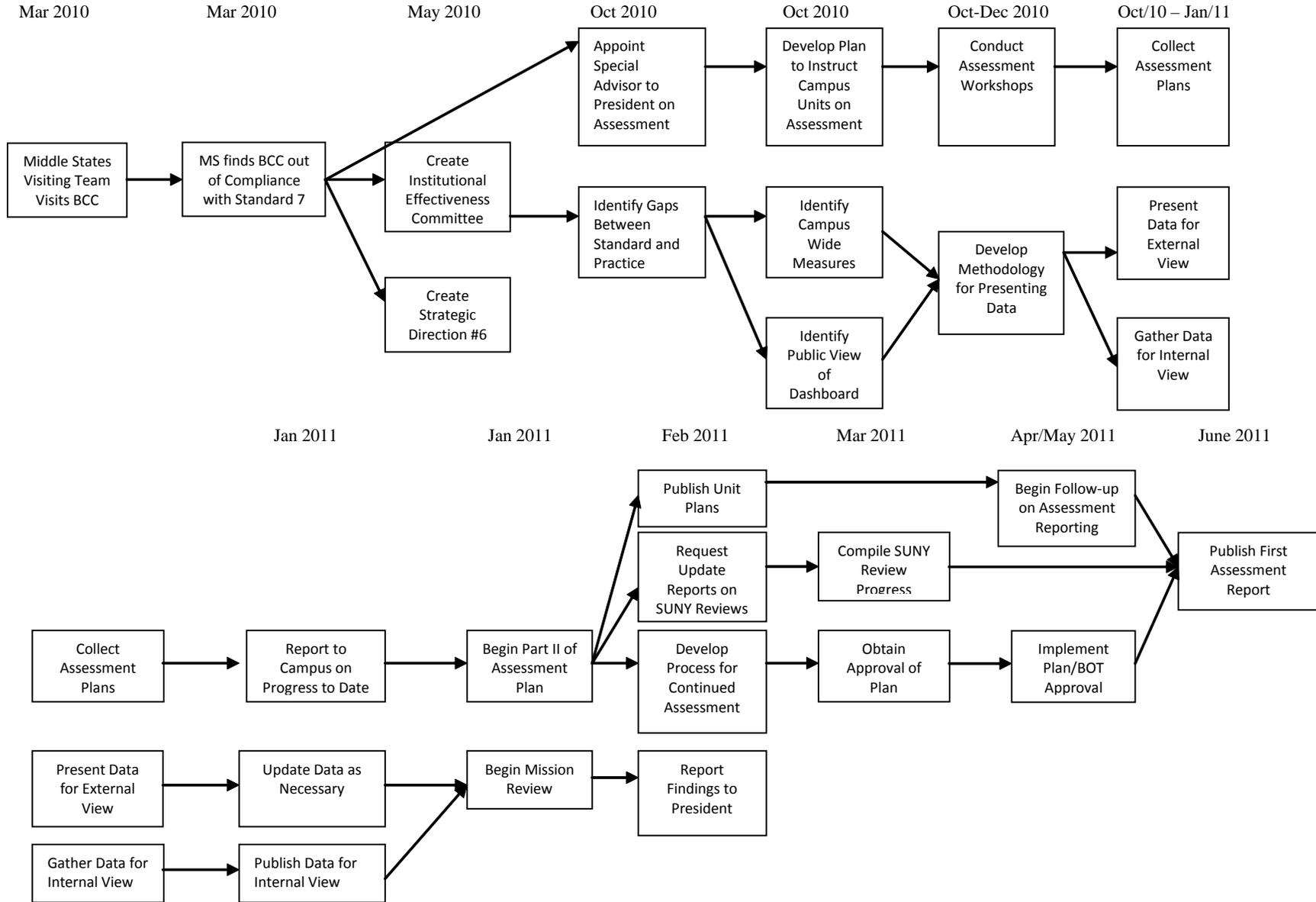
Number	Department Name	Division	Name of Program Reviewed	Date of Program Review	Requested Date of Follow-up	Follow-up Completed
1	Criminal Justice	BPS	CJ Corrections	5/31/06	3/31/11	
2	Criminal Justice	BPS	CJ Police	4/23/09	4/30/11	
3	Criminal Justice	BPS	Fire Protection Technology	5/31/05	2/28/11	✓
4	Business	BPS	Hotel/Restaurant Management	2003-04	2/28/11	
5	Physical Therapist	HS	Physical Therapist Assistant	6/1/05	2/28/11	
6	EMT/Paramedic	BPS	EMT/Paramedic	2006	3/31/11	
7	Business	BPS	Accounting	2004-05	2/28/11	
8	Business	BPS	Business Administration	2008	4/30/11	
9		STEM	Civil Engineering Technology	2008-09	4/30/11	
10		STEM	Mechanical Engineering Technology	2008-09	4/30/11	
11		STEM	Electrical Engineering Technology	2008-09	4/30/11	
12		STEM	Computer Information Systems	2006-07	3/31/11	
13	Dental Hygiene	HS	Dental Hygiene	9/2006	2/28/11	
14	Engineering Science	STEM	Engineering Science	Spring 2007	4/30/11	
15	Individual Studies	LA/HS	Individual Studies	2006-07	5/30/11	
16	General Studies	LA	LA: General Studies	2005-06	2/28/11	
16a	Theater	LA	LA: General Studies	2005-06	2/28/11	✓
16b	Music	LA	LA: General Studies	2005-06	2/28/11	✓
16c	Art & Design	LA	LA: General Studies	2005-06	2/28/11	
16d	Teacher Education	LA	LA: General Studies	2005-06	2/28/11	
17	Clinical Laboratory Tech	HS	Medical Laboratory Technology	10/2006	2/28/11	
18	Business	BPS	Paralegal AAS	5/2007	3/31/11	
19	Business	BPS	Paralegal Certificate	5/2007	3/31/11	
20	Mechanical Engineering Tech	STEM	Mechanical Engineering Technology	2009-10	4/30/11	
21	Civil Engineering	STEM	Civil Engineering Technology	2009-10	4/30/11	

