Progress 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

December 1, 2011

Subject of the Progress Report:
*Documenting evidence that (1) the elections called for in the shared governance structure
have been conducted, the College Assembly and the councils called for in the structure
are operational, and information about the functioning of the structure is readily
available to the campus community (Standard 4); and
(2) all units have identified unit-level goals and assessment measures related to the
College's strategic directions (Standard 7).*

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

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Introduction

Overview of the Institution

Broome Community College (BCC) is a comprehensive community college under the supervision of the State University of New York (SUNY). BCC is one of thirty SUNY community colleges in New York and is sponsored by Broome County. The College's suburban campus is located in the Southern Tier of New York State (NYS), three miles north of the city of Binghamton.

The College offers a broad menu of programs, including 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. Its curriculums are registered by the State Education Department and accredited, where appropriate, by specific career accrediting organizations. BCC's Division of Continuing Education has extensive offerings, including courses, seminars, professional training, and special events available to the public.

Context Related to the Current Issues

On March 21-24, 2010, an Evaluation Team representing the Middles States Commission on Higher Education visited BCC. 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 E. 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 were:

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

The results of these efforts were reported in a Monitoring Report on March 1, 2011, with an additional visit by a Middle States Follow-Up Team on March 22-23, 2011. In response, the Middle States Commission on Higher Education acted at its session on June 23, 2011:

- To accept the monitoring report and to note the visit by the Commission's representatives.
- To remove the warning and affirm accreditation.
- To request a progress report, due December 1, 2011, documenting evidence that
  - the elections called for in the shared governance structure have been conducted,
  - the College Assembly and the councils called for in the structure are operational, and
  - information about the functioning of the structure is readily available to the campus community (Standard 4); and
  - all units have identified unit-level goals and assessment measures related to the College's strategic directions (Standard 7).

This Progress Report will summarize the evidence requested related to Standards 4 and 7.

The Middle State Commission further requested a monitoring report, due September 1, 2012, documenting evidence of periodic assessment of the Board of Trustees in meeting its own stated objectives, of the effectiveness of institutional leadership and governance, and of the

effectiveness of the shared governance structure (Standard 4); 2) continued progress in the implementation of institutional assessment; and (3) the use assessment results, including results of student learning assessment, to inform institutional planning and resource allocation (Standard 7). The Periodic Review Report is now due June 1, 2016.

Since the submission of the Monitoring Report and the subsequent visit by the Follow-Up Team, there have been a few significant changes in the organization and makeup of BCC's institutional leadership as President Kevin E. Drumm continues to lead the effort to revise and reassign campus structures to respond to campus needs, while meeting 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:

- Hiring of Jason Zbock to serve as Institutional Effectiveness Officer in September 2011.
- Completion of Dean Greg Talley's assignment as Special Assistant to the President for Institutional Effectiveness in September 2011.
- Appointment of Michelle Perricone as Special Assistant to the President for Institutional Initiatives in September 2011.
- Retirement of Dean of Liberal Arts Mary Dickson in October 2011.
- Appointment of Dean of Business and Public Services Greg Talley to serve concurrently as Dean of Liberal Arts as of November 2011.
- Realignment of reporting relationships of several departments as reflected in updated organizational charts https://www.sunybroome.edu/web/www/president).

Standard 4 (Leadership and Governance)

Role of the Shared Governance Task Force

After the Middle States team visited BCC and gave their preliminary report in March 2010, a Shared Governance Task Force (SGTF) was formed through election and appointment, with membership in the SGTF primarily established by August 2010. The SGTF's eighteen-member body represented 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.

The Shared Governance Task Force researched practices for governance models and implementation processes from other colleges with input from the campus. After several months of investigation and discussions, the SGTF developed a structure that was presented to the campus community at a campus meeting in January 2011. As described previously in the Monitoring Report, during the Spring 2011 semester, the governance structure was presented to the campus for input, and approved by the Board of Trustees and the previous governance body, the College Council. The SGTF also developed a definition of shared governance for BCC, a Statement of Purpose, a list of Guiding Principles and a draft Constitution and Bylaws for the proposed College Assembly.

Fundamental Structure of Shared Governance at BCC

Broome Community College
Shared Governance Structure
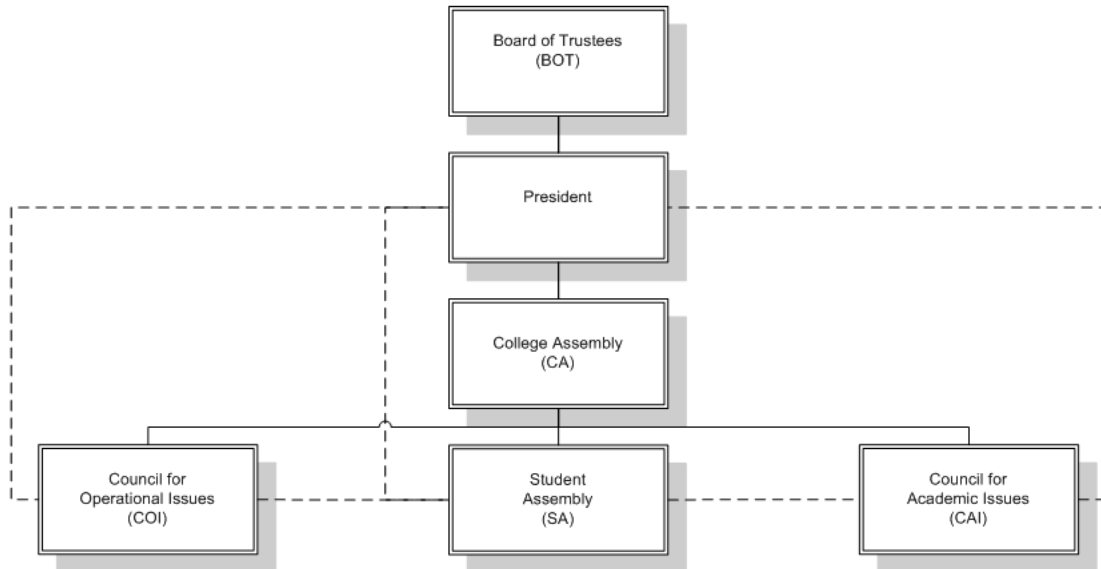
The fundamental structure for governance at BCC has at its center a College Assembly (CA) supported by a system of shared governance composed of a Council for Operational Issues (COI), a Student Assembly (SA), a Council for Academic Issues (CAI), and Council-related committees that function as recommending bodies with regard to those matters that fall under the spheres of their respective responsibilities.

Preparation for Spring 2011 Elections

The SGTF continued its role in transitioning the campus to a new structure and culture of Shared Governance by hosting a series of Campus Engagement Sessions. A total of four Informational Sessions, two Feedback Forums, and one Open Forum were held during the month of March 2011 (Appendix A). The SGTF met regularly throughout the semester to review the campus feedback received during these sessions and to incorporate the ideas generated into the developing model as appropriate. The feedback was also posted on the college website for the campus to review (Appendix B).

Nomination and Election of Representatives to Shared Governance Bodies

The SGTF organized and facilitated the initial nomination and election process for the campus (Appendix C). As the call for nominations opened, the SGTF offered two information sessions on the nomination and election process. From April 18 to 22, nominations for the representative positions for the CA, CAI and COI were accepted by the chair of the SGTF. Those who were nominated for any of the Councils or Assembly were notified by April 25th. After an initial list of nominees was distributed to the campus via e-mail, paper ballots were distributed to the appropriate constituencies via campus mail by members of the SGTF on May 2. Boxes for completed ballots were placed in several central campus locations. Ballots were anonymous, but voters signed the accompanying outside envelope to indicating that they had voted and to ensure that there were not duplicate votes. Final results of the election were shared via a campus wide email and posted on the Shared Governance website (Appendix D).

Implementation of the Shared Governance Structure

On September 16, 2011, a kickoff meeting was held for all the newly elected members of the Shared Governance bodies. President Drumm provided opening remarks to provide guidance for initial tasks to be completed, including the establishment of regular meeting times and the election of officers. Members of the SGTF provided an overview of Shared Governance and initiated discussions among the newly appointed member about the benefits of robust shared governance, answered questions about the new structure, and compiled a strengths inventory to benefit the Councils and the Assembly (Appendix E). Initial meetings of the CA, CAI, and COI were held on September 20 and 23. Election of co-chairs of the College Assembly took place at the initial meeting (Appendix F), as did the election of a chair and secretary of the Council for Operational Issues (Appendix G). Election of the co-secretaries of the Council for Academic Issues took place at the initial meeting, and election of the chair took place electronically before the second meeting was convened (Appendix H). A schedule of meetings for the fall semester was developed to allow for at least two meetings per month and to optimize opportunities for attendance (Implementation Timeline for Leadership and Governance Initiatives since the Middle States Follow-Up Visit). All scheduled meetings have been held as planned. An agenda was distributed in advance of each meeting, a quorum was in attendance, business was conducted, and minutes approved and posted for the campus. The Student Assembly has continued to meet on a weekly basis as in the past (Appendix I). .

Among the first orders of business for the Assembly and Councils was the adoption of the *Democratic Rules of Order* for the transaction of business, and the appointment of a Parliamentarian to the College Assembly and the Council for Academic Issues. In addition, the Assembly and Councils have each appointed Bylaws Committees to study and propose revisions to the draft Constitution and Bylaws initially provided to the groups by the SGTF. The chairs of the Assembly and Councils have met together several times since they were elected to discuss issues that impact all the groups and to establish mechanisms for the groups to communicate and coordinate their efforts. The results of these meetings are reported in the minutes of the College Assembly and the two Councils.

Involvement of the Board of Trustees in the Shared Governance Process

The BCC Board of Trustees (BOT) has been very active in the development and deployment of Shared Governance. The current Chair of the BOT was a member of the SGTF during the formative process for Shared Governance and contributed significantly to their conversations. The College President and Chair of the SGTF have provided the BOT with periodic updates from the SGTF and Shared Governance Group at Board meetings. The BOT participated in a retreat led by an Association of Community College Trustees (ACCT) facilitator in April 2010, and followed up with a Priority and Goal-Setting Retreat on August 24, 2011 (Appendix J).

Continuing Role of the Shared Governance Task Force

The Shared Governance Task Force has remained as an advisory resource to the emerging new groups. Although the SGTF no longer meets regularly, members have been asked to provide clarification about the origin and intent of some of the documents originally drafted by the group. For example, representative of the SGTF sit on the College Assembly's Bylaws subcommittee. It is anticipated that the SGTF will continue in this advisory role though the next cycle of nominations and elections in the Spring of 2012.

Communication Regarding Shared Governance with the Campus Community

In October 2011, BCC rolled out a new website that integrated a public website with a controlled-access portal. Within the portal, a tab is devoted specifically to Shared Governance that is accessible to the campus community (http://www.sunybroome.edu/web/shared-governance/shared-governance-home). Information available on this site includes:

- General information about Shared Governance
- Membership of the College Assembly, Council for Academic Issues, and Council for Operational Issues
- Schedules of meetings for the Assembly and Councils
- Agendas and Minutes of Meetings of the College Assembly, Student Assembly, and Councils
- The Constitution and Bylaws
- A mechanism for submitting questions or concerns electronically

In addition, the site has a comprehensive listing of campus committees, each with a website template where agendas, minutes, bylaws, and other committee business can be posted for the campus. The site allows members of the campus community to "subscribe" to specific committee information through RSS feeds so that they can receive notification when new minutes or other information is posted. This version of committee websites has only been available for a few weeks, but some committees have already begun posting their information in the area designated for them.

Because the campus is not yet accustomed to the option of subscribing to minutes, the minutes of the College Assembly and Councils have continued to be distributed through campus-wide e-mail, as well as being posted on the website.

Town Hall Meeting

As an additional mechanism for communicating with the campus about issues, the Shared Governance Bodies sponsored an Open Town Hall Meeting on November 8, 2011 (Appendix K). During the two-hour meeting, nearly a hundred individuals, including students, faculty, staff, and administrators, gathered to share concerns, ideas, and suggestions for improving the campus community. A broad range of topics were brought forth during the event, including the creation of an council for adjunct faculty, the pending campus smoking ban, bus services, internal communication among offices, noise in the library, student housing, scheduling of classes during common hour, recycling, and more. The topics were divided into themes, and the Shared Governance Chairs met after the event to identify the appropriate person or committee on campus for consideration of each topic. A summary of the referrals was distributed electronically and posted on the Shared Governance website (Appendix L).

Shared Governance - Communication Model

The SGTF laid the foundation for the now emerging Assembly and Councils. Included in the foundational design of the structure was the communication model depicted below.
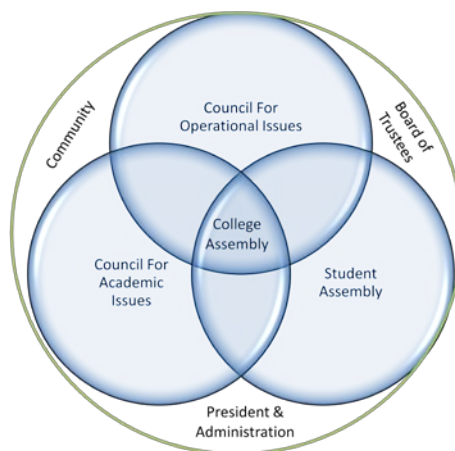
The communication process ensures that there is a mechanism in place to capture the voices of various constituencies and stakeholders and also provide for a continuous feedback loop to communicate progress on college initiatives. Because the College Assembly is central to the functioning of our shared governance structure, it is the primary communication hub for all shared governance activities. However, the activities of all the governing bodies within shared governance (Student Assembly (SA), Council for Academic Issues (CAI), and Council for Operational Issues (COI)) can potentially 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.

Ongoing Plan for Implementation of the Shared Governance Model

During the spring 2012 semester, some of the primary goals of the College Assembly, Council for Academic Issues, and the Council for Operational Issues are to:

- revise the Constitution and Bylaws for the governance groups and present the revised Bylaws to the campus for input;
- host a second Town Hall meeting and oversee the closing of the loop on issues raised at the initial Town Hall meeting;
- encourage campus committees to make use of the committee web templates for the posting of minutes and other information;
- 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 2012; and
- ensure that the governance structures are prepared to begin the business of the next academic year.

Implementation Timeline for Leadership and Governance Initiatives since the Middle States Follow-Up Visit

Date	Action Item	Parties Involved
March 22-23, 2011	Visit of Middle States Follow Up Team	Broad Campus Participation
April 18-22, 2011	Call for Nominees for College Assembly, Council for Academic Issues, and Council for Operational Issues	Shared Governance Task Force (SGTF) Campus Constituencies
April 20, 2011	Information Sessions on the Nomination and Election Process	SGTF Campus Community
May 2, 2011	Distribution of Paper Ballots	SGTF
May 2-6, 2011	Voting for elected positions	Campus Constituencies
May 24, 2011	Announcements of appointed and elected members of the College Assembly and the Councils for Academic and Operational Issues	Campus Communication
June 29, 2010	Planning Meeting for Shared Governance Kick-Off	SGTF
August 24, 2011	BCC Board of Trustees Priorities and Goal-Setting Retreat	Board of Trustees
September 7, 2011	Meeting of the Student Assembly	SA
September 14, 2011	Meeting of the Student Assembly	SA
September 16, 2011	Shared Governance Kick-Off Meeting	President Kevin E. Drumm Members of Administration Shared Governance Task Force (SGTF) Elected members of the Shared Governance Bodies
September 20, 2011	Initial Meeting of the College Assembly, with election of officers	College Assembly
September 20, 2011	Initial Meeting of the Council for Operational Issues, with election of officers	Council for Operational Issues
September 21, 2011	Meeting of the Student Assembly	SA
September 23, 2011	Initial Meeting of the Council for Academic Issues, with election of Officers	Council for Academic Issues
September 28, 2011	Meeting of the Student Assembly	SA
October 3, 2011	Meeting of the College Assembly	College Assembly
October 5, 2011	Meeting of the Student Assembly	SA
October 6, 2011	Meeting of the Council for Academic Issues	CAI
October 12, 2011	Meeting of the Student Assembly	SA
October 13, 2011	Meeting of the Council for Operational Issues	COI

October 17, 2011	Meeting of the Council for Academic Issues	CAI
October 18, 2011	Meeting of the College Assembly	College Assembly
October 21, 2011	Meeting of the Student Assembly	SA
October 27, 2011	Meeting of the Council for Operational Issues	COI
October 28, 2011	Meeting of the Student Assembly	SA
November 3, 2011	Meeting of the Council for Operational Issues	COI
November 4, 2011	Meeting of the Council for Academic Issues	CAI
November 8, 2011	Campus-Wide Town Hall Meeting	President Kevin E. Drumm and members of the Administration Shared Governance Task Force (SGTF) members Members of the Shared Governance Bodies Students, Faculty, Staff, and other members of the Campus Community
November 9, 2011	Meeting of the College Assembly	College Assembly
November 11, 2011	Meeting of the Student Assembly	SA
November 14, 2011	Meeting of the Council for Academic Issues	CAI
November 17, 2011	Meeting of the Council for Operational Issues	COI
November 18, 2011	Meeting of the Student Assembly	SA
November 21, 2011	Meeting of the College Assembly	College Assembly
December 1, 2011	Meeting of the Council for Operational Issues	COI
December 2, 2011	Meeting of the Student Assembly	SA
December 2, 2011	Meeting of the Council for Academic Issues	CAI
December 5, 2011	Meeting of the College Assembly	College Assembly
December 9, 2011	Meeting of the Student Assembly	SA
December 12, 2011	Meeting of the Council for Academic Issues	CAI
December 13, 2011	Meeting of the College Assembly	College Assembly
December 15, 2011	Meeting of the Council for Operational Issues	COI
December 16, 2011	Meeting of the Student Assembly	SA

Schedule of Shared Governance Meetings for the Spring 2012 Semester

COLLEGE ASSEMBLY (CA)
Monday, January 23 3-4 p.m.
Wednesday, February 8 8-9 a.m.
Monday, February 20 3-4 p.m.
Wednesday, March 7 8-9 a.m.
Monday, March 19 3-4 p.m.
Wednesday, April 4 8-9 a.m.
Monday, April 23 3-4 p.m.
Wednesday, May 9 8-9 a.m.
COUNCIL FOR ACADEMIC ISSUES (CAI)
Thursday, January 26 1-2 p.m.
Thursday, February 9 1-2 p.m.
Tuesday, February 21 11 a.m.-noon
Thursday, March 8 11 a.m.-noon
Tuesday, March 20 11 a.m. -noon
Thursday, April 5 1-2 p.m.
Thursday, April 19 11 a.m.-noon
Thursday, May 3 11 a.m.-noon
COUNCIL FOR OPERATIONAL ISSUES (COI)
Monday, January 30 2-3 p.m.
Monday, February 13 1-2 p.m.
Monday, February 27 2-3 p.m.
Monday, March 12 1-2 p.m.
Monday, March 26 2-3 p.m.
Monday, April 16 1-2 p.m.
Monday, April 30 2-3 p.m.
Monday, May 7 1- 2 p.m.
STUDENT ASSEMBLY (SA)
Wednesdays 10:00 to 10:50 am
— All meetings will be held in Wales 203B —

Standard 7 (Institutional Assessment)

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

In May 2010, President Kevin E. Drumm appointed an Institutional Effectiveness and Assessment Committee to "spearhead the identification of our core measures of institutional effectiveness." 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.

Administrative Addition

At the beginning of the Fall 2011 semester, the administrative position of Institutional Effectiveness Officer was added at to the BCC executive team to facilitate institutional assessment. The Institutional Effectiveness Officer consults with the seventy-seven established units involved in the local unit assessment process, striving for continuous improvement of student learning, student support services, and administrative functionality. The Institutional Effectiveness Officer also serves as an *ex officio* non-voting member of the College Assembly, and as an *ex officio* voting member of the Council on Operational Issues.

