

Preliminary Updates on Accomplishments Tied to the 2017 -2022 College Strategic Plan

Office of Institutional Effectiveness

1. DIVERSITY AND INCLUSION:

2017-2018 Updates

- Sponsored Programs applied for and was awarded two grants on diversity and inclusion initiatives namely a \$10,000 award to launch an initiative targeting Black and Brown male youth, and \$32,000 to hold an Educational Opportunity Program (EOP) pre-freshmen summer orientation program. The \$10,000 award is helping create an atmosphere of interaction to improve relations between men of color and law enforcement officers. The EOP program has helped prepare students in the program to become ready for the rigors of college academics and social life.
- A total of 13 students from the Becalos Exchange Program (Mexico) were enrolled at SUNY Broome in the 17-18 academic year.
- International Education Programs initiated two articulation agreements with UTVAM (Mexico) and Fundación Universitaria Comfamiliar Risaralda (Colombia) for exchange programs between the two institutions.
- International Education Programs increased the number of international federally funded programs to include The Year of Exchange in America for Russians (YEAR) program funded by the U.S. Embassy in Moscow and administered by American Council for International Education. The program provides Russian students the opportunity to study for one year at U.S. institutions.
- The following policy documents from Human Resources were reviewed by Executive Council, shared governance bodies, as well as reviewed and approved by the Board of Trustees: Amorous Relationship Policy and Nepotism Policy.
- The Bachelors Partnership program developed a new marketing material to cater to the recruitment of diverse student body and shared that with students for input on any suggested changes.
- Book discussions offered academically gifted students the opportunity to be mentored by faculty as well as exposed them to diverse authors from cultures such as India, the Dominican Republic and Turkey. Readings discussed include subject matter on global politics, women's issues, and Islam. Student participants were appreciative of the academic rigor of the discussions.
- The Garnar Center for Civic Engagement collaborated with the President's Task Force on Diversity and Inclusion as well as Student Activities to plan and orchestrate deliberative dialogues on race and diversity.
 - Offered campus-wide deliberation on Racial Justice in Fall 2017

- Offered campus-wide deliberation on Race Issues on College Campuses in Fall 2017 and Spring 2018

2. TEACHING AND LEARNING:

2017-2018 Updates

- Two new academic programs were developed and approved by the SUNY system office and New York State Education Department: Histological Technician-AAS and Chemical Dependency Counseling certificate.
- Continuing Education provided workforce development programs for Dicks Distribution Center- a new company in the area as well as for Atkore, Access Unlimited and Chenango Memorial Hospital.
- Continuing Education offered 94 new classes; 57 of them were offered during the Summer of 2017 and Spring of 2018. Classes offered had a 61% success rate on average.
- Continuing Education conducted 60 hours of programing at the Koffman High Tech Incubator and over 269 hours of technical assistance was provided.
- Academic Advising assessed the effectiveness of its E-advising processes through a student's survey, which yielded 11% response rate. Approximately 73% of the students expressed being satisfied/very satisfied with the process compared to established benchmark of 93%. Feedback received from the students led to changes made to the survey for easy comprehension.
- Convocation Day: about 700 people attended the Convocation keynote presentation. Feedback received from attendees include the following: Attendees were very pleased with the speaker and his perspectives on the human mind. Students attendees observations include: comments on illusions associated with the human mind as evident in the Gorilla video experiment; the inefficiencies associated with cognitive functionality- multi-tasking and their resolve to adapt to avoiding distractions when doing homework, and driving; challenges with eye witness testimonies and memory associated with selective attention. A quote from a student reads- 'One question Dr. Chabris brought us was, "Can you multi-task?" and the answer to that was that intuition tells us we can but psychology says we cannot'.
- Undergraduate research on handwashing after contact with people's use of the restroom: Research using the Scientific method to investigate the degree to which students spread germs by not adequately washing hands after human and restroom contact led to a pre and posttest. Findings show an overall improvement in students handwashing habits when the posttest was compared with the pretest. The study generated a good synergy between faculty and students, and needs to be ongoing to help improve upon student retention efforts.
- Speakers of the House: Attendance at events was quite good. Survey results show participants were very appreciative of how participation in events helped them in their listening and speaking abilities. Participants also indicated using the program to build

self-confidence. Findings reveal the need to have experienced speakers attend meeting and events to help guide the novice to improve. Themed meetings may be planned to invite faculty and students with expertise related to the themes to attend and support students.