**Appendix W- Mapping of Strategic Direction Action Items to Departmental Goals**  
(Next Page)

# Action Item by Count



**Appendix X- Timeline for Institutional Assessment Implementation**  
(Next Page)



**Appendix Y- Sample Program/Department Assessment Report on Student Learning  
Assessment**

(Next Page)

**Program/Department Assessment Report to Academic Division and Standing Committee on Student Learning Assessment**

**Program/Department:** Art and Design  
**February 3, 2011**

**Report Date:**

**Part 1: Previous Assessment Cycle. As appropriate, please outline the impact on student learning, if any, of previously recommended actions that were implemented.**

**Impact on student learning of previously recommended actions:**

- 1. Students are able to discuss important ideas that are common practice in art and design.**
- 2. Students can identify satisfying designs and appropriate use of visual language.**
- 3. Students understand how to begin the process of design, and develop a theme over time.**
- 4. Students recognize the logic necessary in the process, and learn to edit accordingly.**

**Program/Department Assessment Report to Academic Division and Standing Committee on Student Learning Assessment**

**Program/Department: Art and Design**

**Report Date: February 3, 2011**

**Part 2: Current Assessment Cycle**

<b>Program Learning Outcomes</b>	<b>Related Learning Activities</b>	<b>Assessment Methods and Criteria for Success</b>	<b>Assessment Timeline</b>	<b>Assessment Results</b>	<b>Actions Recommended / Taken</b>	<b>Institutional Resources Needed to Implement Recommendations</b>
Implement the creative process to solve visual communication problems.	Practice critical analysis in the design process applying the elements and principles of design practice individually and in groups.	Engage students in class critique and discussion.	Each semester.			
Write and speak about one's unique creative process in an articulate manner.	Library research and preparation of written Artist Statement.	Oral presentation.	Each semester			

**Directions for Part 2:** Column 1: List your program learning outcomes. Column 2: State the specific activities that students do while going through your program which are intended to result in their meeting the outcome. Column 3: State what method you are using to assess the outcome and what your criterion for success is. There may be more than one activity and/or assessment for a given outcome. (In fact, that is encouraged by Middle States.) Column 4: The frequency with which you will assess the outcome and the specific date of the next (or most recently completed if it was within the last 2 semesters) assessment. Please add more rows to the table as needed.