Committee Structures

To support institutional effectiveness, the Institutional Effectiveness and Assessment Committee (IEAC), originally established in response the Middle States findings, has expanded and become a permanent standing committee (Appendix M). The IEAC is responsible for the ongoing process of monitoring and assessing unit performance in order to enhance and upgrade operations of Broome Community College. The IEAC works in conjunction with the Institutional Effectiveness Department to facilitate the unit assessment process for continuous improvement and other roles as advised by shared governance (Appendix N). The Committee is responsible for adherence to the guidelines for institutional effectiveness established by the Middle States Commission on Higher Education.

Institutional Assessment Progress

In a process begun last year, each of the campus units was oriented to the assessment cycle and guided to develop and articulate their unit goals. As of November 23, 2011, **100%** of the Units at BCC have completed the assignment of creating goals (Appendix O). As the assessment cycle continues, units have begun to return documentation assessing their performance in comparison with the stated goals (Appendix P). After reports are reviewed by the Institutional Effectiveness Officer, feedback and suggestions are provided, and all reports are posted on the Institutional Assessment web pages within the portal.

A unit summary form for Institutional Effectiveness (Appendix Q) was distributed for units to evaluate not only their progress toward completing unit goals, but also their progress in becoming proficient in assessment itself. As units move through their assessment cycles, these completed reports are compiled and posted on the Institutional Effectiveness web page (Appendix R).

Technology Structures to Support IE

Argos Dashboard: The programmers in the BCC Informational Technology Services (ITS) have developed a prototype Argos Dashboard. The Institutional Effectiveness Officer has begun to demonstrate the capabilities of the new Argos package for OLAP (OnLine Analytic Processing) to members of the IEAC committee (Appendix item D, refer to IEAC minutes from October 21, 2011). The Argos Dashboard pulls directly from the live Banner database. Users get the most up to date information as of the moment the query is executed. The Argos Dashboard contains the following student data dashboards titled enrollment funnel, retention and persistence, graduation, and courses. The IEAC committee will review the current dashboards and make recommendations to modify current student data dashboards and create new student data dashboards depending on collective faculty and staff recommendations.
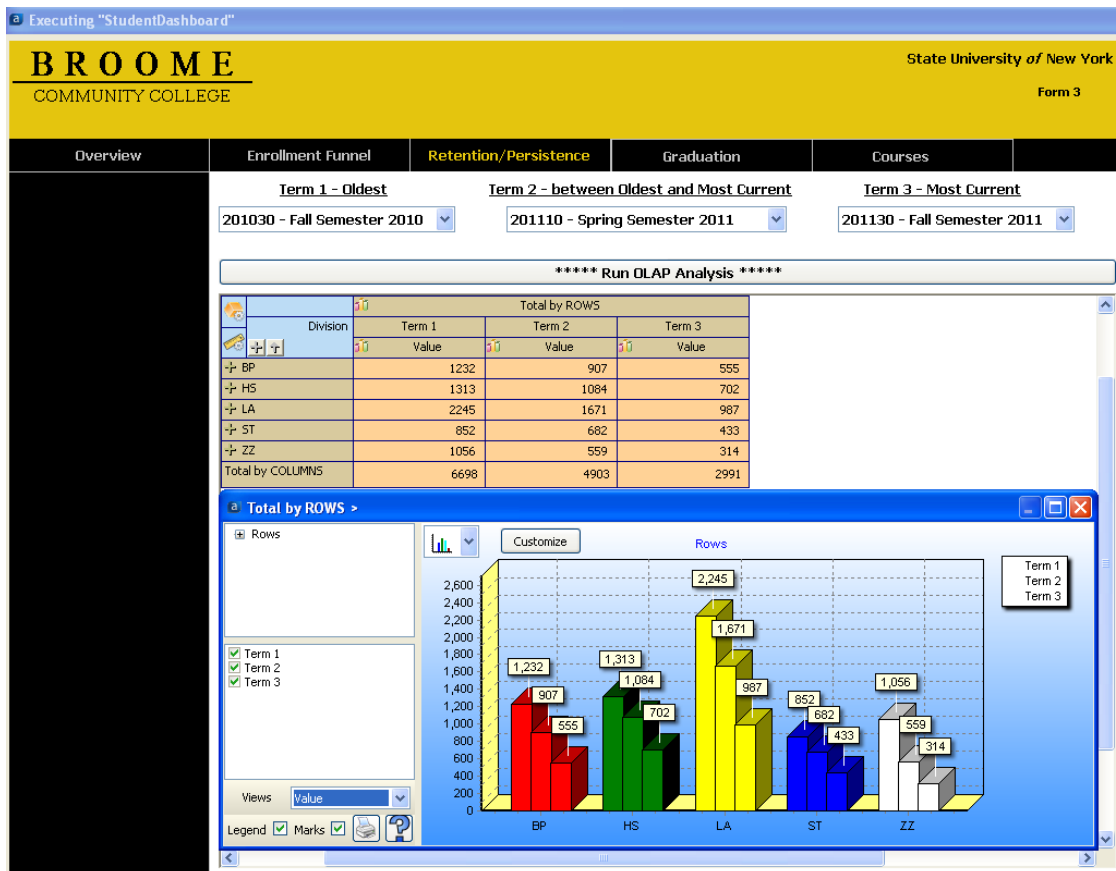
IE webpage: The Institutional Effectiveness Officer will soon complete the archiving of all unit assessment documentation, IEAC minutes and agenda, and other institutional assessment related information on the IE webpage. This internal webpage will serve as a communication tool of assessment activities and resources.

Strategic Visioning Process: During the Fall 2011 semester, the college will articulate a new BCC vision and mission statement, derived from input provided from the BCC campus community. Established by the College President, Dr. Drumm, a representative Strategic Visioning Committee (SVC) is working to facilitate this process with its sponsorship of three

Appreciate Inquiry (AI) sessions followed by compilation and posting of all information and ideas collected.

Survey Modification:
The Institutional Effectiveness Department has modified the BCC Alumni Survey to a web-based format to potentially increase the response rate and improve data compilation. The academic degree programs involved in the SUNY Academic Review Process or specific program accreditation will be the first pilot groups to use this survey format.

Scheduled Professional Development Related to Institutional Assessment
1) *Ways to Address Learning Outcomes Assessment and Institutional Effectiveness*, Monday, December 5, 2011, 1:30-3:00pm, Libous Room, Decker Building, Broome Community College
2) *Assessment Simple and Doable: Where We Go from Here*
   A Workshop by Barbara Walvoord, Ph.D.
   Professor Emerita at the University of Notre Dame, Indiana
   Tuesday, January 17th from 11:00 to 2:00 in Decker 201.

Timeline of Action Items

Institutional Effectiveness and Assessment Committee Progress

Event	Date
Formation of the IEAC committee and first meeting	September 2011
Presentation of Argos Dashboard	October 2011
Discussion and recommendation of a College Employee Satisfaction Survey	November 2011
Agenda, minutes, by-laws posted on: https://mycollege.sunybroome.edu/web/institutional-effectiveness/bcc-unit-assessment-process	

Strategic Visioning Process

Event	Date
Formation of the Strategic Visioning Committee	October 28, 2011
AI session	October 31, 2011
AI session	November 9, 2011
SVC meeting	November 14, 2011
AI session	November 15, 2011
SVC meeting All summaries and minutes posted on: https://mycollege.sunybroome.edu/web/institutional-effectiveness/institutional-effectiveness	November 18, 2011

Institutional Assessment Progress

Event	Date
Request for Fall 2011 Unit Assessment Update	September 2011
Unit assessment updates due	October 21, 2011
Consultation with units for revising and updating goals All unit information available at: https://mycollege.sunybroome.edu/web/institutional-effectiveness/institutional-assessment-documents	Ongoing

Conclusion

Evidence of the Institution's Progress Regarding Compliance with Standard 4 (Leadership and Governance

Evidence documenting that the elections called for in the shared governance structure have been conducted:
Appendix C- Campus Wide Announcement of Shared Governance Nominations
Appendix D- Campus Wide Announcement of Shared Governance Election Results

Evidence documenting that the College Assembly and the councils called for in the structure are operational:
Appendix E- Minutes of BCC Shared Governance Kickoff Meeting
Appendix F- Selected Minutes of the College Assembly
Appendix G- Selected Minutes of the Council for Operational Issues
Appendix H- Selected Minutes of the Council for Academic Issues
Appendix I- Selected Minutes of the Student Assembly
Appendix J- Summary of Priorities and Goals from 08/24/11 Board of Trustees Retreat

Evidence documenting that information about the functioning of the structure is readily available to the campus community:
https://mycollege.sunybroome.edu/web/shared-governance/shared-governance-home
Appendix K- Campus-Wide Invitation to Town Hall Meeting
Appendix L- Town Hall Meeting Themes and Referrals

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

Evidence documenting that all units have identified unit-level goals and assessment measures related to the College's strategic directions (Standard 7):

Appendix O- List of Unit Goals as of November 23, 2011
Appendix P- Example of Unit Goal Report for a Specific Unit
Appendix Q- Fall 2011 Unit Summary for Institutional Assessment Form
Appendix R- Summary of Unit Self-Reported Progress on Unit Goals as of November 23, 2011

Broome Community College has continued to develop and implement an effective model of Shared Governance and to deploy a comprehensive system to evaluate institutional effectiveness. The College continues to be committed to ensuring that these changes are institutionalized and enduring, ultimately supporting the College's Mission, Vision, and Strategic Directions.

Appendices of Supporting Documents

Appendix A- Web Announcement of Shared Governance Campus Engagement Sessions

Shared Governance Campus Engagement Sessions

We encourage ALL campus members to join us! As the college forges ahead, we hope to create a collegial environment of mutual respect, open communication, informed decision making, and active participation.

We would also love to hear your feedback! Simply click here to share your thoughts on the session(s) you attend.

Informational Sessions

Monday, March 7, 2011 9-10AM in D-201
Wednesday, March 9, 2011 9-10AM in D-201
Thursday, March 10, 8:30-9:30AM in D-201
Friday, March 11 2-3PM in D-201

Feedback Forums

Monday, March 14, 2011 8:30-10:30AM in D-201
Tuesday, March 15, 2011 1-3PM in D-201

Open Forum

Wednesday, March 16, 2011 8:30AM-12PM in D-201

Appendix B- Example Results of Feedback Forum on the Provisional Model of Shared Governance

Shared Governance at BCC Website

Monday 3/15 Feedback Forum on the Provisional Model

Strengths of a robust SG system:

* Strong communication
* Total involvement (from students all the way up to board members)
"As above, so below" (all levels)
* Open-mindedness
* Listening
* Respect for thoughts, shared openly
* Adaptability to change
* Shared ownership of decision making (empowerment)
* Opinions are welcomed, vetted, respected
* Civility, orderliness (awareness of process and procedures), coherent, rationale
* Understanding the difference between day to day operations and shared governance issues
* Cooperation
* Removing the layers
* Having an informed decision making process
* Build a stronger sense of trust
* Opportunity for a cultural change on our campus
* Decisions include a rationale

Strengths of the Provisional Model:

* The model is designed to keep the decision-making and the responsibility for carrying out the decisions, in the hands of the people who have the expertise
* Decisions should be driven by the Institutional Core Values
* Technology Hub (Shared Governance Website)
* Ideas have opportunities to be heard (College Assembly, Town Hall Meetings)

Areas of Concern:

* Reporting structure looks linear (layers)
* People don't really understand how this model will be used
* What is the perception of Department Chairs (seen as faculty or administrator)
* Time constraints impede participation (scheduling, attending) and venues
* We should be a collective group aimed at serving the students
* Will there be a formal or informal ratification of the provisional SG model by campus, administration, board of trustees?
* Transparency vs. personal privacy (survey results)

Parking Lot Issues:

* Provide campus with examples of how the process will work
* Offer workshops for campus leaders (coordinators, chairs of departments and committees, administrators...) to develop knowledge, skills, and dispositions aligned with Shared Governance values.
* Is there a history of success with institutions of higher education who embrace Shared Governance?
SUNY and Middle States impose SG mandates (external forces)

Nominations/Elections for College Assembly & Councils

Our new shared governance structure is "hatching" and we want you to be a part of the excitement! Beginning April 18th and ending April 22nd at 3:00pm we will accept nominations for the representative positions for the College Assembly, Council for Academic Issues and Council for Operational Issues.

Also, we will be offering **two information sessions** on the nomination and election process on **Wednesday, April 20th from 9am – 11am and again from 4pm – 5pm in Decker 201**.

To nominate someone or to self-nominate for one of the Councils and/or the College Assembly, please forward that name and contact information to Meghan McGuinness at mcguinnessma@sunybroome.edu.

Mon Apr 18	Accepting Nominations - via Email to mcguinnessma@sunybroome.edu
Tue Apr 19	Accepting Nominations - via Email to mcguinnessma@sunybroome.edu
Wed Apr 20	Accepting Nominations - via Email to mcguinnessma@sunybroome.edu; Info Session; Info Session
Thu Apr 21	Accepting Nominations - via Email to mcguinnessma@sunybroome.edu
Fri Apr 22	Accepting Nominations - via Email to mcguinnessma@sunybroome.edu
Mon Apr 25	Notify Nominees
Fri Apr 29	Nominee Description Due - by 3pm via email to gleasonms@sunybroome.edu
Mon May 2	Receive Ballots - via inter-departmental mail; Elections
Tue May 3	Elections
Wed May 4	Elections
Thu May 5	Elections
Fri May 6	Elections; Paper Ballots Due - by 3pm in IT, B-121

Those who are nominated for any of the Councils or Assembly will be notified by Monday, April 25th. Nominees will be asked to submit a brief description of why they would like to be part of the new Shared Governance structure. Please send the description, by Friday, April 29th at 3pm, to Melanie Gleason (gleasonms@sunybroome.edu) so that they can be included on the ballot. Paper ballots will be sent to your campus mailbox on Monday, May 2nd. Elections will be held the week of May 2nd through May 6th. There will be a box for completed ballots in the IT office, B -121 and they must be submitted by Friday, May 6th at 3pm. While ballots remain anonymous, you will sign a separate sheet indicating that you have voted. This will ensure that we do not receive duplicate votes.

Final results of the election will be shared via a campus wide email and the Shared Governance website by Wednesday, May 11th. Thank you so much for participating in this new birthing process of shared governance!

Appendix D- Campus wide Announcement of Shared Governance Election Results

From: McGuinness, Meghan
Sent: Tuesday, May 24, 2011 11:30 AM
To: Campus Wide Communications
Subject: Shared Governance Election Results!

Congrats to the winners of the Shared Governance Elections!! Thank you to all those who nominated a colleague or self-nominated.

College Assembly

Student	TBA
Collective Bargaining Units	Renee Kovac, David Michalak, John Petkash
Faculty	Judy Samsel (HS); Rey Wojdat (BPS); Fred Loveland (LA); Tracy Curtis (STEM)
Adjunct Faculty	Judi Dzuba
CAI Chair	TBD
COI Chair	TBD
FT Non-Instructional Faculty	Deb Hibbard, Loreta Paniccia
Department Chairperson	Sandra Wright
Director/Asst. Director/Staff Assistant	Jenae Norris, Jesse Wells
Classified Service	Judy Giblin
Campus President	Dr. Drumm
Vice-Presidents	Julie Peacock, Debbie Morello, Regina Losinger
Dean	Andrea Wade
Parliamentarian	TBD
CA Support/Secretary	TBD

Council for Academic Issues

Student	TBA
Faculty	Doug Garner (LA) Lenny Grozier (LA) Greta Wingate (LA) Leira Manso (LA) Pat O'Bryan (BPS) Wes Warren (BPS) Anne Uncapher (HS) Julie Martin (HS) Jason Smith (STEM) Robert Lofthouse (STEM)
Adjunct Faculty	Joan Lubar Ralph Hall

FT Non-Instructional Faculty	Debbie Spanfelner Mary McCarthy
Department Chairperson	Margherita Rossi (LA) Rick Behr (BPS) Rachael Hagerman (HS) Kennie Leet (STEM)
Director/Asst. Director/Staff Assistant	Larry Truillo
Classified Service	Laura Maurer
Dean	Kelli Ligeikis Mary Dickson

Council for Operational Issues

Enrollment Management (EMAT)	Marty Guzzi
Institutional Effectiveness	Committee Identifies
Technology Committee	Committee Identifies
Banner Core	Committee Identifies
Grants Planning	Committee Identifies
Facilities	Committee Identifies
Office of Public Safety	Joe O'Connor
Registrar	Dawn Kutz
Finance/Budget	Director or Designee
Public Affairs	Director or Designee
Human Resources	Director or Designee
Student/Community Engagement	Laura St. George
Student	TBA
FSA	Director or Designee
Foundation	Director or Designee
Faculty	Harold Koster
Classified Service	Susan George

BCC Shared Governance Kickoff
Approved Minutes of Meeting
September 16, 2011
B224 •7-9 a.m.

Members Present: Rae-Palmer Jones, David Michalak, Julie Lakin, Rey Wojdat, Judi Dzuba, Deb Hibbard, Loreta Paniccia, Sandra Wright, Jenae Norris, Judy Giblin, Dr. Kevin E. Drumm, Jason Zbock, Debbie Morello, Andrea Wade, Michelle Perricone, Mike Carra, Gary Finch, Gian Roma, Lisa Strahley, Doug Garnar, Cheryl Sullivan, Melanie Gleason, Meghan McGuinness, Bill Hollister, Salka Valerio, Marty Guzzi, Dawn Kutz, Elizabeth Wood, Guthrie Fortner, Lily Montayne, Judy Siggins, Harold Koster, Susan George, Wes Warren, Anne Uncapher, Joan Lubar, Debbie Spanfelner, Rachael Hagerman, Larry Truillo, Mary Dickson

Members Excused/Absent: Renee Kovac, Judy Samsel, Fred Loveland, Tracy Curtis, Jesse Wells, Regina Losinger, John Petkash, Larry Alger, Julie Peacock, Tim Grippen, Margherita Rossi, Carla Michalak, Joe O'Connor, Rich David, Laura St. George, Joe Drotar, Lenny Grozier, Greta Wingate, Leira Manso, Pat O'Bryan, Julienne Martin, Jason Smith, Robert Lofthouse, Mary McCarthy, Rick Behr, Kennie Leet, Laura Maurer, Willie Murray

Breakfast began at 7 a.m. followed by a meeting at 7:30. Meeting ended shortly after 9 a.m.

Opening Remarks: Dr. Kevin E. Drumm
• BOT passed the No Smoking policy for campus. Policy will be implemented on November 17, 2011, the day of the "Great American Smoke Out".
• Big academic and operational issues that impact the campus will come through Shared Governance. We may want to bring in professional facilitators for some of the bigger issues.
• The Shared Governance Task Force is no longer a formal body but rather will act as an advisory body to College Assembly, Student Assembly, Council for Academic Issues, and the Council for Operational Issues.
• Immediate tasks for Shared Governance include:
  - Each of the three bodies must now elect their own officers (chair, vice chair, secretary). Votes would take place by first or second meeting. Secretary for each body can take the minutes or they can rotate minutes taking duties at each meeting. Minutes should be sent to Michelle so she can make sure they are posted to the web site.
  - Preparation for the first Middle States follow up report in December 2011 and another report that is due Spring 2012
  - Scheduling of meetings will be challenging. Common Hour or early morning meetings might work for more people.
  - Each group needs to discuss how they will operate, prioritize items, and develop their agendas. They may consult the task force and refer to the bylaws. (copies of bylaws were passed out to each attendee)

- Town Hall meetings
  - Need date and time scheduled soon for a meeting in late October or early November
  - College Assembly Chair oversees Town Hall meetings or "feedback sessions" where issues are brought up. Agenda items are gleaned from these meetings.
- The College Assembly is the coordinating and communication body and works alongside Executive Council
- Individual councils deliberate and discuss implementation of recommendations from campus community
- Assembly should not redeliberate issues that come from councils
- Academic Council makes recommendations to Julie and/or Dr. Drumm
- Immediate Agenda Items:
  - Strategic Directions planning process moves forward now that Francis Battisti and Jason Zbock in place
  - Shared Governance bodies need to identity issues that need to be addressed ASAP
  - Adjunct faculty want to have their own formal council. What will the structure of this council look like?