- **Mock Disaster:** The event led to interdepartmental collaboration between the Health Sciences, Emergency Management and the Criminal Justice programs. It achieved its goal of helping students attain their respective program goals by performing roles associated with their programs in a mass casualty situation. Goal attainment was evident in the pre and post-tests conducted. In the view of the external evaluator brought in to evaluate the program “This exercise is a great learning experience in emergency preparedness. The first year students observe or participate as "victims". The seniors use their knowledge and skill to perform as responders. This experience can stay with them throughout their lives”.

3. FISCAL, PROGRAM DEVELOPMENT, AND INFRASTRUCTURE SUSTAINABILITY:

2017-2018 Updates

- Provisional findings pending audited reports for the 17-18 academic year show a balanced budget with projected net income of approximately \$600,000, indicative of a very good financial standing for the College. Audited reports to be presented in spring, 2019 semester and are expected to show no adverse findings.
- At least \$600,000 of additional fund balance is expected to be realized for the 17-18 academic year as a result of higher than budgeted revenues. This puts the College within the MSCHE recommended undesignated fund balance reserve threshold of 5 -15%, (7.5% of 2017-18 actual revenues).
- The following maintenance work were carried out to improve the teaching and learning environment: crack repairs to college Tennis Court, replacement of deteriorating concrete sidewalk and handicap access in front of BC center, repair of concrete stairwell in Student Services Center, repair/reconstruction of restroom facilities in the women's locker room in the Student Center. Installation of LED lights in the fitness/cardio room, weight room and dance studio in the Student Center as well as improvement of Verizon wireless access across campus to improve cellular service.
- Completed renovation and expansion of the Calice Advanced Manufacturing Center, including new lab spaces and academic programs related to food processing, brewing, and manufacturing. The renovated building also has space for vending and student gathering space.
- Completion of construction of Geothermal energy efficient system as part of the Calice Advanced Manufacturing Center, with the potential to considerably cut down on energy cost for the College.
- Sponsored Programs collaborated with areas on campus to writer 19 new grant proposals totaling \$5,808,926. Fourteen of those proposals totaling \$5,439,816 have been awarded

to date. Two of those proposals totaling \$310,110 are pending award notification. In comparison, new funding awards received in 2016-17 totaled \$596,826.

- Faculty-Student Association (FSA)- had preliminary findings showing an increase to its net assets of \$55,000 prior to audit adjustments. Adjustments per audit may impact final numbers by \$20,000 providing an anticipated increase of \$35,000.
- The Purchasing Office attained 100% compliance with Federal, State, General Municipal Law associated with purchasing guidelines. This resulted in no audit findings and no vendor complaints.

4. STUDENT SUPPORT AND SUCCESS:

2017-2018 Updates

- Health and Safety instituted a new off campus taxi cab voucher payment system for students who are not able to access health care on campus. There were 12 vouchers used off campus in 17-18. This represented a 4% increase in health services visits.
- Students using the Learning Assistance Department (LAD) tutoring services expressed satisfaction regarding tutor services, their understanding of course materials, and the program as a whole. For fall 2017- out of 26 responses, 96% of respondents were satisfied with individual tutoring. In spring 2018- out of 6 responses, 95% expressed favorable satisfaction with comments such as "The program is amazing", "The tutoring program helped me better understand my lecture materials and prepare for tests and much more."
- Drop In Tutoring and Supplemental Instruction (SI) (via tutor trac) for fall 2017 - spring 2018 : Selected comments from students reflected high satisfaction with tutoring experience: "Session was amazing!!". "SI leader was very helpful". "Session was very helpful and fun learning". "Amazing - helped a lot". "Very helpful!! Thanks!!". "Appreciated!!".
- Financial Aid reduced student borrowing in the 17-18 academic year by approximately 4% through outreach and partnership with Inceptia. This contributed to a decline in the College's default rate.
- The Achieving Success team developed its student success action plan, which includes equity minded training for teaching faculty, development of data dictionary to standardize data definitions and identification of data sources to support student success initiatives. Having in place a student financial wellness team to counsel students on financial matters as well as provide information on funding sources for low-income students. Partnership with local agencies such as the United Way of Broome County to support student needs where feasible.
- Student Success Squad (SSS) findings show students in the program persisted at a rate of 67% in the 17 – 18 academic year, slightly higher than the rate of 66% from the previous academic year (16-17).