## Appendix Z- Student Learning Assessment Committee (SLAC) Program Learning Outcomes Procedure

### Student Learning Assessment Committee (SLAC) Program Learning Outcomes Procedure

Timeline	Activity
Dec 13, 2010	<ol style="list-style-type: none"> <li>1. Review student learning outcomes (program/department) for the purposes of meeting general education, accreditation, etc. requirements. <ul style="list-style-type: none"> <li>• If none, create them</li> <li>• If not measurable or demonstrable, revise them</li> </ul> </li> <li>2. Create program/department curriculum maps <ul style="list-style-type: none"> <li>• Align courses to outcomes (program/department), as appropriate.</li> </ul> </li> </ol>
Mar 1, 2011	<ol style="list-style-type: none"> <li>3. Define assessment methods and criteria for success. Create direct and indirect measures of student assessment with the intended purpose of tying course outcomes to program/department outcomes. <ul style="list-style-type: none"> <li>• Provide SLAC with a plan (First four columns of Program Assessment Report template completed including timeline for implementation).</li> </ul> </li> </ol>
Ongoing	<ol style="list-style-type: none"> <li>4. Complete assessments on an annual cycle that address one or more student learning outcomes (program/department).</li> <li>5. Evaluate assessment results at the program/department level.</li> <li>6. Determine actions recommended/taken, if necessary.</li> </ol>
Dec or May	<ol style="list-style-type: none"> <li>7. Report results to SLAC on an annual basis.</li> </ol>

## Appendix AA- DRAFT Mission and Bylaws of Standing Committee on Student Learning Assessment

### Broome Community College Standing Committee on Student Learning Assessment Mission and Bylaws (Draft)

#### **MISSION:**

The *Standing Committee on Student Learning Assessment (SCSLA)* is responsible for the ongoing assessment of student learning outcomes at Broome Community College. Its scope encompasses all courses, academic programs, co-curricular programs, general education requirements, or other specific educational experiences offered under the auspices of Broome Community College, irrespective of delivery model.

The members of the SCSLA will provide leadership in establishing a culture of assessment across the campus and will recommend student learning assessment policies and procedures to campus governing bodies. *The student voice is critical to this endeavor and the committee will ensure that student feedback is sought and included in all classroom and program/department learning assessments.* The Committee will provide an annual report of Student Learning Assessment to the Institutional Effectiveness Assessment Committee as well as to the Strategic Planning group, the College Budget Officer, and the Chairs and Deans Council.

The Standing Committee on Student Learning Assessment is accountable to the various College constituencies and to the broader community of which the College is a part. The Committee is responsible for adherence to the guidelines for assessment established by the State University of New York and by the Middle States Commission on Higher Education, both of which require that the assessment process at every level be organized, sustained and effective.

#### **BYLAWS:**

- I. Functions of the Standing Committee on Student Learning Assessment:**
- a. Collect, organize and maintain up-to-date information regarding all assessments of student learning and make the information accessible to all constituents.
  - b. Create an annual report on student learning and student learning assessment in a timely way for use in decision making at the institutional level.
  - c. Provide guidance and/or assistance to academic units to ensure that the articulated student learning outcomes at points of delivery are aligned with outcomes at the next level up and that student feedback is included in classroom and program/department learning assessments.
  - d. Create outcomes and measures to assess the Student Learning Assessment at BCC and carry out the assessment on a periodic basis.
  - e. Use the results of the assessment of SCSLA to make recommendations regarding professional development opportunities for faculty and staff as well as changes to policy and procedure.
  - f. Make recommendations for continued support for Student Learning Assessment on such issues as personnel, budget, released time, and structures for extended discussion across departments, divisions, and the College as a whole.
  - g. Celebrate milestones and recognize individuals and units for their successful approaches to assessment and the use of results.
  - h. Disseminate a periodic newsletter to the campus with updates regarding SLA.