Lisa Strahley asked the members of each council to stand

Shared Governance Overview by Doug Garnar
- Doug discussed our guiding principles and said this is an opportunity for a paradigm shift. Shared Governance at BCC is a work in progress and will evolve over the next few years. Administration is committed to the success of this process. When we look at our strategic directions, we can see how this process will all fit in. We can become a model for other groups in the community.
- People complained that they didn't have a voice in the past, that communication was sporadic at best, and that there was no transparency. We are now creating a structure when all voices can be heard in a timely fashion.
- Student Assembly is its own council and is an integral part of the SG process. We now have 5 student voices.
- We are mobilizing social and human capital to move processes along.
- Town Hall meetings should happen each semester so that issues can be illuminated.
- A communication "hub" is critical. Agendas, minutes of meetings, and recommendations should all be on the SG website, and people should be able to enter comments/blog.

Following Doug's presentation, people visited information tables and Lisa handed out a list of Next Steps, many of which were mentioned by Dr. Drumm in his opening remarks. People also posted comments about the benefits of a robust shared governance, asked questions about the new structure, and compiled a strengths inventory that will benefit councils and the assembly.

Meetings for each of the bodies will convene as follows:
- College Assembly, Tuesday, September 20, 1 p.m., W203B
- Council for Operational Issues, Tuesday, September 20, 3 p.m., W203A

• Council for Academic Issues, Friday, September 23, 9 a.m., D201
• Student Assembly (Standing meeting every Wednesday, 9 a.m., Student Assembly Room, SS Building

Respectfully submitted,

Michelle K. Perricone
Secretary for College Assembly

Minutes approved by Meghan McGuinness

College Assembly
Minutes of Meeting
September 20, 2011
Wales 203B •1-2 p.m.

Members Present: Rae Palmer-Jones, Renee Kovac, Julie Lakin, John Petkash, Rey Wojdat, Fred Loveland, Tracy Curtis, Judi Dzuba, Deb Hibbard, Loreta Paniccia, Sandra Wright, Jenae Norris, Jesse Wells, Judy Giblin, Dr. Kevin E. Drumm, Jason Zbock, Julie Peacock, Debbie Morello, Andrea Wade, Michelle Perricone

Members Absent/Excused: David Michalak, Regina Losinger, Judy Samsel

Meeting began at 1:05 p.m. and ended at 1:55 p.m.

• Convening Chair, Sandra Wright, welcomed everyone and asked members to introduce themselves. Since this was the first meeting, there were no minutes to approve nor was there correspondence or old business to discuss.

New Business: Nomination and Election of College Assembly Chair
• The portion of the Shared Governance Constitution and Bylaws related to the election of the College Assembly Chair was reviewed.
• There was a discussion about release time for the person filling the chair's position. The president announced that he would work with the nominee to support them in fulfilling this time commitment.
• Julie announced that the unions would be consulted in order to formulate bylaws regarding compensation for time spent chairing the assembly.
• Judy Giblin made a motion to accept the constitution and bylaws regarding nominations and elections as presented in order to move forward to an election. Jenae seconded and motion was passed.

Floor opened to nominations
• Rey nominated Sandy Wright for Chair and she respectfully declined.
• John nominated Jason Zbock for Chair and Fred seconded. The convening chair stated that he was not qualified as a non-voting member.
• Andrea and Tracy self-nominated as co-chairs for one year only. Rey seconded and the motion passed.

Parliamentarian
• Parliamentarian will be appointed by the co-chairs.

Scheduling of CA, COI, and CAI meetings/attendance
• The secretary announced that, once all officers are elected for these three bodies, she will schedule two meetings per month for each group for October, November, and December 2011.

Once scheduling is complete, Michelle will send a notice out to the entire Shared Governance membership to let them know when each group meets.
• The convening chair announced that, according to the constitution, members have a right to appoint alternates to attend their meeting/s when they cannot.

Respectfully submitted,

Michelle K. Perricone
Secretary for College Assembly

College Assembly
Minutes of Meeting
November 9, 2011
Wales 203B • 8-9 a.m.

Members Present: Lily Montanye, Renee Kovac, David Michalak, Julie Lakin, Judy Samsel, Steve Call (alternate for Fred Loveland) Tracy Curtis, Judy Dzuba, Andrea Wade, Margherita Rossi, John Petkash, Deb Hibbard, Loreta Paniccia, Sandra Wright, Judy Giblin, Dr. Kevin Drumm, Jason Zbock, Julie Peacock, Dominick DeMichele, Michelle Perricone

Members Excused: Regina Losinger, Jenae Norris

Members Absent: Rey Wojdat, Jesse Wells, Debbie Morello

Call to order: 8:03 a.m.

• Quorum was established

• Motion to adopt agenda was seconded and members voted to approve.

• M. Rossi moved to approve October 18, 2011 minutes. Tracy Curtis seconded and members voted to approve.

• No correspondence

Reports
• College Assembly Co-chair's Report: Andrea Wade reported that all bodies of Shared Governance are all working from the same copy of the College Assembly Constitution and Bylaws that was sent to Middle States in March of 2011. The bylaws subcommittees for each body will make changes they feel are appropriate for their respective body. They are considering protocols for how the CAI and COI report to the College Assembly. Chairs from all of the governing bodies appreciate notice if someone wishes to add an item to an agenda.
• College President's Report: Dr. Drumm thanked everyone for their involvement in the Town Hall meeting yesterday. He felt that it went "extremely well" and was a "very positive couple of hours."
Dr. Drumm said we need to spend time looking at the restructuring that is going forward and at the following issues:
- Downsizing at the senior level
- Backlog in advising (2 months per Joe Spence)
- Direct student services and how critical they are to enrollment
- Restructuring and moving away from temporary roles (Dr. Drumm requests our input on this)
• VPAA Report: Julie Peacock appreciated how vocal and positive the students were at the Town Hall
• COI Chair Report: John Petkash was surprised by the turnout at the Town Hall Meeting and at the variety of responses. He felt it worked well when the president responded to some of the concerns. He said there should be a mechanism to communicate issues.

• CAI Chair Report: Margherita Rossi reports that the CAI has chosen Wes Warren as their representative to the Strategic Visioning Committee. Also, the student vacancy and adjunct vacancy have been filled. She also reported that a dean resigned from CAI.

• Student Assembly Report: Lily Montanye said that the students have a wooden box into which students place suggestions or voice concerns. They would like to provide this feedback to the college. Also, a Facebook page ("BCC Crew") exists where students voice their concerns. Student Assembly members are on this page.

Guthrie Fortner and Lily Montanye were delegates at the Student Assembly Conference "SUNY Spirit Competition" and said BCC won for "most original." At the conference, they spoke about Shared Governance with delegates from Potsdam and other colleges. They networked with other students and found that many were not familiar with our Shared Governance structure. At the conference, students from around the state expressed their opposition to colleges sharing a president and voted on a resolution to denounce all shared presidencies where students, faculty, and staff were not considered in the decision to share a president.

• College Assembly Bylaws Subcommittee: Deb Hibbard, who co-chairs with Mary Donnelly, reports that the subcommittee concentrated on identifying issues at their most recent meeting, and will continue to ID issues and develop language at their next meeting. Jason Zbock added that the subcommittee has two more meetings so that everything can be documented by March 2012.

Old Business

• Town Hall Meeting:

- Andrea thanked moderators Jeff Van Syckle and Francis Battisti for creating a comfortable and collegial atmosphere.

- She thanked Michelle for doing the recording and asked the group how people would feel about having the next meeting recorded electronically. Michelle said she would continue to record by hand if that would facilitate more open discussion if taping the meeting would be thought to impede open discussion.

- College Assembly will send the 50+ comments forth to appropriate committees, councils, individuals, SG bodies, etc. Then, we will report to campus where the concerns went to and who is addressing their issues. We might create a table, refer items, post results.

- Dr. Drumm feels the focus of the Town Hall meetings need to "be more about listening than telling." He said "listening is paramount." The president asked if it would be helpful to designate part of the meeting for him to answer questions.

- Julie Lakin said one of the issues brought up at the meeting has already been referred to her. She is concerned that students might not know where the appropriate places to go with their issues.

- Dr. Drumm added that this Town Hall meeting is a starting point, but does not want students to have to wait until the next meeting to voice their issues or wait long to have their issues addressed if they need help right away.

- Steve Call suggested that we create an Ombudsman's office. Anyone could take their concerns to the ombudsman and then the ombudsman refers the issues to appropriate offices. The ombudsman might mediate in some instances.

- Dr. Drumm said that we don't have resources for this at the college but he appreciates the concept.

- John Petkash said that we need a blog on the new SG website for people to voice their concerns and opinions.

- Julie Peacock said the role of an ombudsman is not the same as shared conversation. She would like to think that we are all ombudsmen within each of our departments. She also added that she and Robin Petrus have talked about the library issues that were raised at the meeting and how students value a meeting place in the library. She suggested the library issues be referred to Student Assembly so students can decide what kind of atmosphere they want in the library.
- Andrea asked that we pick a time frame for the Town Hall Meeting next semester. The consensus was that a day in mid-February (before SG elections), in the middle of the day, would be best and that we keep the Little Theater as a venue since it worked so well for the first meeting.
- Margherita said that there might be three components for the next meeting: 1. Listening component 2. Issues that already exist component 3. Give and take component. She thought the introduction was good.
- Andrea added that most Town Hall meetings that she has attended have a focus or theme
- Dr. Drumm suggested that we might want to put the entire Constitution and Bylaws out for ratification and elicit feedback. He also thought the "drop-in phenomenon" for these meetings works well, and that the location for the meeting was really great since it is in a popular place where many students hang out.
Adjunct Faculty representation:
- Andrea contacted someone as a possible replacement for Judy Dzuba for next semester but there was no response. It was suggested that Larry Alger be the replacement.
Scheduling for Spring 2012:
- David Michalak said that the faculty are upset about the scheduling and that they were elected but cannot attend meetings due to scheduling. Judy Dzuba mentioned that she really wants to participate but has clinics. Dave felt accommodations should be made to make the schedule for Spring 2012 more flexible.
- Andrea asked if the group wanted to keep the schedule as is or make it more flexible for next semester.
- Michelle mentioned that nearly all of the 24 members were accommodated with the scheduling the way it is for next semester and that number would drop considerably if we changed days and times for some of the meetings. She was concerned that there would not be a quorum at the meetings. Someone suggested that those who would miss the meetings would have to send alternates.
- Dave Michalak moved that we go to a flexible schedule. Sandy Wright seconded. 10 voted to change the schedule and 3 opposed. Motion passed and Michelle will reschedule some of the meetings.
- Steve Call wondered why we could not use Common Hour for meetings. Andrea and other members explained that faculty want to participate and some faculty use that time to meet with clubs and with individual students.
- Dr. Drumm added that the scheduling issue will never been completely solved because of the nature of college life. He said we might want to add something to the bylaws that states that one or more people can be elected to the same position so there is always an alternate available.

New Business
- Rey Wojdat has agreed to serve as the CA representative on the Strategic Visioning Committee.

- There needs to be some clarification of the bylaws with respect to someone serving in a position on one of the bodies.
ie. If they are a department chair, can they run as faculty?
- An SG member asked, prior to the Town Hall meeting, if there is any provision or mechanism for submitting issues anonymously at a Town Hall meeting. Sandy mentioned technology that would allow you to ask the question anonymously. Julie thinks we could simply have a box for paper submission of questions and concerns.
- Steve Call said that students often feel powerless and are fearful they will be "ground down" if they as the wrong question.
- Judy Giblin said that staff feel vulnerable as well to the whims of those above them.
- Julie Lakin added that people are hypersensitive and fearful. She has heard interactions with staff and says that sometimes students will inaccurately relate what has happened to them.
- Margherita hopes that the fear artifact from the previous culture will dissipate and that part of SG is about taking responsibility. She hopes people will eventually be proud to share opinions.
- Steve Call referred to this as the "march to democracy" and that as we move forward, things will become more transparent.
- Dr. Drumm said it is important for people to feel comfortable expressing their opinions outside of the Town Hall as well. They should feel safe to ask questions or brings concerns to their bosses. We need the culture to change...no retaliation or intimidation.
- Loreta Paniccia said she uses a "roaming journal" that she circulates throughout a room during a class or meeting. People in attendance can record their thoughts anonymously.
- Andrea said that an employee asked the CA to address specific work tasks within their department. Her opinion is that we are not the body to address this issue and that not everything comes to the CA. She asked, "Do we wanted to see everything that comes forward?"
- Lily suggested that we have a web page or tab to take in questions, record dates they come in and then report feedback.
- John Petkash mentioned how the task force developed the original web pages for Shared Governance.
- Julie asked if it was possible to set up a "consent agenda" so things come to CA first?

Meeting was adjourned at 9:08 a.m.

Next meeting is Monday, November 21, 3-4 p.m., in Wales 203B.

Respectfully submitted,

Michelle Perricone
College Assembly Secretary

Council for Operational Issues
September 20, 2011

Attendees: Rich David, Gary Finch, Guthrie Fortner, Susan George, Marty Guzzi (Convening Chair), Harold Koster, Dawn Kutz, Julie Lakin, Lily Montanye, Debbie Morello, Michelle Perricone, John Petkash, Laura St. George, Judy Siggins, Andrea Wade, Elizabeth Wood, Jason Zbock. Excused: Joe Drotar, Regina Losinger, Joe O'Connor, Gian Roma.

Objectives for today's meeting – Select/elect a chair, vice chair, and secretary. John Petkash volunteered to chair the Council for Operational Issues. Marty nominated John for this position and Andrea seconded the motion. The vote was unanimous. Marty then discussed the responsibilities of the chair, which include setting the agenda. Guthrie Fortner volunteered to serve as Vice-Chair. Marty nominated Guthrie for the position and Andrea seconded the motion. The vote was unanimous. Jason Zbock volunteered to serve as secretary. A nomination was made and seconded. The vote was unanimous. Marty will verify Jason's eligibility to serve as secretary. This depends on whether or not he is a voting member.

Michelle noted that she will be scheduling all 18 (3 groups at 6 meetings per group) meetings from October through December based on input from the 70 people represented by the three bodies. A Town Hall meeting will be scheduled by the end of the semester. Michelle will send everyone an email on this.

Common by-laws – The group will establish common by-laws. John Petkash noted that there are draft by-laws for each of the three groups. Copies of the by-laws are on the Shared Governance website.

Banner Core & Grants Planning Committees – Two committee members are needed to represent COI on the Banner Core and Grants Planning Committees. John Petkash will check with Scott Beekman and Robin Petrus regarding potential interest in serving on these committees.

Faculty Representation on COI – Hal Koster asked why there is only one faculty member on the COI. John Petkash explained the configuration noting that campus operations committees are represented and faculty is part of the committee. Marty expressed that we need a mindset where all are part of BCC and working together to serve students better. Dr. Drumm noted that the current constitution is provisional and changes can be made in areas such as the appropriate balance of membership. He stressed that a review of the makeup of the groups may be a good agenda item. Guthrie added that he would like to see more faculty in the group.

Academic Calendar – Marty discussed the academic calendar and concern over the issue of 14 Tuesdays. John Petkash asked if there was a penalty to only having 14 Tuesdays. It was decided that this discussion should be continued. Marty suggested identifying and implementing a "make-up" day. He would like to discuss this further.

Convocation Day – Dr. Drumm noted that Convocation Day may also be considered to be a classroom day with associated assignments. He mentioned that this may be a possible topic for the COI.

COI Issues – Judy Siggins expressed the need to define the kinds of elements that need to be addressed in the Council. Hal Koster recommended that any member of the Committee should be able to bring any item forward for an agenda. Dr. Drumm noted issues can be brought up, but it is important to keep it simple at first so that there is no redundancy of work going on in the Committees. Chairs should ultimately set forth the agenda.

Facilities Committee – Michelle stated that she was asked if the COI would replace the Facilities Committee. She assured the individual that COI would not replace other committees on campus.

Student Assembly - Lily Montayne said that the Student Assembly has placed an Issues Box in the Student Center Lobby as part of a weekly outreach student initiative.

Communication - Gary Finch noted that, while most things don't need extensive deliberation, they need to be communicated in a meaningful and consistent communication manner. Guthrie Fortner suggested that some COI members should go to Facilities meetings. Dr. Drumm said that perhaps a member of Student Assembly could join the Facilities Committee.

The meeting adjourned at 4:16 pm. The date of the next meeting is to be determined.

/ba

I. Attendance:

Present: Marty Guzzi, Jason Zbock (secretary), Andrea Wade, Scot Beekman, Robin Petrus, Gian Roma, Joe O'Connor, Regina Losinger, Rich David, Laura St. George, Guthrie Fortner, Gary Finch, Judy Siggins, Harold Koster, Susan George, Debbie Morello, John Petkash (chair), Joe Drotar, Julie Peacock (Ex officio)

Absent: Dawn Kutz (excused), Elizabeth Wood (excused), Rae Palmer-Jones (excused),

Guest: Peggy Smith (Alternate for Joe Drotar), Timmy Brewer (CAI alternate), Michelle Perricone

II. COUNCIL FOR OPERATIONAL ISSUES (COI) meetings for fall 2011
Thursday, November 3 11 a.m.-noon Wales 203B
Thursday, November 17 11 a.m.-noon Wales 203B
Thursday, December 1 11 a.m.-noon Wales 203B
Thursday, December 15 11 a.m.-noon Wales 203B

III. COUNCIL FOR OPERATIONAL ISSUES (COI) meetings for spring 2012
Monday, January 30 2-3 p.m.
Monday, February 13 1-2 p.m.
Monday, February 27 2-3 p.m.
Monday, March 12 1-2 p.m.
Monday, March 26 2-3 p.m.
Monday, April 16 1-2 p.m.
Monday, April 30 2-3 p.m.
Monday, May 7 1- 2 p.m.
— All meetings will be held in Wales 203B —

IV. Call to order at 11:05am

a. The COI adopted the meeting agenda for Thursday, October 27, 2011.
b. The COI members corrected the minutes from October 13, 2011 and then a motion was called, seconded, and the minutes were approved by consensus.
c. John Petkash mentioned that there is a shared governance chairs meeting on Friday, October 28, 2011. The chairs will discuss and have Michelle Perricone consolidate the most current shared governance materials for the CAI, COI, and CA.

OLD BUSINESS

BCC Smoking Policy

a. John Petkash gave a College Assembly update where he shared the body's discussion concerning the BCC smoking policy and vote to move the implementation date to January 17, 2012 pending a Board of Trustee discussion and vote on October 27, 2011.
b. Debbie Morello gave a progress update on the BCC smoking policy rollout. She pointed out that an advisory committee have discussed the extension of the soft implementation date and the process of the rollout focusing on the healthy individual choices and support from the BCC community to help support those choices. Debbie Morello also mentioned that the enforcement of the smoking policy will be addressed and it will be a respectful and slow process that will take into account shared input.
c. Harold Koster stressed two critical areas that affect students concerning the rollout of the smoking policy. First, we should extend the implementation date to educate students. Second, the enforcement of this policy should be very clear and transparent.
d. Debbie Morello noted that students have been involved in the rollout of this policy through the student assembly efforts.
e. Julie Peacock stated a concern of the implementation of this smoking policy can affect student scheduling of classes.
f. Peggy Smith mentioned that some student support services for cessation of smoking will be to offer nicotine patches or gum. She gave the statistic that 18% of adults 18 or older smoke in Broome County.

Discussion of COI draft by-laws
a. John Petkash asked about Guild membership in the by-laws. The membership will be reviewed.
b. Harold Koster asked about the possible committees that would report to the COI and where are they listed in the by-laws draft.
c. John Petkash pointed out that the College Council subcommittees are listed on the agenda.
d. Gary Finch asked for clarification of Article 4, number 4 in the draft by-laws.
e. Andrea Wade described the parliamentarian appointment process for the CA and CAI.
f. Harold Koster explained the need for a parliamentarian and the advantage of having someone outside of the COI committee serve in this capacity.
g. John Petkash started a discussion if the COI body should adopt the Democratic Rules of Order or Robert's Rules of Order to conduct COI meeting business.
h. Please review the following web links for information on:

Democratic Rules of Order: http://democraticrules.com/
Robert's Rules of Order: http://www.robertsrules.com/

i. Julie Peacock pointed out that the Curriculum Committee adopted the Democratic Rules of Order because they believed it was easier to use than Robert's Rules of Order.
j. Scot Beekman stated that he wants more time to review and compare both meeting rules of order.
k. Adopting meeting rules of order is tabled until the November 17, 2011 COI meeting.
l. John Petkash also noted that the by-law changes should be made by the November 3, 2011 meeting.
m. John Petkash voiced his opinion to review the issue of release time or flex-time for COI chair. He suggested we table this issue for a future meeting.