- 72% of SSS students were in good academic standing at the end of the '17-'18 academic year. This is a slight increase over last year (2016-2017 rate was 70%).
- 37.5% of SSS students graduated within 3 years.

5. CIVIC, COMMUNITY ENGAGEMENT, AND SERVICE-LEARNING:

2017-2018 Updates

- Students who participated in the Health for Haiti program demonstrated evidence of Civic, Community Engagement and Service Learning as shown in the reflective journals kept by each student. Hundred percent of the students demonstrated enhanced civic responsibility at the local and global level. Ninety percent of the students demonstrated this in a pre and post-test conducted.
- The Garnar Center for Civic Engagement created the Literacy Legacy Project: Procured \$65,000 in grant money to work toward creating a culture of literacy in Broome County.
 - Developed and executed One Book Initiative Programs with the Children's Reading Connection – distributing over 6,000 books to children in Broome County
 - Baby's First Book
 - The Preschool Book
 - Welcome to Kindergarten
- Developed and launched Talk It Up - a multi-community read of the book Thirty Million Words by Dr. Dana Suskind, in partnership with the Children's Reading Connection, local area libraries, and BT/BOES.
- Over 400 hours of service learning was completed by students in the Teacher Education and Early Childhood Education Department. Service sites include: the BC Center, Chenango Valley Nursery School, Tutor Time, Maine Memorial UPK, Family Enrichment Network, Mom's House, the Handicapped Children's Association and more.
- The Garnar Center for Civic Engagement Collaborated with the Kettering Foundation on various learning exchanges with faculty around the country to explore various roles community colleges have in developing and supporting civic learning including:
 - Deliberative Practices in Teacher Education
 - Developing Materials for Public Deliberation
 - Aligning Routines: A Centers-Based Exchange
 - Various Roles Higher Education is Playing as Centers for Democratic Public Life
 - Community Colleges: Deepening Deliberative Practices
- Sought opportunities to moderate deliberations locally, regionally, and nationally.
 - Offered the following deliberations:

- Immigration, Civil Rights, Human Trafficking, Diversity at SUNY Broome CC, Achieving Racial Justice at SUNY Broome: on campus
- Safety and Justice: campus course
- Mass Shootings: Chenango Valley CSD community event
- Immigration: open to the community
 - Partnered with Binghamton CSD and the American Civic Association
 - Collaborated with the a local citizen and the Bundy Museum to offer a community-wide story-telling event based on citizen's immigration stories

6. STRATEGIC AND CONTINUOUS IMPROVEMENT:

2017-2018 Updates

- Implemented the use of Improve assessment software for all administrative units to centralize assessment-related efforts. Improve to be fully implemented for academic units (teaching faculty) in the 18-19 academic year.
- Two members of the Board of Trustees actively participated in the deliberative process that led to the development of the 2017-2022 College Strategic Plan. The board members attended bi-weekly meetings that discussed community and campus- wide input based on which the strategic plan was developed.
- Based on assessment results, the Purchasing Office determined that its inability to attain 100% processing of all legal documents within 10 days was due the lack of a digital format processor. The unit was, therefore, going to invest in a digital format processor to ensure 100% processing within 10 days of document submission from offices across campus.
- Library- Library Faculty applied and received funding for SUNY Open Educational Resources (OER) adoption in the amount of \$20,000.00. A Steering Committee was formed made up of representation from Faculty, Finance, Campus Book Store, Accessibility Resources, Counseling, Sponsored Programs, Instructional Design, Student Government, Enrollment Management, and Human Resources. The committee developed an incentive plan to get faculty to adopt OER's and agree to continue using them for the next 3 years. Library Faculty created informational brochures, posters promoting the use of OER's and conducted training sessions at the TRC during the fall 2017 semester. Seven courses on campus are being taught using OER's and 18 new courses adopted OER's in fall 2018. In one academic year, SUNY Broome more than doubled its offerings of courses using OERs.