- i. Coordinate with the Institutional Effectiveness Assessment Committee, Curriculum Committee, General Education Committee, Student Affairs and other campus bodies as needed to fully integrate student learning assessment into every aspect of the College mission.

## II. Membership:

### 1. Voting Membership

The Broome Community College Standing Committee on Student Learning Assessment voting membership is representative of faculty, staff and administrators responsible for assessment and improvement of teaching and learning. Members of these constituencies not currently serving on this committee may attend as non-voting members.

Chair: Director of Student Learning Assessment (A tenured Teaching Faculty member with released time?)

Committee Members:

- Four additional Teaching Faculty Representatives with interest and/or experience in Student Learning Assessment, one representing each of the academic divisions, to include a department Chair, if possible. To be appointed annually by the divisional Dean through a process decided by each division.
- Director of Institutional Research
- Representative from the Institutional Effectiveness Assessment committee
- Representative of General Education committee
- Representative from Student Affairs
- Dean of Liberal Arts
- Another Academic Dean (appointed by the VPAA on a rotating basis)
- VPAA ex-officio (invited as appropriate)

### 2. Reporting Structure:

The Standing Committee on Student Learning Assessment reports to the VPAA. One or more members serve as liaisons to the Institutional Effectiveness Assessment Committee, the Shared Governance leadership team, and to the Chairs and Deans Council for communication purposes.

## III. Committees and Subcommittees:

The Standing Committee on Student Learning Assessment may establish standing and ad hoc committees from among its membership, and it may include on these committees representatives from any area of the campus or the larger community, as it chooses. Creation of such committees will be accompanied by a specific charge or mission, a constituent list, and a time of expiration, where appropriate. At least one member of the Standing Committee on Student Learning Assessment must serve as a liaison to the larger Committee for each subcommittee established.

There will be a standing subcommittee on General Education Assessment chaired by the Dean of Liberal Arts or designee.

## IV. Meeting Times:

The regular meetings of the Standing Committee on Student Learning Assessment will be held one to four times monthly, depending on the number and urgency of its current tasks. A meeting time will be set at the beginning of each semester, based on the times that best fit the current membership's schedules. When possible, a tentative schedule of meetings for the semester will be distributed to the membership at the beginning of the semester. Unscheduled special meetings may be called by the chair or the VPAA.

**V. Establishments of a Quorum for Committee Business:**

Attendance of at least 60% of the membership is required to approve recommendations for forwarding to the VPAA.