Committee Structure on Campus
a. John Petkash directed the committee members to the list of the College Council Subcommittees for group discussion if these committees should report to the COI.
b. The committee discussed the need for a college-wide survey to gather information on the purpose or mission and composition of each committee on the BCC campus.
c. A survey is being conducted by Deena Price through the TRC.
d. Harold Koster mentioned that committee work should be transparent to the campus community.
e. Julie Peacock agreed that there should be a simple structure of reporting of committee activity but committees on campus need the freedom to work.
f. Harold Koster stated that committee activity should be public to the campus community. He reiterated that committees should not work in a communications vacuum.
g. Marty Guzzi posed the question to Harold Koster: How should committees report activity?
h. John Petkash reminded COI members that eventually the each committee on campus should have web space in the portal to post agendas and approved minutes.
i. Michelle Perricone mentioned she is working on creating the web space for each committee to be able to post agendas and approved minutes.

NEW BUSINESS

Recycling Committee Activity
a. Regina Losinger described the Recycling Committee activity including phase one and phase two. Regina asked the COI members where she should begin the discussion on phase two rollout occur.
b. John Petkash pointed out to Jason Zbock to place the Recycling Committee Phase II under new business.

V. The meeting was adjourned at 12:15pm.

Respectfully submitted,

Jason Zbock, COI recorder

Council for Academic Issues
Minutes of Meeting
September 23, 2011
Decker 201 • 9-10 a.m.

Members Present: Doug Garnar, Lenny Grozier, Leira Manso, Pat O'Bryan, Anne Uncapher, Julianne Martin, Jason Smith, Robert Lofthouse, Joan Lubar, Debbie Spanfelner, Mary McCarthy, Rick Behr, Rachael Hagerman, Larry Truillo, Laura Maurer, Kelli Ligeikis, Mary Dickson, Julie Peacock

Members Excused: Greta Wingate, Wes Warren, Ralph Hall, Margherita Rossi, Kennie Leet, Salka Valerio

Meeting began at 9:07 a.m. and ended at 10:05 a.m.

• Convening Chair, Lenny Grozier, welcomed everyone and asked members to introduce themselves. Since this was the first meeting, there were no minutes to approve nor was there correspondence or old business to discuss.

New Business: Nomination and Election of College Assembly Chair
• The portion of the Shared Governance Constitution and Bylaws related to the election of the CAI chair was reviewed.
• There was clarification about the flexibility of the bylaws.
• The chair would be required to attend two CAI meetings and two College Assembly meetings per month. The CAI chair would not having voting rights at CAI meetings but would vote at College Assembly meetings.

Floor opened to nominations
• Discussion was made on procedures for a single nomination and for two nominees for CAI chair. Members will vote via electronic secret ballot. Ballots will be sent out by CA secretary, Michelle Perricone, who will be the only person to see the final votes. Membership will be notified via email as to election results. Deadline for receipt of ballots is Monday, September 26, 2011 at noon.
• Mary McCarthy nominated Margherita Rossi and Julienne Martin seconded.
• Lenny Grozier nominated Wes Warren and Jason Smith seconded.
• Debbie Spanfelner nominated Doug Garnar and Doug Garnar declined.
• Jason Smith self-nominated if there would be a co-chair. Lenny Grozier seconded.
• Doug Garnar nominated Mary McCarthy and she declined.
• Kelli Ligeikis nominated Lenny Grozier and she declined.
• Council agreed to approach Margherita Rossi and Wes Warren to determine if they were interested in chairing or cochairing. Once they respond with their interest, we will proceed with the electronic ballot process.

Nomination for Secretary
• Julianne Martin self-nominated as co-secretary. Rachel Hagerman self-nominate co-secretary. Laura Maurer motioned that they be elected. Mary McCarthy seconded. Majority approved.

Agenda Items for next meeting:
• FCCC delegate
• Election procedures for CAI vacancies

Respectfully submitted,

Michelle K. Perricone
Secretary for College Assembly

Members Present: Salka Valerio, Doug Garner, Lenny Grozier, Greta Wingate, Leira Manso, Pat O'Bryan, Wes Warren, Julianne Martin, Jason Smith, Robert Lofthouse, Debbie Spanfelner, Margherita Rossi, Rick Behr, Rachael Hagerman, Larry Truillo, Kelli Ligeikis, Mary Dickson, Brian
Loy

Members Excused: Anne Uncapher, Joan Lubar, Ralph Hall, Mary McCarthy, Kennie Leet, Laura
Maurer

Guests: Michelle Perricone, Julie Peacock

The meeting was called to order at 11:00 am.

Chairperson M. Rossi opened the meeting. Quorum present. Everyone was welcomed and members introduced themselves.

Agenda introduced for review. M. Rossi asked for a motion to accept the agenda.
Motion: L. Grozier / Second: W. Warren / Approved

Minutes of the 9/23/11 CAI meeting were reviewed.
• L. Grozier noted that the word "Affairs" should be struck from the heading and replaced by "Issues".
• G. Wingate noted that "Hagerman" was misspelled under secretary nominations.
• M. Perricone noted that "Julianne" was misspelled under secretary nominations.
• J. Peacock noted that she should not be considered a member of the CAI. Nonvoting status was suggested.
Motion to accept the 9/23/11 minutes as corrected: D. Garnar / Second: Larry Truillo / Approved

Correspondence:
J. Zbock, Institutional Effectiveness Officer, requested to be on the agenda of the next meeting of the Council for consultation and recommendation about BCC's administration of the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE). Due to the time sensitive nature of the issue, he was invited to the 10/17 meeting.

M. Woestman, Chairperson of the Student Learning Assessment Committee, has requested a meeting with M. Rossi to discuss institutional learning outcomes. A meeting has been scheduled. Update to follow.

Chairperson Report/Updates:
Chairpersons of all three governance bodies (CA, CAI, COI) met on 9/29 and will continue to meet, as needed, to ensure communication and collaboration, especially related to aligning efforts in these early stages of the new governance structure and to facilitate appropriate workflow in the future. College Assembly (CA) met on 10/3.

• Constitution/By-Laws Committee established so that the existing documents can be amended and voted on prior to the next round of SG elections in April 2012.

• There will be no standing committees associated with the CA.

• The first Town Hall Meeting to be held in the first week of November – date TBD.
Chair of the CAI attends the President's Cabinet meeting. Issues of note will be shared with the CAI.

Old Business:

M. Rossi asked M. Perricone, CA Secretary, to address the development of the Spring 2012 meeting schedule.

• Since elections took place before setting a meeting time, scheduling proved to be difficult as there was no common time that a majority of members were available. Schedule was based on the chairperson and at least one of the secretaries' availability for each meeting.

• Next year the date & time for the meetings would be pre-established and then elections would take place.

• G. Wingate/R. Behr voiced concerns about only being able to make 2 meetings.

• M. Rossi reminded members that the By-Laws permit elected or appointed alternates in the case that a member cannot attend a meeting.

New Business:

M. Rossi introduced Brian Loy as the Parliamentarian for the CAI.

• Meetings will follow Democratic Rules of Order instead of Robert's Rules.

• CAI members will receive a copy of the guide so as to familiarize themselves with the procedures.

M. Rossi again noted that the CA created and charged a Constitution/By-Laws Committee to draft changes to the current documents. She informed the Council that the Shared Governance Task Force drafted a proposed Constitution/By-Laws for the CA (only) with the intent that the framework would be amended by the shared governance bodies once operational. As was discussed at the CA meeting, the Constitution is intended to contain fundamental principles that

will guide and govern the operation of all three of the governance bodies and the By-Laws will establish the specific rules of guidance by which each separate body is to function.

• G. Wingate suggested that the CAI should let the CA take full responsibility for drafting the revisions.

• Motion that a subgroup of 4 Council members be charged to draft proposed changes to By-Laws within 2 weeks and present them for review and action: D. Garnar / Second: L. Manso / Discussion / Not Approved.

• P. O'Bryan suggested that the CAI take a "wait and see approach" and let the CA make initial changes to which the CAI could respond.
• Motion: Support the "wait and see approach": J. Smith / Second: P. O'Bryan / Discussion / Not Approved

• R. Hagerman suggested that the CAI take ownership immediately and draft modifications as they relate to the CAI. L. Manso agreed.

• D. Garnar reiterated the point that the Shared Governance Task Force had established the By-Laws for the CA and provided a model for which the other bodies were expected to adopt/amend, etc. He also suggested that the CAI would need to be governed by the existing By-Laws until our own By-Laws could be established.

• J. Martin suggested that the CAI send 1 or 2 representatives to the Constitution/By-Laws Committee established by the CA so that the CAI had a voice in making changes from the start.

• R. Behr and G. Wingate both brought up the fact that the existing Constitution/By-Laws speak only to the CA and that the language is very specific to that body alone.

• Motion: CAI should create and charge its own Constitution/By-Laws committee, comprised of 5 members, to draft specific By-Laws for the CAI and propose modifications to the Constitution as deemed appropriate. Work of the committee should be completed in 2 weeks: K. Ligeikis / Second: L. Manso /Discussion / Approved

• L. Truillo, J. Martin, B. Loy, D. Garnar, and M. Rossi volunteered to serve on the Constitution/By-Laws Committee. J. Martin will arrange meeting times.

M. Rossi elaborated on the need for members to identify an alternate for CAI meetings that members were unable to attend. Ideally, this should be the same person each time for continuity, but was not necessary. Alternates would be approved at the beginning of each meeting and vested with all of the rights and privileges of a member for that meeting.

M. Rossi broached Terms of Service. Each member of the CAI is elected or appointed for a 3 year term, however, positions are staggered, so one-third of the current members will only serve a one-year term, while the other two-thirds will serve out their full terms.

• Four members self identified themselves as willing to serve only 1 term: Rossi, Garnar, Wingate, and Behr.

• Names of three members were randomly selected to serve one-year terms: O'Bryan, Martin and Grozier.

• D. Garnar noted that those selected to serve a one-year term could be nominated/run for re-election when the vacancy occurs.

The CAI Committee Structure was briefly discussed. M. Rossi noted that the standing committees provisionally placed under the CAI would need to be reviewed. In addition, there are other committees/work associated with the dissolved College Council that will need to be reviewed and assigned as deemed appropriate. CA and COI are expected to have input regarding the latter as well. Deliberation about committee structure is important business so will be on immediate future agendas until resolved. BCC needs to identify a new delegate to the Faculty Council of Community Colleges (FCCC). The delegate will be an elected faculty member and the alternate should be the (faculty) Campus Governance Leader (CGL) from the College Assembly.

• Motion: CAI secretaries will put out a call for nominations and conduct an election for a FCCC delegate: L. Manso / Second: D. Garnar / Approved

Other:
One of the adjunct representatives is on medical leave and unable to serve on the CAI this semester, so a temporary vacancy exists.

Discussion re: filling vacancy:
• B. Lofthouse suggested that the member in question choose an alternate, however, concern was raised about this responsibility adding stress to the member out on medical leave.

• D. Garnar suggested that an election to fill the vacancy in the adjunct constituency be conducted.

• P. O'Bryan suggested that we look into whether there was a third adjunct who was on the original ballot and who may still be interested in serving. M. Rossi will inquire about the nominations.
• Action tabled.

D. Spanfelner inquired as to whether or not the CAI should offer feedback about the new web-portal.

• Some members were unaware of the new portal.

• J.Peacock provided updated information on the portal, indicating it is expected to be a value-added upgrade to the BCC website.

• Once the portal is live, it was agreed that it would be beneficial for members to take a look at it and offer input as requested by those responsible for it.

Adjournment:
Motion: W. Warren / Second: L. Manso / Approved
Meeting was adjourned at 12:10 pm.

Next Meeting Date: Monday 10/17/11 Time/Location: 3-4 pm / Libous Room

Minutes Respectfully Submitted By: Julianne Martin

Appendix I- Selected Minutes of the Student Assembly

Student Assembly Minutes for 9/7/11

Present: Rae Palmer-Jones, Salka Valerio, Guthrie Fortner, Lily Montanye, Willie Murray and Michelle Perricone
Absent: Dave Maslar

Executive reports:

Rae- last week's common hour event was a success. The center was packed, and after the performance the crowd came on stage to have their FREE CD autographed and take pictures with the performers.

Salka- enjoyed last week's common hour event. She will be attending the CAI meeting on September 23rd.

Lily- outreach hour this week was uneventful. She did hand out four senator petitions to students interested in joining the Student Assembly.

-scheduled a EOP meeting on September 12, 2011 at 3pm

-scheduled a meeting with the Liberty partnerships director and Deb Morello to create a network for LP and EOP.

- sent an email to freshman experience professors asking if we can speak in their classes about SA and campus services, take concerns, etc. Received one response

- professor Pierog is collecting items to send to our troops overseas. Lily would like to have a drop off box in the SA office.

Guthrie- would Like to continue with the recycling task force
- sent an email to the sheriff's department to inquire about offering inmates the option of continuing their education through BCC.

Willie- students using the downtown center are receiving parking tickets. Our permits are not recognized there. Students are upset about receiving tickets after purchasing our permits.

Business:
- school spirit contest: Kurt Nelson from media services may be able to help us with a video. Jesse Wells also may be able to help.

- we will be taking a group picture next week for our Facebook page and the campus BUZZ

Next meeting: 9/14/11 @9am
Meeting adjourned: 9:42 am

Student Assembly Meeting Minutes
11/11/2011

Call to order- 9:03am

Members present: Rae Palmer-Jones, Salka Valerio, Lily Montanye, Guthrie Fortner, Willie Murray, Michelle Connor Coon, Elisabeth Jeffrey, Amelia Kuhnen, Jim Mencel, Nicholas Mion, Gwendolyn Nieves, Robert Andrew Salamida

Excused absences: Shauntanika Alexander, Calin Clark, Hope diamond, Jordan Evans, Dawn Goodwin, Alexandra Leuci, Nicholas McKiernan, Crystal Rosado

Officer reports

Rae:
-Attended the shared governance town hall meeting; attended the karaoke contest

Salka:
-Attended town hall; attended the karaoke contest

Lily:
-Attended the CAI and CA meetings
-We need an alternate for CAI
-At the shared governance town hall meeting 95 people attended.
- looking for feedback on how to inform students of what happens in town hall
- library noise: students like social aspect, but it is a place for studying
- no outreach hour this week
- we need a policy manual; will find best meeting time for the committee
- constitutional by-laws committee

Willie:
- getting parking passes for foundation workers; they have been getting ticketed while working
- suggestion box!

Guthrie:
- will be chairing next COI meeting
- met with John Petkash
- found that the committee issue is soon to be resolved. Will report the results next meeting
- attended COI meeting
- I've brought both the SUNY Legislative Agenda and Resolution of Dissent Concerning Shared Presidencies

- Lily's Parking Proposal will be brought to the COI next Thursday
Business:
-Minutes(with friendly amendment) passed

Constitutional by laws committee report:
Amendment
Attendance

Announcement:
-Please attend meetings
-If not, GIVE NOTICE prior to the meeting missed
-13 members available, need 11 for quorum
-ON the 17th 10:00AM, award ceremony for BCC to receive award for going smoke-free from cancer association
-Jason Pagan to be representative for BCC

-Motion to approve to help Jason with travel expenses. Accepted by Salka, second Lily. Vote: approved

Motion to approve SUNY legislative Agenda: Accepted by Guthrie, second Lily. Approved

Motion on dissent of Shared Presidency: Accepted by Salka , second Lily. Approved

Hoodies: Rick from campus store will help us order them
Motion to fund the hoodies: Accepted by Guthrie, second Lily. Approved

Motion to order t-shirts: Accepted by Salka, second Lily. Approved

Motion to Give the Chancellor BCC items and pay for Willie's gas ($50): Accepted by Willie, second Salka. Approved

Next meeting: Titchner 209 Friday at 9:00AM

Meeting adjourned at 9:50AM

Sent from my iPad

BCC Board of Trustees Retreat
August 24, 2011

Flip Chart Input

Group A:
> Effort to educate ourselves through conferences
> Willingness to participate when necessary (less is best)
> Review by-laws to make meetings more user friendly
> Better utilize the board expertise in a timely manner
> Assist the President in improving the image of the college – through participation as needed by him
> Yearly open house, sponsored by the Board, for our sponsors, to show off the jewel we have

Group B:
> Board participation at events (symbolic)
> Input on job trends
> NYS Trustees meeting (Nick and Willie)
> Help improve public image
> Continue Branding Discussions (SUNY.BROOME) Cost: $50,000 – Advanced manufacturing

Group C:
> Employer Driven/Focus College/Employer Advisory Committee (200K)
> Build in culture of accountability – catching people doing things – reduce micromanaging and build accountability
> More Outreach to the community
> Act as ambassadors for the college
> George Akel should open a convenience store on the north side

Comprehensive Planning Session Notes
Preparing for Strategic Plan Development

Setting the Stage:
> Review BCC's recent history. Consider a timeline of major events.
> New President – changed and improved Administration Staff
> Calm and improved relationship with facility, staff and sponsors
> Labor contract negotiations
> Greater input from Board regarding contracts
> Funding for new science building
> New shared governance model
> Middle States Accreditation
> 20% budget reduction
> Master Plan
> Identify what's been working and what can improve.

Working:
> Recent changes in collaboration and campus culture
> Enrollment process – is everyone's job
> Improved labor negotiations – College Council
> Communication and morale
> Better flow of communication from the President

Relationships with BU

Student-Friendly College to students

Can Improve:

Facilities

Marketing to improve – debt ratio

Retraining - ?? for jobs

Identify core values and beliefs that drive our success as a Board.

Diversity in experience on the Board

Learned and experienced

Respect and passion for the College

Cohesiveness – passionate spirit

Respect each other's opinions – agreeing or differing

Agree to disagree – respect for each other's opinions

Ability to achieve consensus

Focus on impact on students

Open discussions - Openness

Identify relevant events, developments and trends that will impact the Board.

State, County and local funding

Declining HS size

Changes with SUNY collaboration

Job losses

Bidding new building

Career development needs new industries? Growth in health services?

Marcellus shale

Changing role of community colleges

Relationship with BU

Demographics of the area – enrollment

Budget.....competition for students/demographics

Recommendations for Goals and Next Steps

Address any remaining items on the list of concerns by Middle States.

Off warning

Some things must still be implemented

Sustain standards

Shared governance

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.

Ten Core Activities for Non-Profit Boards:

Mission and vision

Appoint CEO

Evaluate CEO

Pursue fund raising

Effective organizational planning

Manage financials

Enhance public programs and services (Determine and monitor)

Court of Appeals

Assess individual performance

Recommendations for Goals and Next Steps

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.

Other Major Priorities Identified

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 demographic shifts and economic development of the region

Address Middle States issues

Develop a new 5 year facilities plan

Strategic Planning and Implementation

Currently, how many top priorities do we have as a Board? To what degree are we focused on these priorities?

Branding

Update Master Plan – Residence Hall decisions and market enrollment – Student access to increase enrollment

Publish blueprint for organizational success

Vote of confidence in Alumni & Faculty

Facilitator Observations

Some additional comments:

Enrollment will continue to be a challenge, as youthful population declines in the area.

Research and develop ways to align curriculum directly with current employer needs. This links enrollment to connecting with the "jobs of the future".

Attract non-traditional student enrollment by marketing skill development as a means to increase job security and sustain relevance in a rapidly changing marketplace.

Pursue creative alternative ways to deliver curriculum to appeal to technologically-oriented youth and the need for schedule flexibility.

The need to determine BCC's niche and to further understand the needs of the student population.