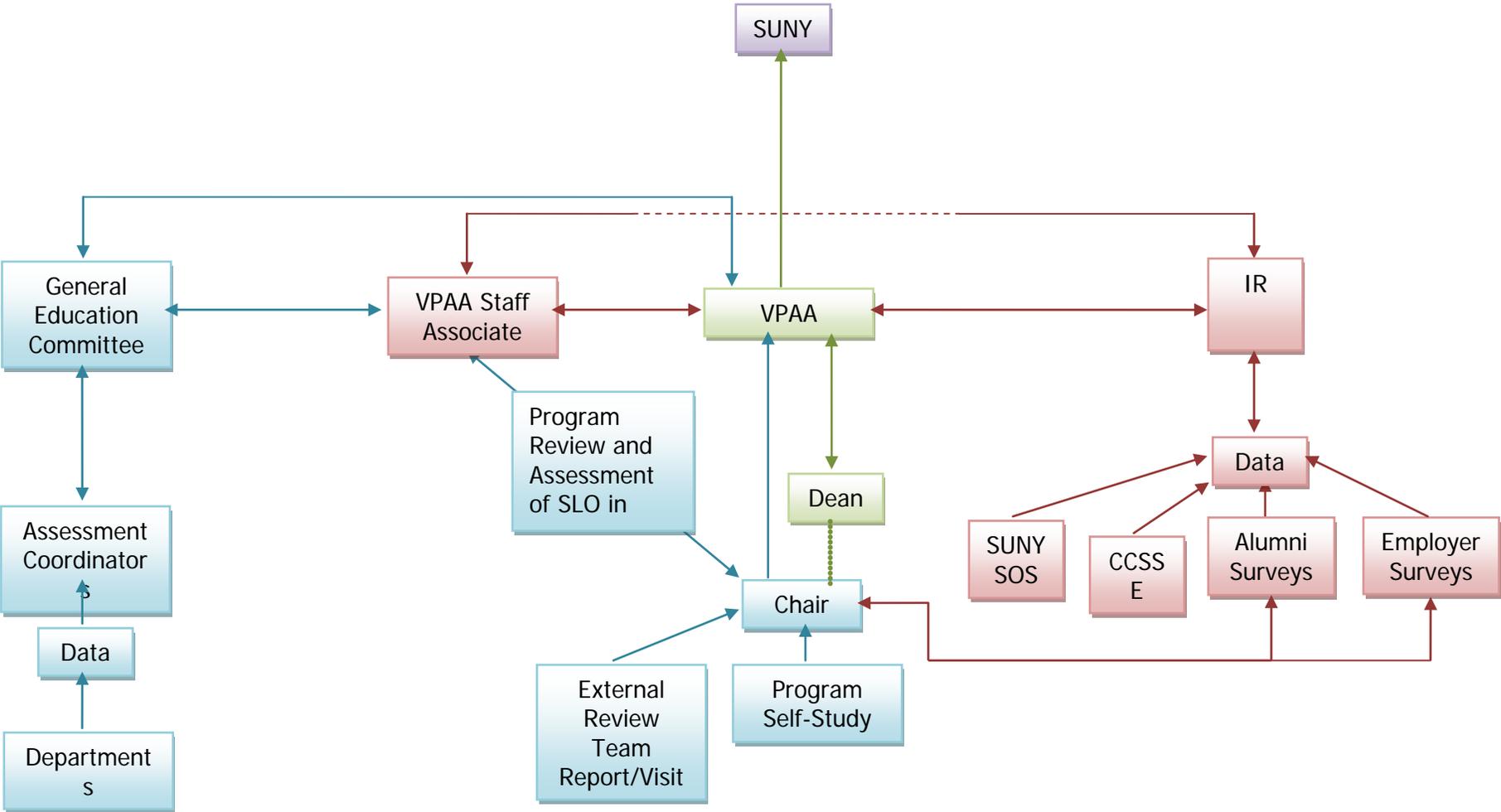
**VI. Rules of Order:**

The meetings of the Standing Committee on Student Learning Assessment of Broome Community College shall generally use an informal process wherein consensus is sought and obtained from among voting members attending. Decisions on issues where consensus cannot be reached will be decided by a simple majority vote of the members in attendance.