The Master Plan needs to include realistic, achievable numbers.

Lobbying will be the key for fundraising in a tightly budgeted time.

The interest in publicizing this Retreat as a proactive effort to further enhance the success of the College.

There is an ongoing challenge to move BCC culture /attitude in a positive direction between administration and labor. There has been much progress in this area, yet the effort is far from over.

BCC Town Hall Meeting
November 3, 2011

You are cordially invited and encouraged to attend **BCC's first Town Hall Meeting on Tuesday, November 8, 11 a.m.-1 p.m. in the Little Theater in the Student Center**.

This is your opportunity to join fellow students, faculty, and staff in an open forum to bring suggestions and express concerns about major issues that affect our campus.

The meeting with be moderated, and each voice will be heard as time allows. Issues will then be forwarded as appropriate for consideration.

This event is organized by BCC Shared Governance

BCC TOWN HALL MEETING

Categorized Concerns/Themes (11/10/11) and Referrals (11/16/11)

1. **Creation of Adjunct Council** *(Adjunct Council would bring issues/questions to CAI)*

- An **adjunct faculty member** announced the creation of an Adjunct Council on campus. He wanted to know to whom adjuncts need to speak in order to get the council started. He asked that either he (Lawrence Alger) or Joan Lubar be contacted by interested parties, and announced that adjuncts will meet on Tuesday, November 15, 2-4 p.m. in B224.
- An **adjunct faculty member** reprised the first adjunct faculty member's comments about the formation of an Adjunct Council. (see # 1)

2. **BC Transit/Transportation Issues** *(Student Assembly would clarify specific issues and make specific recommendations. Debbie Morello would advise. Do all students actually want this added to their fees? Many or most drive their own vehicles. Student Activities would be involved.)*

- A **student** asked if BCC students could have the same access to BC Transit as BU students have by having bus fare added to tuition. BU students swipe their student ID's on buses and it pays their fare. He asked if this option could be made available to our students so BC Transit would recognize BCC student ID's as well. He suggested that Pell and/or Tech Grants might cover this.
- A **student assembly officer** who serves on the BCC Board of Trustees noted that the bus fare/student ID suggestion would be a good agenda item for an upcoming BCC BOT meeting.
- The **Acting VP for Student and Community Engagement** said that some students want to stick around after their late classes to finish discussions or go to the library. Classes do not always end right at 8:50 so they would miss the bus. She suggested students who are concerned about this contact her or Student Assembly.
- A **student assembly officer** said that, due to Broome County budget constraints, BC Transit is changing their runs on campus from every 30 minutes to every 45 minutes with the last campus run at 9 p.m. She feels this will seriously affect students attending night classes. She added that some of those students may not be able to come in the spring if they don't have available transportation.

3. **Housing** *(will not refer since these were comments rather than issues that need to immediately be addressed)*

- A **student assembly senator** was concerned that student housing on campus might preclude open enrollment — making the college less accessible to some students. She is worried that, once housing goes up, it will change the focus of the campus, and we will no longer have open enrollment. She wanted to know who she could speak to about this.
- The **college president** addressed the student's concerns about housing and open enrollment. He assured her that housing will have "zero" impact on our open enrollment policy.
- **Moderator** Van Syckle realizes that there will be many issues to consider with housing and increased enrollment and related his past experiences at another institution.
- The **Director of EOP** said that many of our students are from NYC and would benefit from on-campus housing. Parents are concerned that their students have a safe environment in which to live. She cited former BU president Lois DeFleur's efforts in constructing off-campus housing for BU students and noted that private companies helped to sponsor various aspects of that housing. The EOP Director feels we should look to BU as a model when creating our plans for housing on campus.
- **Moderator** Van Syckle talked about the shortage of housing in the area in the wake of 3,000-5,000 people being displaced by the flood.
- A **faculty member** is interested and concerned about student housing. He said dorms are often, but not always, successful. The needs of single parents need to be addressed. Housing and childcare are big issues for parents and our BC Center is struggling financially. He feels we need to look at housing not as a "profit center" because it doesn't serve our mission as a college. He believes that access for all students has not historically been provided and that we need to consider traditional students as well as underserved populations and build them into residential considerations. He mentioned Section #8 money as a possible source.
- **Moderator** Van Syckle said that this housing issue does not to be an "either/or" situation. We can serve these populations and make money for the college.

4. **Counselors Stretched Thin/Backlog in Advising** *(Concerns would be addressed by Julie Peacock and/or Carla Michalak)*
- A **faculty member and counselor** is concerned about counseling staff being stretched thin as it is and that, as we expand into housing, there will be around-the-clock needs that will place additional demands on counselors. He stated that some students can't get advising as it is because there is a back log in enrollment. He stressed the need for more counselors to accommodate and retain students in light of increasing enrollment. He said we need to address the "infrastructure problems" as they relate to personnel.

5. **Library Noise, Misuse of Computers, Copier and Printer Limits**
- A **student** expressed frustration with the noise in the library. People play cards and socialize on the second floor, and there is no quiet place to study. He said we need dedicated quiet areas or quiet needs to be enforced throughout the library. (*Send to Robin Petrus and*

He added that computer labs are supposed to be open to all students yet students get kicked off computers by classes. He reiterated the need for dedicated open labs and dedicated quiet areas. *(Send to Technology Committee to address)*

- A **student assembly officer** spoke about text books being unaffordable for some, so students use the library copies of text books which cannot be signed out. Those students are forced to read these books in a noisy environment that is not conducive to reading or studying. The student stressed the need for quiet in the library. *(Send to Student Assembly to address)*
- A **student assembly senator** suggests that students should be allowed a certain allotment of copies from the library copiers, much like they are allowed prints from computer printers. She felt this could be built into their fees and that, perhaps, the amount could be split between computer prints and copier copies. *(Refer to Tech Committee to address)*
- A **staff member** said that she finds there is apathy about the noise level in the library. She said that the library seems more like a place for socializing. She also said that we need to rename the college Facebook page since she does not know which one of the two Facebook pages that exist is the official college page.
- A **student** joked about how people used to say "use your library voice." He said students laugh and yell in the library and many students can't find a quiet place to read. He feels the library should be a dedicated quiet area and signs that say "Please be quiet!" should be posted throughout the floors. He feels it is even worse this semester due to the flooding of the library basement and the displacement of so many offices and student services. **Moderator** Battisti added that perhaps there are not enough dedicated spaces for socializing or for quiet study on campus.
- A **student** expressed their frustration over the general apathy of library and computer lab proctors and there should be a policy of quiet in the library.
- A **faculty member** said there need to be more power strips in community areas on campus so that lap tops can be plugged into strips outside of the library. It's a space issue.
- A **student** said that computers in the library computer labs should be labeled "for Academic Use Only" since so many students monopolize the computers for networking on Facebook. The student feels they should use computers elsewhere for Facebook. *(Refer to Tech Committee to address)*

6. Common Hour Not Available to All *(Refer to CAI to address)*

- A **student assembly member** is studying forensic science. She would like to attend Common Hour events, but cannot because her labs are scheduled during Common Hour. In light of the fact that all students pay a student activity fee, she feels all students should be able to take advantage of common hour and no classes should be scheduled during that time.

7. Accounting Tutors *(Refer to Loreta Paniccia to address)*

- A **student** said that the Accounting tutors in room B211 often do their own home work during their scheduled tutoring time, so students seeking assistance from them can't really get the help they need. She also said that the tutors monopolize the computers in that room doing their own homework.

8. Textbook Accessibility *(Refer to the Textbook Advisory Committee to address)*

- The **student assembly president** said that she is on the Text Book Advisory Committee. She feels there should be open textbooks online and free for students who can't afford to purchase them. She explained that instructors can delete whatever portions of the books they are not using in their classes.

9. Emergency Lights/Call Box & Security Cameras *(Refer to the Safety & Security Committee/Joe O'Connor to address)*

- A **student assembly officer** is concerned about the placement of the blue emergency lights on campus. She feels that the ones in lobbies are not strategically placed and that we should have more lights in parking lots. She suggested there could be more strategic placement for most of the blue lights.
- A **student assembly officer** talked about the security cameras on campus having a "chilling effect on some student's commute to campus." He said that other students feel safer because of the cameras. He personally feels cameras are useless in buildings and would better serve students by being in the parking lots. He cited an incident where a female student was surrounded and harassed and was very frightened and wanted to know where the cameras were to record that incident.
- A **faculty member** wanted to know how the placement of security cameras was determined. He feels important decisions that affect the entire campus community should be communicated and that we need more Town Hall meetings and better communication of decisions (like placement of cameras) that are being made on campus.
- A **student** said that cameras are useless because you can't see the face of the suspect. He feels we should invest in quality cameras that will give us high resolution images of suspects or criminals will not be deterred.
- A **student assembly officer** returned to the camera issue stating that cameras are extremely expensive. He quoted Benjamin Franklin as saying, "Those who would give up essential liberty to purchase a little temporary safety deserve neither liberty nor safety."

10. Meal Plans and Food Variety *(Refer VP Morello to address)*

- The **student assembly president** would like the college to add meal plans to tuition.
- **Moderator** Battisti asked if students also would like a better food variety. Attendees reacted positively to that idea.

11. Restructuring on Campus/Lack of Transparency about Process *(Refer to Executive Council to address)*

- A **faculty member and counselor** expressed concerns about the restructuring on campus. She stated there are new jobs without job descriptions and that the campus community doesn't understand the restructuring. She wants to know the long term plan...where are we going with this....what is the big picture? She feels "adrift with the lack of information." Positions are being filled without searches. She feels if we are attempting to be an Equal Opportunity Employer, we need to do searches. She appreciates that internal candidates are given a chance, but the unknowns about the restructuring create anxiety on campus.

12. Lack of Communication between Offices that Serve Students/Financial Aid/ Student Accounts *(Refer to COI to address)*

- A **student** doesn't understand how financial aid works and said there is a lack of communication between Financial Aid, Student Accounts, and the student. He wants to be informed in a more timely fashion about his financial aid status. He didn't know he needed to fill out a promissory note and was late in receiving his loans. He had to borrow money because he received his money late from the college.
- The **college president** addressed the above-mentioned student's financial aid questions. He said that a student is required to be in class for a certain amount of time before aid can be dispersed and this should be made clearer to students. If money is issued too soon and a student has dropped out of class, the money might already be spent, or the college has to try to find the student to retrieve the money.
- A **student assembly member** feels that Financial Aid reps don't want to help students. Students want better customer service and things explained better. She said it is often intimidating to talk about financial aid and that some of the staff's attitudes "seem shaky."
- A **student** explained that she gets tuition through the Veteran's Administration and, although she had high praise for our Veteran's officer's assistance, there was not good communication between other offices on campus and Student Accounts. Her Pell Grant was dropped because of a miscommunication. When she tried to clear things up, she was told she owed the college $500. It was finally determined that the college actually owed *her* $500. She feels some students might choose to leave school because of the lack of communication that causes them financial problems.

13. Increased Tuition *(Refer to SA Student Trustee Willie Murray and BOT to address)*

- A **student assembly officer** mentioned that community colleges were supposed to be funded "1/3 by the state, 1/3 by the county, and 1/3 from tuition." The last time he checked, "44% of funding was coming from student's pockets." He called on students to lobby—write their congressmen—to help keep community colleges accessible. He mentioned that students could go to the SUNYPALOOZA website to speak up about college issues. **Moderator**

Battisti mentioned that students usually "roar" when tuition is raised, but he hasn't heard about it lately.

14. Smoke Free Campus *(Refer to Debbie Morello to address)*

- A student wondered where smokers who don't have cars will go to smoke on campus. He said it is a "poor image for the college" to see people smoking on Front Street in front of campus. He feels we should set up smoking gazebos.
- A **student** said that he is a non-smoker but thinks that smokers should be allowed to continue smoking on campus or they will become an "unhappy group."
- Another **student** stressed that smokers should have designated smoking areas.
- Another **student** said that his girlfriend attended a small college where smoking gazebos worked.
- A **staff member** talked about how designated areas don't work and that smoke from 60 feet away wafts up into her office, making it impossible to keep the windows open to get fresh air.

15. Recycling *(Refer to Sustainability Committee/Tracy Curtis to address)*

- A **student assembly officer** related how happy he was to see so many students at the Town Hall meeting. He talked about recycling efforts on campus and how they tie into the idea of Shared Governance where all campus members are working together for the good of the campus. Students are encourage to help create an "ecologically responsible school" and can stop by the Student Assembly offices or talk with Tracy Curtis and share ideas about how we can have a more environmentally sustainable campus.
- A **faculty member** directly involved in the recycling effort followed the student's comments about recycling by saying that we are now moving to Phase II of the Recycling effort. It will be a "carry in, carry out" policy. All trash cans will be removed from classrooms. 26 recycling stations exist on campus and she asked if people could suggest where we might need more. She said she would personally remove trash cans from offices if people request that service.
- A **student** was concerned that removing trash cans would encourage more littering in classrooms. He encouraged more education before we remove trash cans.
- A **faculty** member said that a pilot study was done in other places that showed there was no increase in littering after trash can removal in other places.
- A **faculty member** asked if maintenance was consulted before removal of trash cans was implemented.
- A **faculty member** involved in the recycling effort replied that the recycling committee included Phil Testa who oversees campus maintenance, and that maintenance has always been a part of the process.

Appendix M- Bylaws of Institutional Effectiveness and Assessment Committee

Bylaws-DRAFT-September 28, 2011

Institutional Effectiveness and Assessment Committee (IEAC)
Broome Community College

I. Mission

The Institutional Effectiveness and Assessment Committee (IEAC) is responsible for the ongoing process of monitoring and assessing unit performance in order to enhance and upgrade operations of Broome Community College. The IEAC works in conjunction with the Institutional Effectiveness Department to facilitate the unit assessment process for continuous improvement and other roles as advised by shared governance.

The Committee is responsible for adherence to the guidelines for institutional effectiveness established by the Middle States Commission on Higher Education.

II. Bylaws

A. Role of Committee:
1. Facilitate and support institutional assessment and improvement initiatives
2. Monitor, coordinate, and update communication concerning assessment.
3. Provide information and input into the strategic planning process, mission, vision, and goals.
4. Recommend standards for institutional assessment and institutional research.
5. Review unit reports to ensure that feedback is used to improve the unit.
6. Develop mechanisms for evaluating the institutional effectiveness processes.
7. Act as a liaison between unit personnel and Information Technology Services (ITS) to ensure that required data is available for assessment at the unit level.
8. Identify linkages among unit assessments, dashboard maintenance, and strategic directions. Recognition and celebration of meeting milestones and accomplishments.

B. Membership: The Institutional Effectiveness Officer will seek volunteers from the following areas of campus to serve three-year terms. At first the committee term limits will be staggered two and three-year terms.

Student Learning Assessment, Institutional Effectiveness Officer, Institutional Research, Planner, Admissions, Developmental Education, Finance & Budget, Student Engagement, Retention, EMAT, Information Technology Service

Ex officio VPAA

C. Duties: As set forth in the "Role of the IEAC" above, this is a working committee. Members must be willing and available to participate in the work of the committee.

D. Reporting Structure: The IEAC reports the COI, CAI, and CA.

E. Campus Communication: The IEAC will report all agendas and minutes to the entire campus through email. The IEAC will post all agendas and minutes to the IE webpage.

F. <u>Meeting Times and Committee Officers:</u> The regular meetings of the Standing Committee on IEAC will be held one to two 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. The chair and committee recorder for the academic year will be decided at the first meeting called.

G. <u>Establishments of a Quorum for Committee Business:</u>
    Attendance of at least 60% of the membership is required to approve recommendations for forwarding to the college president, VPAA and/or shared governance committees.

H. <u>Rules of Order:</u>
    The meetings of the IEAC 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.

MINUTES

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT COMMITTEE

DATE: Friday, October 7, 2011
PRESENT: J. Zbock, J. Petkash, D. Abrams, K. Ligeikis, R. Losinger, R. Petrus, J. Jurik, M. Woestman, J. Norris, B. Hein, J. Peacock.   GUEST: E. Wood

1) Minutes from September 15th approved.

2) The revised by-laws were accepted except for article IID. Reporting Structure. This article will need to be revised at a later date after the College Assembly decision about reporting committees is finalized.

3) The meeting dates for the rest of the semester are set. They are:
Friday, October 14, 2011 from 12pm to 1pm (subcommittees)
Friday, October 21, 2011 from 12pm to 1pm
Friday, November 4, 2011, 12pm to 1pm (subcommittees)
Friday, November 18, 2011, 12pm to 1pm
Friday, December 2, 2011, 12pm to 1pm (subcommittees)

4) Subcommittees were charged and populated:
Subcommittee 1: Develop a local Employee Satisfaction Survey instrument
        Members: E. Wood, J. Zbock, R. Petrus. J. Petkash suggested inviting union reps to attend. Members agreed. Jason will initiate.
Subcommittee 2: Recommend Dashboard Indicators
        Members: J. Norris, J. Peacock, R. Losinger, J. Petkash, J. Zbock

5) Discussion of Employee "satisfaction survey."
   - J. Peacock stated that the rationale for doing the survey should be clear and that the survey itself should be specific and focused.
   - E. Wood suggested that the goal be more about capturing the campus climate rather than "employee satisfaction." She would like the survey to "take the temperature of communication on campus." She emphasized that the potential participants must feel safe in order for us to get buy-in which she defines as participation and candor. The utility of participating should be visible.
   - J. Peacock referenced the surveys that were done by the Standards 4 and 9 committees for the Middle States Self Study in urging that the survey itself and the procedures used to administer the survey and process the responses should be professional. She suggested that we look at nationally normed instruments.
   - J. Zbock will contact some company reps to come to campus and show their products to the committee.

- Other concerns: How deeply do you go? "Are you happy with Safety? IT? HR?" When units try to do their own internal assessments, people with problems always come to the fore. How do we get a more even participation so that units get positive as well as negative feedback?
- Other suggestions: Put the units on a cycle and assess regularly. Take the campus pulse several times a year with a short (ten questions say) survey.

6) Student Success Agenda: J. Petkash received a request from a local school superintendant for information about how the district's students are doing here. K. Ligeikis mentioned that there is a new initiative, The Student Success Agenda, for communication with schools that involves bringing supers to campus for meetings. That would be an appropriate venue for exchanging the sort of information that IT was asked to provide.

7) Next meeting:
Subcommittees will meet on October 14th at noon. Rooms TBA.
Next meeting of the full committee will be October 21st at noon in the Executive Conference Room.

Unit Goals as of November 23, 2011

Unit		Goal
Academic Advising	1	Assess need for provision of non-advising info provided in New Groups
		Assess understanding advising info provided in New Student Groups
		Assess understanding of CAPP info provided in New Groups
		Determine what types of information continuing students learn when they meet with an advisor.
		Assess Parent Session
Accounting I & II	2	Financial Statements are presented to our Board
Area I		All assets for the college are paid and processed in Banner Finance timely and accurately.
Area I		Quarterly and annual payroll reports are filed with federal, and state agencies
Area II		Steady stream of revenue coming in to cover grant expenditures. Less outstanding receivables at fiscal yearend.
Area II		Vendors will receive payments in a timely manner
		Broome County will be reimbursed for their share quicker
		Be able to reconcile our records to Broome County monthly
Area II		Departmental postage charges are tracked for their information
		Meter balance is monitored and replenished as needed
		UPS is paid in a timely manner and personal use is tracked
Area II		Bank balances in Banner will be more accurate and up to date
		Money will be placed to provide the highest rate of return for the college
Accounts Payable	3	Vendors will be set up in Banner in order to be able to purchase from them after receipt of completed W-9 forms.
		Vendors receive accurate payments.
		Independent contractor vendors receive 1099-Misc form in order to file their taxes.
		Meet campus enrollment goals for spring 2011 and fall 2011.
Admissions	4	Provide opportunities and access for placement testing
		Provide students with easy, clear, and accessible admissions processing information and access
		Increase outreach to non-traditional students and new areas
		Collaborate with faculty and staff efforts to recruit

Provide international students with information, assistance, and immigration support in the enrollment process

Athletic Department	5	Support the academic success of the student-athlete

Maintain a competitive athletic program at the NJCAA Division III level

Provide an athletic program for men and women that provide equity and opportunity for all.

Create an awareness and support for the athletic program within the college and local community as well as at the state and national level

BC Center	6	Maintain the Center License to operate through the NY State Office of Children and Family Services

Keep the slots in the center filled with 90% student parents. Keep up dated wait list.

Maintain Grant funding to offer affordable child care and replace broken equipment.

Provide age appropriate curriculum for children

Meet Child and Adult Food Program Standards for the children's meals.

Biology	7	Assure that the courses offered are appropriate to meet current and future demands of the various divisions and programs served.

Assess course learning outcomes once every three years.

Provide for maximum transfer opportunities for students enrolled in the LAAS program.

Keep faculty current in both their discipline and in pedagogical techniques and technologies.

Encourage the development of both international and interdisciplinary courses.

BIT	8	Continuously update course offerings to meet 21st Century work skills and incorporate innovative teaching tools and formats.

Expand alternative learning opportunities for students and increase collaboration with the community through service learning opportunities, internships, and common hour forums related to information technology and management.

Develop strong working relationships between the business and information technology departments of local high schools, BCC, and New York colleges which will enhance collaboration among faculty and minimize the impact of transitions for students.

Participate fully in division and college committees and initiatives in order to support the strategic directions and enhance collegial cooperation, especially in areas where we can offer our expertise.

Board of Trustees	9	1. Address any remaining items on the list of concerns by Middle States.

a. Off warning
b. Some things must still be implemented
c. Sustain standards
d. Shared governance

2. 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.
3. Encourage involvement and participation by all board members in state and national trustee development meetings and gatherings.
4. 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.

Business Programs	10	70% or more of transferring students are at junior status (60 credits or more) when they transfer.
		70% of transfer students' GPA is within ± 20% of BCC GPA.
		In AAS degrees, place at least 33% of students in at least one of these programs.
		In AS degrees, place at least 20% of students in one of these programs.
Campus Operations	11	• Secure local and state funding for campus projects • Administer project funds, objectives and timeframes
		• Establish annual budget for electric, gas, water and sewer • Manage procurement and encourage conservation • Communicate potential opportunities for savings
		Satisfy needs of campus users both short and long-term
		Keep up-to-date information on campus wide facilities and physical plant
Chemistry	12	Provide high quality education in chemistry and related sciences
		Provide opportunities to use the scientific method
		Provide for maximum transfer opportunities
		Provide greater access to department courses to students who cannot come to campus due to work, dependents, disability, military service, or distance.
		Provide scientific critical thinking skill opportunities
		Provide a state of the art learning environment with the ability to be a resource to the community
		Provide scientific communication skills opportunities
Civil Engineering	13	Smooth student progress from Admission to Graduation
		Within the bounds of the student's goals minimize time to graduation while meeting requirements for financial aid if desired
		Verify that courses offered in the CET degree program are relevant to the job market

Maintain program learning outcomes that are current and relevant.

Complete review of all outcomes every three years.

Graduates desiring to transfer to a four-year SUNY technology school will be able to do so seamlessly

High school graduates will complete developmental class work in one semester

Selected department courses are offered in a distance learning format. Some department course are offered as blended courses

A teaching faculty that is current in pedagogy and classroom technology

Fully tenured faculty members advancing to full professorship

Clinical Lab Technician	14	Develop and refine department/program strategies to sustain and improve student retention.
		Provide students with the skills, competencies, and content knowledge to achieve professional licensure and/or certification.
		Provide learning experiences that meet the needs of students and effectively assist graduates in meeting their educational, professional, and related personal goals.
		Provide graduates with the necessary skill, competencies, and content knowledge to meet the needs of employers in healthcare institutions and related organizations.
		Provide a sufficient number of healthcare graduates to meet the employment needs of healthcare organizations in their communities, and assist graduates to have adequate opportunities for employment in fields related to their program of study.
Communications	15	To assure that all students have broad, technological capabilities that ensures the relevance of their skills in the contemporary marketplace in Communications, Journalism, & Media Arts.
		Student competency in all relevant and current versions of software and hardware in common distribution use in the field.
		State-of-the-art production facilities that mirror real-life simulations of their industry counterparts those students are aspiring to reach. The facilities provide gateway training opportunities for immediate immersion into the field.
Computer Science	16	Instructors who are trained/prepared to teach the most current software and hardware
		Better prepared for the workplace or transfer
		Courses offered in the degree program are relevant to the job market
		Program learning outcomes that are current and relevant
		Students are properly advised into courses that meet degree requirements, including prerequisites and developmental courses, and satisfy financial aid requirements

Continuing Education-Open	17	• Continue expanding successful course offerings. • Increase enrollment • Increase revenue • Decrease the cancellation rate while maintaining the quality of what is offered.
Counseling	18	Support student retention through achievement and self-empowerment in the areas of academic, career, transfer and personal effectiveness Develop departmental strategies that reflect best practices in the field. Provide experiences and activities that support student development and success in and outside the classroom Create and maintain a counseling center that better utilizes technology. Remain actively involved in the community and the campus community.
Criminal Justice	19	The Department will expand non-traditional teaching and learning opportunities. Faculty will attend professional development opportunities specific to teaching Criminal Justice, Fire Protection, and Homeland Security. The Department will develop and implement a Department-wide attendance policy.
Dental Hygiene	20	Develop and refine department/program strategies to sustain and improve student retention. Provide students with the skills, competencies, and content knowledge to achieve professional licensure and/or certification. Provide learning experiences that meet the needs of students and effectively assist graduates in meeting their educational, professional, and related personal goals. Provide graduates with the necessary skill, competencies, and content knowledge to meet the needs of employers in healthcare institutions and related organizations. Provide a sufficient number of healthcare graduates to meet the employment needs of healthcare organizations in their communities, and assist graduates to have adequate opportunities for employment in fields related to their program of study. Engage students in actively providing access to healthcare information and services to the community as appropriate.
Drinking-Driving	21	Prevent DWI arrest recidivism among drivers who successfully complete the BCC Drinking Driver Program.
Electrical Engineering	22	Smooth student progress from Admission to Graduation Within the bounds of the student's goals minimize time to graduation while meeting requirements for financial aid if desired Verify that courses offered in the EET degree program are relevant to the job market

Maintain program learning outcomes that are current and relevant.

Complete review of all outcomes every three years.

High school graduates will complete developmental class work in one semester

Selected department courses are offered in a distance learning format

Graduates desiring to transfer to a four-year SUNY technology school will be able to do so seamlessly

Some department course are offered as blended courses

English Department	23	Departmental faculty participation in various dynamic, productive professional development activities
		Periodic implementation of outcomes assessment for writing program
		Ongoing departmental participation in various extra-curricular academic activities and events.
EOP	24	To secure resources to assure that services are sustainable.
		Use research-based strategies in attracting/recruiting this diverse population.
		Assist students to coordinate transition from high school to college.
		Maintain an Open Door Policy that allows at-risk students to immediate access to professionals on and off campus.
Excelsior Transfer	25	Increase access to educational opportunity for residents of Broome and Tioga Counties.
		Support the educational plan of adult learners wishing to integrate prior learning experiences into viable transfer programs.
		Encourage students who have not considered attending college through the traditional high school-direct-to-college format to experience college in a less intimidating environment.
Fast Forward	26	Support Fast Forward Instructors in course and curriculum related professional development to ensure that courses are equivalent to those running on campus.
		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
		Grow Fast Forward by 15%
		Increase the amount of Fast Forward alumni who matriculate to BCC after high school graduation
		Develop programs, activities, and services for Fast Forward students.
		Expand marketing of Fast Forward
Finance Office	27	Financial compliance with all policies and legal requirements.
		Provide accurate and timely financial information to the Campus Community and external agencies.

Financial Aid	28	To have completed more financial aid packages on a weekly year-to-year basis.
		To provide more financial aid funding year over year.
		Ensure compliance with all federal, state, and local financial aid rules and regulations
Health Information Tech	29	Monitor student attrition and be responsive to student retention rates.
		Provide HIT graduates with the skills, competencies, and content knowledge to achieve RHIT certification.
		Provide learning experiences that meet the needs of students and effectively assist HIT graduates in meeting their educational and professional goals.
		Provide HIT graduates with the necessary skill, competencies, and content knowledge to meet the needs of employers in healthcare institutions and related organizations.
		Provide a sufficient number of HIT graduates to meet the employment needs of healthcare organizations in their communities, and assist graduates to have adequate opportunities for employment in fields related to their program of study.
History, Philosophy, Soc Sci	30	Assess department learning outcomes, coordinating with other departments as appropriate, once every three years.
		Conduct three (3) extra-curricular activities supporting the mission of the department.
		To have junior faculty attain continuing appointment and advancement in rank.
		To infuse a global perspective in departmental curricula.
		Maintain currency in instructional materials, including software, DVDs, classroom maps, laboratory equipment, faculty computers and printers, books and other resources.
		To optimize departmental full-time to part-time faculty ratio toward a stable ratio of 70:30.
Human Resources	31	To assure that all protocols are met/followed in the hiring, compensation, performance management, and separation of personnel from college service.
		To guide and advise employees to resources and assistance that is available to them concerning personal life issues (insurance, medical leave, retirement, leaves of absence, affirmative action, etc.)
Ice Center	32	Provide a facility that meets the needs of internal and external groups

Non-college students: offer facility up for different user groups to use the facility
• Figure Skaters
• Speed Skaters
• Youth Hockey Organizations
• High School Hockey Organizations
• Men's Leagues
• Women's and Girls' Hockey
• ETC.

Continue to develop non-ice activities that generate additional revenues to the college

Continue to provide a venue for non-profit operations that sustain the County/College

Maintain a safe facility

Information Technology	33	Achieve reliable, accessible and integrated technological applications and services
Institutional Assessment	34	Develop institutional dashboards that are viewable by two separate populations: an internal dashboard for college employees and an external dashboard viewable by the general public
		Provide recommendations to the president concerning the College Mission Statement.
		Have an institutional Effectiveness Assessment Plan in place for the College by the time the Middle States visiting review team arrives on campus
		Systematic communication plan for interrelatedness of unit, divisional, and college-wide plan
		To have trained units on campus in the establishment of goals, identifying outcomes and measures, and defining activities necessary to accomplish goals that are consistent with the Strategic Directions
International Education	35	An increase in programs developed in cooperation with overseas institutions
		An increase in opportunities for faculty abroad
		Increase in number of International seminars
Learning Assistance Dept	36	To provide student services to enhance academic success.

Learning Assistance Dept   36   To provide student services to enhance academic success.
1. Writing Center
2. Math Lab
3. Peer/Professional Tutoring
4. Student Support Services
5. Supplemental Instruction
6. Learning Disabilities
7. Deaf and Hard of Hearing

Provide learning strategies to enable students to achieve academic success.

Ensure that the College is in compliance with ADA requirements and Section 504 of the Rehabilitation Act of 1973.

Provide a satisfactory level of services to students that will enable academic success.

Learning Resource Center	37	Library users will be able to understand and use basic research techniques.
		Students will perform basic computer use to access information resources and tools.
		Students and faculty will be exposed to a variety of information resources that meet their academic and research needs.
Mail Room	38	Deliver mail/packages to all departments timely and accurately
		Ship mail/packages off campus
Math Department	39	To provide effective mathematical general education
		To provide effective developmental math education.
		To provide effective certificate and degree programs in Industrial Technology – Quality Assurance
Mechanical Engineering	40	Smooth student progress from Admission to Graduation
		Within the bounds of the student's goals minimize time to graduation while meeting requirements for financial aid if desired
		Verify that courses offered in the EET degree program are relevant to the job market
		Maintain program learning outcomes that are current and relevant.
		Complete review of all outcomes every three years.
		Graduates desiring to transfer to a four-year SUNY technology school will be able to do so seamlessly
		High school graduates will complete developmental class work in one semester
		Selected department courses are offered in a distance learning format. Some department course are offered as blended courses
		A teaching faculty that is current in pedagogy and classroom technology
		Fully tenured faculty members advancing to full professorship
Medical Assistant Program	41	The Medical Assistant program will monitor student attrition and will be responsive to student retention rates.
		Provide MA graduates with the skills, competencies, and content knowledge to achieve CMA certification.

		Provide learning experiences that meet the needs of students and effectively assist graduates in meeting their educational, professional, and related personal goals.
		Provide MA graduates with the necessary skill, competencies, and content knowledge to meet the needs of employers in healthcare institutions and related organizations.
		Provide a sufficient number of MA graduates to meet the employment needs of healthcare organizations in their communities, and assist graduates to have adequate opportunities for employment in fields related to their program of study.
Medical Transcription Prog	42	The Medical Transcription Certificate Program will monitor student attrition and will be responsive to student retention rates.
		Provide learning experiences that meet the needs of students and effectively assist MTRC graduates in meeting their educational and professional goals.
		Provide MTRC graduates with the necessary skill, competencies, and content knowledge to meet the needs of employers in healthcare institutions and related organizations.
		Provide a sufficient number of MTRC graduates to meet the employment needs of healthcare organizations in their communities, and assist graduates to have adequate opportunities for employment in fields related to their program of study.
Nursing	43	Develop and refine department/program strategies to sustain and improve student retention.
		Provide students with the skills, competencies, and content knowledge to achieve professional licensure and/or certification.
		Provide learning experiences that meet the needs of students and effectively assist graduates in meeting their educational, professional, and related personal goals.
		Provide graduates with the necessary skill, competencies, and content knowledge to meet the needs of employers in healthcare institutions and related organizations.
		Provide a sufficient number of healthcare graduates to meet the employment needs of healthcare organizations in their communities, and assist graduates to have adequate opportunities for employment in fields related to their program of study.
		Engage students in actively providing access to healthcare information and services to the community as appropriate.
Payroll	44	100% accuracy in paying employees
		Employee leave balances would be accurate on paystub and in Banner self-service employee tab.
Performing Arts	45	Provide a meaningful and current awareness to students and faculty of the rapid changes in technology and its impact on the arts
		Seamless transfer of all departmental courses

		Students will develop their confidence and artistic abilities in their respective performance area(s)
		Students will be able to integrate and apply their knowledge to various cultures throughout the world
Physical Education	46	Offer high quality Courses in Physical Education that will transfer successfully to Four Year Institutions.
		Provide Cardiovascular courses and activities for BCC 's requirement.
		Provide courses with regimens that will provide lifelong health and fitness benefits that include muscular strength and endurance flexibility and Body composition.
		Assess program learning outcomes once every three years
		Work toward offering some of the activity courses in a blended format and perhaps offering some additional theory courses in the distant learning format.
		Be current in teaching techniques and technologies
		To gain a full time tenure track position to assist and carry on the Department activities.
		To retain students from one semester to the next through to graduation
Physical Facilities	47	Maintain Grounds: To make the campus look aesthetically pleasing, serviceable, and safe.
		Housekeeping: Maintain a sanitary and healthy environment for students, faculty, staff, administrators, visitors
		Moving: Promote a functional environment by placing needed materials in desired locations. Servicing the needs of the campus by keeping the proper equipment, props, etc., in the needed location at the prescribed times and removed at the prescribed times.
		Snow Removal: We remove the snow and other hazards from the parking lots, sidewalks, stairs, and roads in order to facilitate the smooth flow of vehicular and pedestrian traffic on campus.
		Waste Removal: The goal of waste removal is to keep the campus sanitary, safe, and respectable
		The goal of Building Maintenance is to maintain a safe, secure and comfortable environment for students, staff, faculty, administrators and visitors.
		Maintain Equipment: The goals of Equipment Maintenance are to keep equipment in safe, operational, and functional condition.
Physical Therapist	48	Monitor student attrition and be responsive to student retention rates.
		Provide students with the skills, competencies, and content knowledge to achieve professional licensure and/or certification.
		Provide learning experiences that meet the needs of students and effectively assist graduates in meeting their educational, professional, and related personal goals.

Provide graduates with the necessary skill, competencies, and content knowledge to meet the needs of employers in healthcare institutions and related organizations.

Provide a sufficient number of healthcare graduates to meet the employment needs of healthcare organizations in their communities, and assist graduates to have adequate opportunities for employment in fields related to their program of study.

Placement and Transfer	49	Help students have a perfect resume
		Produce Annual Transfer and Placement Report
		Expand partnerships with community employment services
		Continually update/improve Placement Services website
Psychology & Human Services	50	Offer an undergraduate experience in Human Services and Chemical Dependency Counseling that enables students to acquire knowledge, skills, and practical experience that enhances their employability in related occupations.
		Provide undergraduate preparation that enables students to fully prepare for, and successfully transfer, to a baccalaureate institution for continued study.
		Provide advisement, support, and educational and professional stimulation to students interested in majoring in HS, CDC, PSY, and SW.
		Provide relevant service courses to other College degree programs.
Purchasing	51	Create Purchase Orders daily
		Track and confirm receipt of purchases
		Maintain Fixed Assets database
Rad Tech	52	Prepare students to function as competent, entry-level professionals that meet the healthcare needs of the community.
		Students and graduates will demonstrate effective communication.
		Students will demonstrate ethical and professional attitudes and behaviors.
		Students will demonstrate problem solving and critical thinking skills.
		The program will continuously monitor ARRT exam pass rates, job placement, student program satisfaction and student completion rates in compliance with JRCERT accreditation
Registrar	53	Produce the master schedule one week prior to the start of the registration period
		Effectively communicate registration procedures to students, faculty, advisors, and staff
		Process attendance no later than one week after due dates
		Process all grades and academic standings no later than one week after the final grade due date
		Develop a process to Generate transcripts no later than three business days after the date of request by the

student

Process degree certifications no later than one month after the conclusion of the semester/after final grades are submitted

To report enrollment and degree verification status to the national student clearinghouse by the designated due dates.

| Safety and Security | 54 | To provide a one-hour orientation/ instructional session for all the incoming freshmen addressing safety and security concerns and cautions. |

All college faculty, staff, and administrators will complete Right to Know training, Workplace Violence training and other mandatory annual, bi-annual training.

Enhance personal safety through improvements to physical environment and increased patrols.

Improve compliance with NYS Fire Codes.

Ensure Campus Safety and Peace Officers receive all required training and complete an annual in-service to update them on current issues.

| Sponsored Programs | 55 | Maximize post-award utilization of available grant funds. |

Increase new sources of grant revenue to offset reductions in formula allocations and other funding sources.

Strengthen the capacity of the Sponsored Programs Office to provide responsive and competent support for the creation of well-crafted, competitive funding proposals.

| Student Accounts | 56 | Assess tuition and fees. Have tuition and fees available to students for the summer and spring semesters when registration opens. |

1098T Process & Distribution

Complete testing, processing, printing and online access to 1098T information for students prior to January 31st.

| Student Activities | 57 | Offer a wide variety of programming according to student interest |

Continue to provide opportunity and support for clubs and organizations, including new clubs

Continue to provide ways to allow students to connect with the college outside the classroom experience

Set up Student Activities Website

Continue to provide support for student-centered academic programming

| Study Abroad | 58 | Increase in study abroad applications |

| Teacher Ed & Early Childhood | 59 | Provide for maximum transfer opportunities to four-year SUNY colleges in an effort to ensure student success |

Provide high school students taking ECE courses maximum transfer opportunities to BCC in an effort to recruit students and meet the needs of those interested in taking college level courses

		Provide Service Learning and Civic Engagement opportunities to integrate coursework with community volunteer and internship experience
		Provide online course options for every required ECE course and EDU 111 – Foundations of American Education every fall and spring semester in order to meet the needs of students who prefer this mode of instruction
		Provide blended format course options for students who prefer this form of learning
		Provide coursework via module format at off-campus sites for students who prefer this modality of learning
Third Shift	60	Create a system of communication between custodial staff and all campus communities.
		Institute an equipment maintenance program.
		Assure staffing levels meet our mission statement
		Develop a strategic facility scheduling format
Teaching Resource Center	61	Explore and evaluate the use of current and emerging instructional technologies that enhance the learning environment.
		Provide opportunities for training and instruction on a variety of technical and/or pedagogical topics, skills and strategies.
		Provide customized and individual support to faculty in skill development, technology and pedagogy as requested.
		Foster a professional community of faculty and staff by encouraging communication, collaboration and networking through activities that promote excellence in teaching, learning, and academic leadership.
VPAA Staff	62	To review and revise as necessary, and to standardize, all Academic Affairs Policies, Procedures, and Processes and to create requisite new Policies, Procedures, and Processes.
		Facilitate and support the work of academic-related committees, departments, and divisions through coordinated communication among those constituencies to identify and define their roles in a shared governance structure.
		Advocate for the maintenance or improvement of academic quality
Workforce Development	63	By May 31, have 15 participants complete the 60-hour EAP program and graduate.
		Assist 3 new start-up businesses increase sales
		Increased workplace skills for employees of local companies and organizations
		Acquire grant funding to assist local companies and organizations with training programs.
		Increase community outreach
		Raise awareness of Energy Efficiently Programs offered through Continuing Education at BCC.