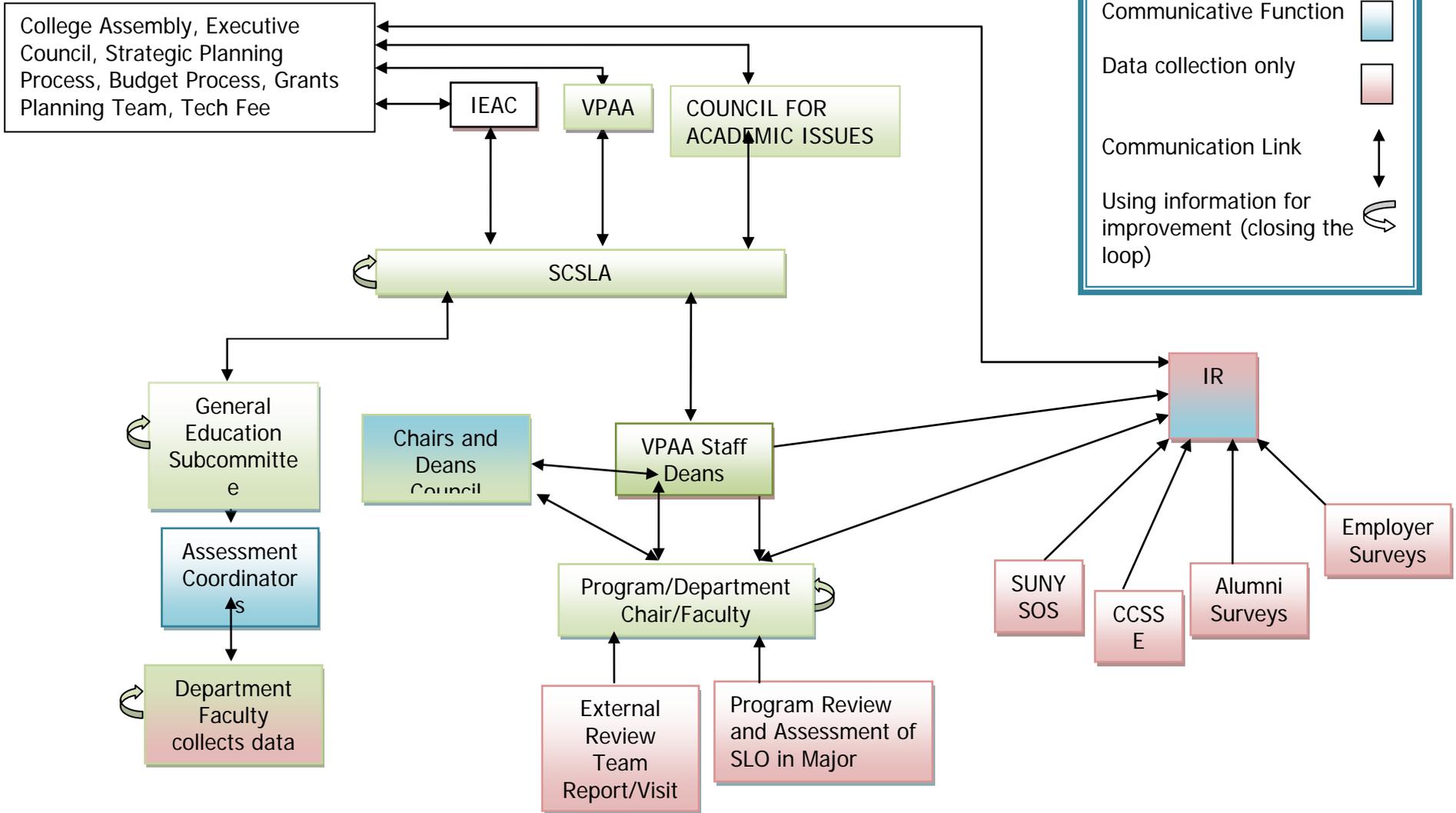
**Appendix BB- Student Learning Assessment System Maps**

(Next Page)

# Student Learning Assessment System Map for BCC Fall 2010



# Student Learning Assessment System Map for BCC Spring 2011



## Appendix CC- Student Learning Assessment Committee (SLAC) Program Learning Outcomes Procedure

### **TRC Programs and purchased relating to Assessment of Student Learning:**

Engaging Faculty in Assessment – webinar offered by Paperclip Communications on September 30, 2010. DVD purchased for use in TRC by faculty not present at the original airing.

How to Develop and Assess Course Learning Objectives – webinar offered by STARLINK on November 30, and December 1, 2010. DVD purchased for use in TRC by faculty not present at the original airing.

Remedial Education: Assessment, Placement and Delivery of Developmental Education Programs - webinar offered by The Learning Resource Center on October 26, 2010. DVD purchased for use in TRC by faculty not present at the original airing.

Assessment Strategies to Enhance Student Learning – On-site workshop with Dr. Virginia Anderson, January 14, 2011. Video-taped for use in TRC by faculty not present at the workshop.

### **Books purchased:**

Barbara E. Walvoord and Trudy W. Banta. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. 2nd Ed. Jossey-Bass Higher Education. 2010

Barbara E. Walvoord and Virginia Johnson Anderson. *Effective Grading: A Tool for Learning and Assessment in College*. 2nd Ed. Jossey- Bass Higher Education. 2010