BPS Dean	64	Provide information to students that will enable them to be in their scheduled classes.
		Assure that students' requests for appointments with advisors and faculty can be fulfilled
		Maintain student folders so they can be found at all times
		Complete work requests from faculty on a timely basis
		Assure that students are assigned to advisors so that students can go see an advisor as needed.
		Assure that supplies to run the office and meet the needs of faculty and staff are readily available.
		Respond to inquiries from the potential students, the public, and other departments on campus
Foreign Language	65	To foster standards of educational excellence in all the areas of knowledge of our Department.
		To build a strong academic foundation for our students.
		To develop awareness, among students, of the diversity of languages and cultures that are encompassed by a global educational perspective.
Health Science Dean	66	To review and revise as necessary, and to standardize, Health Science Procedures and Processes and to create requisite new Procedures, and Processes.
		Facilitate and support the work of Health Science departments through coordinated communication among relevant constituencies, including the campus and the community.
		Maintain current Health Science programs and develop new programs to meet the needs of students and the community
		Facilitate the development and implementation of grant proposals to supports quality, innovation, and development of new technologies and flexibility in Health Science programs
Individual Studies HS	67	Provide learning experiences that meet the needs of Individual Studies Health Science students to effectively assist them in meeting their educational, professional, and related personal goals
		Provide Individual Studies Health Science students with the necessary skills, competencies, and content knowledge to succeed in their transfer programs.
Liberal Arts Dean	68	Create and sustain high- quality Liberal Arts courses, curricula, and degree programs that are responsive to the aspirations of students, both current and potential; the articulation requirements of transfer institutions; and the needs of local businesses, industries, and other entities. Offer the courses, curricula, and degree programs in a variety of modes and configurations, including blended and entirely online courses, curricula, and degree programs and linked courses and learning communities. Ensure opportunities for Service Learning, Field Experiences, and Internships.
		Enhance student learning, faculty and staff professional development, and community engagement.
		Better attract students to and retain them in Liberal Arts degree programs and better prepare them for transfer and employment by improving and enhancing facilities and equipment.

STEM Dean\	69	Maintain and provide innovative programs aligned with current and future requirements of students, employers, and transfer schools.
		Develop the Division as a source of expertise in the S.T.E.M. areas for the benefit of the College and surrounding community.
		Empower members of the Division to play an active role in the decision-making and shared governance on campus.
Copy Center	70	Accurately complete copying requests in order to meet date needed on copy request.
		Provide prompt service to requestors at the Copy Center service window.
		Monitor Copy Center email account at least three times daily to ensure requirements on emailed copy requests are met.
		Provide next day delivery on supply requests.
EMT/Paramedic	71	Increase student enrollment
		Increase student satisfaction with their academic experience in the program
Finance VP	72	Provide critical "core" campus services in a quality and timely way and with reasonable and sustainable employee workloads.
		Participate actively in student enrollment growth and retention efforts.
		Reduce operating expenses if necessary to balance spending to available revenues, all within a framework of long-term financial health and viability, and with a strong link to strategic planning priorities, assessment, and shared governance.
		Optimize services and communication with students, faculty and staff through technology enhancements and process improvements.
		Improve condition, attractiveness, and cleanliness of facilities.
		Develop a mechanism to assess and accommodate additional desired projects and services that ensures campus priorities are addressed and that adequate resources are available to accomplish current and additional work.
Health and Wellness	73	To maintain student compliance for attendance in accordance with NY State PHL (Public Health Law) Section 2165 (MMR) and PHL section 2167 (meningococcal disease)
		To minimize the outbreak of influenza on campus annually.
President & Staff	74	Make continued progress with institutional effectiveness that is addressing Middle States Standard 7, Institutional Assessment.
		Make continued progress with shared governance that is addressing Middle States Standard 4, Leadership and Governance.
		Through the Strategic Visioning Process create with broad collective input the new BCC Strategic Plan by the end of the spring 2012 semester.

Public Affairs	75	Work to increase enrollment
		Work with academics to highlight programs
		Improve communications with key constituencies in conjunction with the mission.
		Foster good relations with key stakeholders (alumni, public officials, business)
		Lobby for the college
		Keep the board of trustees informed of publicity surrounding the College
		Monitor what the community is saying about the college
		Present the College to the community in a positive light.
Student Affairs VP	76	Create and deploy a professional development plan for all Directors/Chairs in the Student and Community Engagement Division
		Enhance customer service and satisfaction in 2012
Web and Media Services	77	Continue upgrades of classroom multimedia equipment to "level 4" status as described in Technology Plan.
		Provide the campus with a new public website and portal.
		Develop a more powerful portable sound system for campus events and presentations.
		Provide Public Affairs with enhanced content for integrated marketing and recruitment campaign.

Appendix P- Example of Unit Goal Report for a Specific Unit

Introduction:

Below is the Annual Institutional Assessment report for the Teaching Resource Center. Given that the assessment period began in January, the report below reflects partial year statistics – January 2011 – June 2011 and includes the development time for TRC staff to create and implement the tools necessary for evaluation and reporting.

Mission: The Teaching Resource Center (TRC) is a faculty-managed facility dedicated to the mission of improving the quality of education at BCC. The TRC houses the Distance Education and faculty Professional Development functions for the campus. The Center's purpose is to promote excellence in teaching in order to enhance the learning experiences of students. The TRC recognizes that excellence in teaching is an ongoing process and provides opportunities for self-initiated learning to all faculty who seek to enhance their teaching effectiveness. The Center provides services to all faculty, full-time and adjunct, and welcomes the participation of administration and staff.

Goal (What do you hope to achieve?)	Strategic Direction	Measure How will you determine when you achieve the goal?	Activity (What do you plan to do to achieve the goal?)	Reporting Date

Goal Explore and evaluate the use of current and emerging instructional technologies that enhance the learning environment.	5.3	**Outcome:** (What are the results of the goal?) 12 individual instructional technologies researched and evaluated per year.	➢ Research the needs of the campus community. ➢ Scan available technologies for possible evaluation. ➢ Evaluate feasible solutions. ➢ Communicate findings to the appropriate committee(s).	June, Annually
		Measure: 12 scored evaluation rubrics completed and forwarded to the appropriate campus committee(s) per year.		

Annual Update:

TRC Staff completed the evaluation of 9 Instructional Technologies during the 6 month evaluation period. Technologies included: Moodle, Desire2Learn, Xtranormal State, Canvas, Blackboard, Sakai, Google Apps, Raptivity and Prezi. Software was evaluated using a rubric developed by the TRC Instructional Designers and results were communicated, when appropriate, to the campus Distance Learning Steering and Technology Committees.

In addition to the research and evaluation of Instructional Technologies listed above, the TRC Instructional Designers developed and distributed a "Faculty Software Needs Survey" to assess the current technological needs of faculty and to assist in planning future TRC resources to best meet those needs. Based on the results of the survey, recommendations were made to the Distance Learning Steering Committee regarding the procurement of campus-wide software and upgrades to the TRC Faculty Computer Lab.

TRC Instructional Designers actively participate on SUNY-wide committees, discussion groups and listservs that focus on Instructional Technology and trends in education. Information gained from these resources is shared with appropriate departments and/or committees.

Future Plans:
Continue with a periodic "Faculty Needs Software Survey" and evaluate new Instructional Technologies as needed.

Goal (What do you hope to achieve?)	Strategic Direction	Measure How will you determine when you achieve the goal?)	Activity (What do you plan to do to achieve the goal?)	Reporting Date

Provide opportunities for training and instruction on a variety of technical and/or pedagogical topics, skills and strategies.	4.2	**Outcome:** (What are the results of the goal?) There will be 30 offerings on a variety of technical and/or pedagogical topics, skills and strategies per year. There will be 300 participants trained on a variety of technical and/or pedagogical topics, skills and strategies with an 85% satisfaction rate.	➢ Research the needs of the campus community. ➢ Assign TRC staff or recruit potential workshop training leaders. ➢ Plan and schedule workshops or events. ➢ Develop and design the workshops or events. ➢ Advertise to the campus community. ➢ Conduct the offering. ➢ Survey the participants.	June , Annually

Annual Update:
TRC Staff offered a number of workshops during the January 2011 - June 2011 assessment period that covered a wide range of technical and pedagogical topics. A total of 34 instructional opportunities were offered and 431 faculty members and staff participated. Offerings included:

- The ANGEL 1-2-3 Training series (6 hour): ANGEL 1-2-3 is an introduction to using the ANGEL course management system for instructors teaching online or supplementing their face-to-face course with an online component. The training provides an overview of the ANGEL environment with hands-on opportunity to try out the various ANGEL tools, such as adding content, creating an assignment, quiz, and discussion forum. Training also covers how to set up and use the ANGEL Gradebook and discusses other tools for course management. ANGEL 1-2-3 was offered 4 times between January and June 2011 and reached 50 faculty members.

  In addition to the face-to-face offerings, the TRC has introduced a fully online version of the ANGEL 1-2-3 workshop during the assessment period. ANGEL 1-2-3 Online was first offered in the Spring 2011 semester. To date, 39 participants have enrolled and 19 have completed the training.

- ANGEL Advanced Training Series: The Instructional Designers in the TRC have also developed a series of ANGEL Advanced training sessions which cover a wide variety of tools and strategies pertaining to distance education. These sessions are offered to those who have completed the introductory training series and include topics such as Course Management, Teams, Reports, Agents, Discussions, Rubrics, Multimedia, Design Strategies and "Tips and Tricks". The sessions have been very well received and are now offered on a regular basis throughout the semester. Between January 2011 and June 2011, 12 ANGEL Advanced sessions were offered and 70 faculty members participated.

- 16 Professional Development workshops and webinars were offered with 285 attendees. The offerings covered a variety of topics.

Two satisfaction surveys were developed during the Spring 2011 semester for the purpose of assessment. One focuses on the Professional Development sessions offered through the TRC and the second has a focus on our Instructional Technology offerings. The surveys were implemented at the close of the 6 month evaluation period and indicate a 100% satisfaction for Instructional Technology and 91% for Professional Development offerings.

Future Plans:

Based on comments of participants in Professional Development Offerings, we will focus more strongly on discussion following sessions, particularly webinars. Participants indicated that the discussion piece of the sessions proved most valuable.

We are looking to develop a mechanism for providing more detailed feedback to presenters and work with individual groups and departments to develop a workshop schedule that fits their needs and schedule availability (ex: sessions held during department/division meetings upon request).

We continue to offer and expand upon our ANGEL/ Distance Learning Offerings and will continue to collect participant feedback for evaluation.

Goal (What do you hope to achieve?)	Strategic Direction	Measure How will you determine when you achieve the goal?	Activity (What do you plan to do to achieve the goal?)	Reporting Date
Provide customized and individual support to faculty in skill development, technology and pedagogy as requested.	4.2	**Outcome:** (What are the results of the goal?) 750 requests accommodated per year with an 85% satisfaction rating. Measure: 750 requests recorded per year in the TRC support database. Satisfaction survey to patrons of the TRC.	➢ Weekly drop-in support hours in the TRC. ➢ Faculty one-on-one partnering with Instructional Designers. ➢ Support calls, email.	June, Annually

Annual Update:
Following the training sessions, Instructional Designers also provide one-on-one mentoring assistance to faculty designing, developing and teaching their online or web-enhanced courses. In addition to one-on-one support by appointment, the TRC has also established regular drop-in hours designed to give faculty the option to work on their ANGEL courses alongside their peers with Instructional Designers present to answer questions and offer guidance. Instructional Designers also provide support to faculty on numerous software applications and related technology outside of the distance education area.

During the January 2011 – June 2011 time period, TRC completed 626 email, telephone, drop-in and appointment requests from faculty and staff.

Additionally, a satisfaction survey was developed and distributed to assess the support services provided by the TRC. The survey is sent to all faculty and staff who have used TRC support services and is conducted at the close of each semester. The Spring 2011 survey indicated a 96% satisfaction rate.

Future Plans:
Continue distributing the satisfaction survey to faculty and staff utilizing TRC services. Adjust practices and offer services as needed based on survey results.

Goal (What do you hope to achieve?)	Strategic Direction	Measure How will you determine when you achieve the goal?	Activity (What do you plan to do to achieve the goal?)	Reporting Date
Foster a professional community of faculty and staff by encouraging communication, collaboration and networking through activities that promote excellence in teaching, learning, and academic leadership.	4.2 & 4.3	**Outcome:** (What are the results of the goal?) There will be 10 opportunities for collaboration offered through or coordinated via the TRC. There will be 60 participants involved in collaborative opportunities or discussions offered through or coordinated by the TRC, with an 85% satisfaction rate. Measure: 10 offerings per year with 60 faculty and staff participating. Evaluation Tool	➢ Teaching Squares. ➢ Book Talks. ➢ Leadership Academy. ➢ New Faculty Orientation. ➢ Brown Bag seminars. ➢ "Birds of a Feather" sessions. ➢ Encourage BCC faculty involvement in external conferences and events (STC & CIT).	June, Annually

Annual Update:

During the Spring 2011 semester, the TRC has offered, facilitated or assisted in the planning of 15 opportunities that encourage communication, collaboration and networking among faculty and staff at BCC. A total of 169 attendees participated. These opportunities include:

- Crucial Conversations Book Talk: 2 (15 attendees)
- Teaching Squares 1offering: (7 attendees)
- New Faculty Orientation 1 offering : (10 attendees)
- Brown Bag Discussion: 1offering: (5 attendees)
- Service Learning 1offering: (10 attendees)
- Dynamic Classrooms: 6 offerings (34 attendees)
- Appreciate Inquiry: 2 offerings (56 attendees)
- Successful Teaching Conference attendees from BCC (23 attendees)

An evaluation tool was developed and distributed and indicated a 94% satisfaction rate.

Future Plans:

Continue distributing the evaluation tool to faculty and staff who participate in collaborative activities offered or facilitated by the TRC. Solicit ideas for future offerings from past participants and the campus as a whole.

B·R·O·O·M·E
COMMUNITY COLLEGE

Fall 2011 Unit Summary for Institutional Assessment

Unit:_____

Contact Person:_____

Please complete the following electronically in your summary update:

1. In several sentences, briefly describe the process you used to collect data in support of your goals.

2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.

3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific)

4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year?

5. Please rate your unit's assessment method used for collecting and using the results below. If you are not at the point to answer question five, please write not applicable.

   a) Please rate the effectiveness of your department's assessment methods using the scale below.

Minimally Effective	Somewhat Effective		Very Effective	
1	2	3	4	5

   Rating:_____

   b) Please rate the level of support/encouragement your unit has for doing regular assessment using the scale below.

None		Adequate		Exceptional
1	2	3	4	5

   Rating:_____

   c) Please rate the level of your unit's effort to make changes based on your assessment results using the scale below.

None		Adequate		Exceptional
1	2	3	4	5

   Rating:_____

Appendix R- Summary of Unit Self-Reported Progress on Unit Goals as of November 23, 2011

See Next Page

Fall 2011 Summary of Unit Self-Reported Progress

Unit	Fall 2011 Summary Update
Academic Advising	1. In several sentences, briefly describe the process you used to collect data in support of your goals. a. Administered a survey to Liberal Arts students in the Spring 2011 COL 105 classes to evaluate knowledge gained from our New Student Groups from December 2010 and January 2011 b. Administered a Zoomerang survey to students (Liberal Arts, Business and Science) who attended our New Student Groups in Summer 2011 to again assess knowledge gained as well as the overall experience of the New Student Group and the advisement and registration process c. Administered a survey to Individual Studies Health Sciences (ISAS/HS) students enrolled in HST 100 in Spring 2011 – to evaluate their advising experience and knowledge gained via their New Student Group. ISAS/HS is very different from Liberal Arts advising so the survey was adapted to reflect the differences in advising that population. d. Every semester we have continuing students complete a brief survey on their advising appointment so the survey essentially assesses the advisor's performance. These surveys were used as part of each advisor's tenure packet and the information was also used to help each individual advisor improve professionally. 2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. a. Our results from our surveys in the COL 105 classes and from the summer New Student Groups verify that the Academic Advisors are effective in sharing information that is related to Academic Advising. b. We are also effective in providing information from non-academic offices and reinforcing college policies and procedures as they pertain to the student and to academic advising. Some of the non-academic offices include: Campus Safety, Financial Aid, Student Accounts and the Registrar's Office. c. Additionally we learned that we need to improve the phrasing of our survey questions and simplify our surveys for future use. 3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) a. Our survey results support the way we conduct our NSGs as the students appear to be absorbing the information as shared in the group therefore we will continue the information portion of our NSG. b. As stated above, we expect to re-phrase our surveys to make them more student friendly c. We also hope to address the timing issue by surveying students either at the conclusion of the NSG or at the end of

	each month by sending the survey electronically. The goal is to send a survey to all group participants at the end of May, June, July and August. 4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? a. We want to broaden our assessment this coming academic year by surveying both Liberal Arts and Individual Studies/Health Sciences continuing students about the services provided in our office. We plan to start this assessment in October 2011 to correspond with advisement/registration for the Spring 2012 semester. b. We also plan to survey the parents who attend the corresponding Parent Information session while their sons or daughters attend one of our NSGs. We plan to administer the Parent survey to the parents who accompany their students to their NSG this December and January. This population tends to be small, so this will be considered a pilot with anticipation of expanding the parent assessments with the NSGs that begin in May of 2012 and continue through August of 2012. Both surveys are attached for your review.
Accounting I & II	Accounting Area I 1. Financial tax compliance for payroll reporting a. Quarterly 941 and NYS tax reports/files are processed by due dates. i. Return receipt confirmation received. 2. Process Fixed Assets a. For this quarter ending 9/30 all fixed assets were processed in Banner Finance. All purchases over $1,000 were reviewed and a determination was made if they should be capitalized as fixed assets or just expenses. As of 9/30 all fixed assets were assigned a permanent tag and processed in banner finance fixed assets. Pending asset report and fixed asset trial balance reviewed – no further action required. Accounting Area II 1. Prepare grant billings - Provide grantors with billings/invoices on a monthly or quarterly basis as directed by the grant guidelines. a. Invoices are stamped and mailed to grantors per log. b. Open receivable is within a reasonable amount. i. Data relied upon - Grant A/R log. 2. Capital Projects - Process invoices, change orders, journal entries, and all other related transactions in a timely manner. Send vouchers & journal entries to Broome County on a weekly or as needed basis. Send claims for reimbursement to NYS on a monthly or quarterly basis depending on activity. Request reports from Broome County monthly. a. Capital project log – those received are processed. Action taken to increase communication with County.

	i. Data relied upon – capital project log and Broome County reports. 3. Finance/Payroll Processing - Process accounting transactions relative to payroll on a bi-weekly basis. Verify that amount posted to finance matches the payroll system. Prepare demand checks for payroll liabilities. Prepare health and life insurance payments to Broome County monthly. a. Journal entries are posted. b. Reconciliation completed. c. Checks issued. i. Payroll Checklists, Journal entries, check register and reconciliations are relied upon. No further action required. 4. Mail & UPS Expenses a. Keep track of postage expenses by department on a bi-weekly basis using reports generated by the mail room postage machine. b. Bill clubs and grants for postage use bi-weekly. c. On a weekly basis, reconcile the UPS bill to actual shipments sent. d. Notify people of amount due for personal use of UPS shipping. i. l journal entries are entered and the UPS check is issued and sent, the goal has been achieved. Biweekly report sent to divisions. Daily Postage Recon. 5. Banking/Investments. Prepare bank reconciliations in a timely manner. For example: October bank recons should be done by November 30. Gather information necessary to make informed investment decisions for the college. a. Bank recons are reconciled to Banner monthly these are up to date. Improvement over last reporting period. b. Action has been taken to feed transactions daily rather than weekly this will have a positive impact on timeliness of reconciliations. This has improved the timeliness of the reconciliations. i. Reconciliation review is measure used.
Admissions	
Athletic Department	ATHLETIC DEPARTMENT ASSESSMENT Academic Success: The academic success of our student-athletes is being monitored in several different ways. We make daily checks on the Argos system to ensure that our student-athletes have not dropped below full-time status. These daily checks allow our student-athletes the ability to address the issue and ensure that we are in compliance with NJCAA eligibility regulations. Our student-athletes are also required to have all instructors sign our "Athletes Missing Classes" form. This identifies them as student-athletes and informs their instructors of the possibility of missing class for athletic events. Currently, some coaches are having their student-athletes take progress reports to their instructors as a way of tracking progress. The success of this approach really depends on level of instructor cooperation, but this approach will be implemented throughout the athletic department. Maintaining Competitive Programs: This Goal will be changed to focus on the creation of a better student-athlete

	experience. Equity and Opportunity: We are looking into the possibility of adding female sports such as Women's Golf and Bowling in the near future. Additionally, we have to address the lack of locker room space for our female participants. The Intramural program as a whole will be fully assessed in the near future. Awareness and Support: We are currently pressing the issue with both our coaches and the media to ensure we get the maximum press coverage available. Many of our teams are involved with volunteer work, including the Women's and Men's Soccer programs. They used one of their home dates this fall as a cancer awareness game and raised $1800 for the cause. Overall, a community outreach will increase visibility.
Biology	1. In several sentences, briefly describe the process you used to collect data in support of your goals. We have met together as faculty and with members of the departments we serve to compare syllabi and objectives. Chairs of the LAAS degree have instituted a process to streamline the advising process. We are working with other divisions to promote interdisciplinary and international courses. Faculty have offered common hour programs... 2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. The process is in its nascent stage and thus it is too early to measure learning. 3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) How we plan on using the data is discussed in the goals and as of yet we have made no changes except in the advising process. 4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? No.
Board of Trustees	The BOT has completed two retreats to generate goals and recommendations. The BOT is currently developing a self-assessment instrument through subcommittee to gather additional data for planning.
Computer Science	1. In several sentences, briefly describe the process you used to collect data in support of your goals. Zoomerang Surveys administered twice a semester, Advisory Committee recommendations, and from transfer institution reports. 2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. Our transfer students continue to excel in their classes and receive praise from their instructors for their preparedness. Our Computer Security & Forensics Degree program continues to attract a

	growing population and has attracted three new articulation agreements, leading towards a four-year Forensics B.S. 3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) The information is regularly shared with faculty. As the Computer Science Department is 24/7 responsive to transfer institution needs/comments, local business demands, transfer institution requirements/changes, there are no changes - staying "vital" is a constant effort within the department. 4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? With student Zoomerang surveys, regular DACUM degree assessments, feedback from transfer institutions, BCC internal reports, regular in-house discussions, we see no change in the process.
Continuing Education-Open	The set goals: 1. By May 31, 2011, have 15 participants complete the 60-hour EAP program and graduate. 2. Assist three new start-up businesses in increasing sales. Goal 1: The Entrepreneurial Assistance Program ran two sessions for the 2010-2011 EAP grant years. There were 49 clients enrolled in the program for training and 20 enrolled for technical assistance only. Of the 49 clients enrolled in the two sessions, 25 clients graduated. All 25 participants turned in a written business plan and completed the 60-hour EAP program. Goal 2: During our sessions, we had 12 new start-up businesses, of those 11 firms reported increased sales. With our existing businesses, we had 11 firms with increased sales. To achieve our goals we provided the following: 1) Offered two 60-hour training programs. 2) Offered one-on-one technical assistance to participants. a. We had 80 clients receive technical assistance with total combined hours of 793.25. 3) Offered a Marketing Intensive Institute consisting of eight modules of which we had 8 – 12 participants for each module. 4) Marketed the program in the spring, summer and Fall BCC Continuing Education catalogs, sent press releases to the Press and Sun Bulletin for registrations, graduations, web-cutting ceremonies etc. 5) Networked with BLDC, SBDC, SBA, Broome-Tioga Small Business, Greater Binghamton Chamber of Commerce, local area networking groups, Financial Services and SCORE to find resources that would assist the clients in their

business ventures.
6) Collected student evaluations after each session and created a list of constructive criticisms of the program for positive changes

We met 14 of the 17 goals set forth by Empire State Development. The three goals we did not meet were:
1) Start-up businesses, firms with expanded employment
2) Start-up businesses, number of new employees
3) Financing, financial packages that were approved.

The goal we set: Continue expanding successful course offerings, increase enrollment and revenue and decrease the cancellation rate while maintaining the quality of what is offered.

Our desired outcome: Offer new courses each semester and more sections of successful courses. By offering more sections this will increase enrollment and revenue. Also to help boost enrollment and revenue, we submit all of our classes to the Press & Sun Bulletin and to Ineedmynews.com. Classes are not canceled until the day before they start. This helps lower the cancellation rate.

Relevant data: The student course evaluation forms give us feedback on recommendations of new courses and how we can improve our current courses. The evaluation form also gives us information on what the most popular radio stations listened to by our students to assist us in our marketing efforts.

At the end of the Summer Semester 2011, we offered 249 courses, 20 of these were new courses and 41 classes were canceled, bringing in gross revenue of $212,704.

We will continue to offer new courses and add to our current courses based on feedback from the course evaluation forms. Our summer College for Kids enrollment was nearly doubled because flyers were sent to the local elementary schools. We will continue to do this each summer. Also, none of the College for Kids classes were canceled due to this flyer. We also sent e-mail flyers to local high school guidance offices regarding our summer Driver Education program. All seats were filled in Driver Education. We will continue to do this each summer as well. We are currently brainstorming on ways to decrease our cancellation rate. We are also looking at our catalog delivery list to make sure we are delivering to key areas to help boost are enrollment and revenue.

| Drinking-Driving | 1. In several sentences, briefly describe the process you used to collect data in support of your goals. All DDP participants filled out a biographical information sheet which had been revised this year to enable collection of pertinent data.

2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. The data will enable the BCC DDP to assess itself concerning the long-term effectiveness of the program in preventing offender recidivism.

3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) Since DDP is a copyrighted program that operates under guidelines from the NYSDMV and NYS OASAS, the program itself cannot be changed. The data can be used, however, to relay information to the State concerning long-term overall program effectiveness, especially since it was just revised in 2011.

4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? No, not for doing the assessment itself.
Below you will find the statistics I have collected so far for the calendar year 2011 to monitor the effectiveness of the BCC Drinking Driver Program.

Classes sections started and completed so far this year: 15
Total number of participants on starting rosters: 225
Number of participants dropped from DDP for non-compliance with program requirements: 12 (5%)
Number of participants with prior DWI arrests (second-time offenders): 37 (16 %)
Number of participants who had participated in a previous BCC DDP class then reoffended: 12 (5%)
Number of participants who had participated in a DDP elsewhere in NYS then reoffended: 8 (4%)
Total number of participants who had participated in DDP at BCC or elsewhere then reoffended: 20 (9%)

We have completed all goals and activities listed on planning sheet I submitted earlier this year concerning Strategic Direction 6.1. |
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English Department	1. In several sentences, briefly describe the process you used to collect data in support of your goals. The two principal measures for this departmental goal are 1) the smooth, efficient progression of departmental faculty through the promotion and advancement process, and 2) the realization of Outcome #2: An effective, flourishing writing curriculum. Regarding our first measure: • At their May 26th meeting, the Board of Trustees approved Kristin Bensen-Hause and Mary Donnelly's promotions to Associate Professor and David Chirico's promotion to Full Professor. Regarding our second measure, please see Goal/Outcome #2. In addition, note that all Professional Development sessions were well-attended by full-time, adjunct, and off-campus (Fast Forward) faculty. 2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. • Faculty need periodic updating/review of curriculum assessment standards and "test" design. • There is considerable departmental interest in engaging students in various types of international study. • Generally speaking, English Department faculty are skillful creative teachers and enthusiastic academic professionals. 3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) Most saliently, the department has expanded its types of international offerings. (This question is probably best answered by way of some of the information included relative to Departmental Goal #3.) 4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? This academic year, we might ask faculty to complete more detailed response/evaluation documentation relative to their participation in individual Professional Development Days workshops. ---------------- 1. In several sentences, briefly describe the process you used to collect data in support of your goals. We decided that we would focus our assessment on two of our newly revised outcomes for ENG 110 in the Spring of 2011: Outcome 3: Students will use information and ideas from texts to support a thesis, implicit or explicit; students will represent information and ideas accurately. Outcome 6: Students will write in Standard Written American English, using diction appropriate to a college-level

audience.

We developed rubrics in response to these revised outcomes. We applied these rubrics to sample paper sets for norming purposes.

A 20% sample of ENG 110 students yielded 62 student essays. The assignment instructions were included with each sample.

Each assignment was read by at least two faculty members. Each was scored on a 4 point scale:

4 = exceeding expectations
3 = meeting expectations
2 = approaching expectations
1 = not meeting expectations.

Disagreements were resolved either by the two readers themselves in learned colloquy, or, in the case of a 2 point disparity, by a third reader. (This occurred once in the results for Outcome 3, and four times in the results for Outcome 6.)

2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.

• The assignments we saw in this assessment period were better designed than in previous assessments, which is probably at least part of the reason students by and large met expectations for Outcome 3. The assignments clearly stated how students were to respond to the material they were asked to read.

• The results for Outcome 6 were not as good. Students simply need to write better sentences.

3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific)

The assessment committee has yet to reconvene this semester, for the same weather-related reasons that has placed much campus activity in turmoil. We will shortly reconvene and issue recommendations, to be approved by composition faculty, about how we will go about getting students to write better sentences.

4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year?

We decided that we should develop an archive of benchmark student essays for norming purposes relative to each of our outcomes.

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1. In several sentences, briefly describe the process you used to collect data in support of your goals.
The principal measure for this departmental goal is the number and import of innovative curricular and extracurricular innovations accomplished by departmental faculty individually and collectively.

2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.
Generally speaking, senior and junior English faculty are receptive to curricular innovation and quite willing to both initiate and take part in various relevant professional development activities.

3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific)
The department will continue the development, funding, and publication of BCC's literary magazine, Breaking Ground; will continue developing innovative, state-of-the-art online course offerings; will continue (and, perhaps, eventually expand) its collaboration with the EHU/SUNY Online Network; will continue to expand service learning into the curricula, as well as individual service learning opportunities; will strive to offer diverse, affordable opportunities in international education (as evidenced by LIT292, our collaboration with EHU/SUNY Online Network, and various faculty associations/collaborations with multi-national, multi-ethnic organizations); as well as our general collaboration with the larger campus in improving and assessing academic/institutional effectiveness.

4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year?
Because the English Department is comprised of approximately forty full and part-time faculty, it is difficult to be fully aware (and, thereby, document) individual and collaborative professional/academic activity impacting the overall quality of instruction at BCC.

EOP	1. In several sentences, briefly describe the process you used to collect data in support of your goals. We collect data through Banner and working with different Departments like Registrar, Fin Aid, etc. Also an ongoing sign in sheet helps us to track our walk-ins and appointments. 2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. I learned that we are seeing more students than I thought we were and that we are closely linked to the community. Our students are active in the community and are taking on leadership roles. 3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) I plan to use all data for reports and for looking at making changes. 4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? Start early! If we are doing well others need to know about it. For example, I did not know we had so many scholarship holders!!!
Fast Forward	1. In several sentences, briefly describe the process you used to collect data in support of your goals. Fast Forward conducted surveys of Fast Forward Chairs, BCC Directors, and High School teachers, counselors, administrators. We also conducted course evaluations each semester and mailed an alumni survey to students 1 year and 4 years out of high school. We also surveyed FF instructors who attended our annual professional development event. We collect data regarding course information and enrollment numbers via ARGOS/Banner. 2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. Enrollments would increase if cost of FF courses to students were minimized. FF Instructors are seeking increased support from BCC Chairs. High school personnel are also seeking consistency in policy and procedure among various departments offering Fast Forward. Overall, high school personnel are satisfied with Fast Forward Program implementation and communication. 3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) Fast Forward will work more closely in creating, conducting, and analyzing surveys. Also, with the move to Banner

	and online application process as of Fall 2010, student data will be accurate and consistent. Our annual professional development will also include faculty to faculty workshops/interaction. 4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? We will investigate aligning current FF Goals document (currently aligned to strategic directions) to NACEP standards.
Finance Office	Finance 1. Provide accurate and timely financial information to the Campus Community and external agencies. a. Confirmation/receipt of data and/or resources. i. Confirmation/receipts on file. No notifications of late reporting. 1. In several sentences, briefly describe the process you used to collect data in support of your goals. Many methods are used to evaluate the goals. Data to support these goals comes from Banner, reports, review of data in Banner, logs, certified mailing receipts, checklists, etc. Each subunit supplies a report and data measurements each quarter. 2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. We have found that some goals/measures are not providing useful information. Several are being reevaluated. 3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) Some data just does not provide a way to measure the goal. The goal itself is worthwhile. Some goals need to be reevaluated to make a difference in the bigger picture of both the unit and college. 4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? There is nothing wrong with reevaluating both goals and the criteria used to measure them. Also, this process makes you ask questions about what changes can be implemented.

| History, Philosophy, Soc Sci | History, Philosophy, and Social Sciences
Institutional Assessment
2010-2011 Academic Year
1.) Extra-Curricular Activities Strategic Directions 1.3, 2.5
Narrative: In support of Strategic Directions goals 1.3 and 2.5, Department members participated in the extra-curricular activities listed below (1-A). To encourage student participation in these activities, Department members followed the strategies described below (1-B).
A. Faculty participation in extra-curricular activities
1.) Professor Oz Aydemir
    Assisted in organizing and presenting 2010 election debates
2.) Professor Irene Byrnes
    Organized Common Hour presentation series
    Organized Thursday afternoon film series
3.) Professor Steve Call
    Organized Common Hour presentation on American fiddle music
4.) Professor Lorenz Firsching
    Served on organizing committee for 2010 election debates
    Served on organizing committee for Annual Ethic Conference
        Chaired panel at conference
5.) Professor Douglas Garnar
    Served on organizing committee for 2010 election debates
    Served on organizing committee for Annual Ethic Conference
        Chaired panel at conference
6.) Professor Bradley Kaye, adjunct faculty
    Served on organizing committee for Annual Ethics Conference
        Presented paper at conference
7.) Professor Harold Koster
    Served on organizing committee for 2010 election debates
    Served on organizing committee for Annual Ethics Conference
        Chaired panel at conference
    Participated in Common Hour Point-Counterpoint presentation
8.) Professor Fred Loveland
    Participated in several Common Hour Point-Counterpoint presentations |

9.) Professor Kathleen McKenna
     Participated in Common Hour presentation on media representations of police
10.) Professor Michael McKimmy, adjunct faculty
     Served on organizing committee for Annual Ethics Conference
11.) Professor Carla Michalak
     Assisted in presenting 2010 election debates
12.) Professor Joyce Prindle, adjunct faculty
     Faculty advisor for Philosophy Club
     Served on organizing committee for Annual Ethics Conference
       Chaired panel at conference
     Assisted in organizing annual Washington experience for students
13.) Professor Lee Whitted
     Participated in several Common Hour Point-Counterpoint presentations
     Presented Common Hour presentation on American popular music
14.) Professor Greta Wingate
     Organized annual Washington experience for students

B. Strategies to encourage student participation in extra-curricular activities
1.) The following faculty members required and/or offered extra credit for student participation in extra-curricular activities:
     Professor Lorenz Firsching, HIS 117
     Professor Douglas Garnar, POS 201, HIS 100
     Professor Harold Koster, ANT 112, HIS 130, HIS 131
     Professor Michael McKimmy, PHI 104, PHI 201
     Professor Joyce Prindle, PHI 102, PHI 201
     Professor Lee Whitted, SOC 111
2.) Global Perspectives Infusion Strategic Directions 2.2, 2.7
Narrative: In support of Strategic Directions goals 2.2 and 2.7, the Department has engaged in the following activities during the three year period ending in the spring 2011 academic year: course development (2-A), expanded offerings of existing courses (2-B), extra-curricular activities (2-C), and enhancement of teaching resources (2-D).
A. Course development
1.) PHI 105 World Religions
     See catalog description. Offered for first time in 2009-2010 academic year.

B. Expanded offerings of existing courses
1.) ANT 112 Introduction to Archaeology
    See catalog description. Offered online for first time in 2010-2011 academic year.
2.) ANT 113 Biological Anthropology
    See catalog description. Offered online for first time in 2010-2011 academic year.

C. Extra-Curricular Activities
1.) Third Annual BCC Applied Ethics Conference
    Papers and panels offered on ethics in world religions.

D. Enhancement of teaching resources
1.) See under Instructional Resources.
3.) Instructional Resources Strategic Directions 2.1, 5.3

Narrative: In support of Strategic Directions goals 2.1 and 5.3, the Department has engaged in the following activities: approval of classroom maps (3-A) and purchase of instructional videos (3-B).
1.) Approval was obtained from Dean of Liberal Arts Mary Dickson to place maps in Titchener 008.
2.) The following instruction videos were purchased and placed in the Library on faculty reserve during the 2010-2011 academic year:
a.) Secrets of Body Language (2009)
b.) Ancient Mysteries: Sacred Rites and Rituals (1996)
c.) Ancient China: Mastering Winds and Waves (2006)
d.) Engineering an Empire: The Persians (2006)
e.) Alexander the Great (2005)
f.) Barbarians II (2007)
g.) Engineering an Empire: The Byzantines (2006)
h.) The Dark Ages (2006)
i.) The Real Robin Hood (2010)
j.) Viking Explorers (1997)
k.) Marco Polo: Journey to the East (1995)
l.) The Inquisition (1999)
m.) Scourge of the Black Death (1997)

		n.) Secrets of the Aztecs (1996) o.) Investigating History: The Medici Assassination (2005) p.) Elizabeth (2002) q.) In Search of History: China's Boxer Rebellion (1997) r.) Japan Under American Occupation (2002) s.) Tiananmen Square (2005) t.) The People Speak (2009) u.) Desperate Crossing: The Untold Story of the Mayflower (2006) v.) George Washington: Founding Father (1994) w.) The Mormon Rebellion (1997) X.) Abraham Lincoln: Preserving the Union (1996) y.) Civil War Journal: Immigrants and the American Civil War (1998) z.) Aftershock: Beyond the Civil War (2006) aa.) Investigating History: Mountain Massacre (2005) bb.) Frederick Douglas (1994) cc.) Susan B. Anthony (1995) dd.) Andrew Carnegie and the Age of Steel (19970 ee.) The Spanish-American War (1997) ff.) Boss Tweed (2004) gg.) The Vanderbilts: An American Dynasty (1995) hh.) Conquest of Hawaii (2003) ii.) The Railroads That Built the West (1995) jj.) Sputnik Mania (2008) kk.) The True Story of Charlie Wilson (2007)

| Human Resources | 1. In several sentences, briefly describe the process you used to collect data in support of your goals.

Questionnaires in hard copy or electronically have been provided to users of HR services. Distributed in each orientation. Our overall experience has been that questionnaires are more problematic to distribute as frequently in one-on-one transactions of kinds more emotionally charged or intense as employees came in to deal with personal issues and performance issues. Employees in extremis presenting problems make the handoff of a questionnaire to them seem inappropriate if not counterproductive.

Input from departments and/or individuals are shared within HR for information and any insights they can provide for improvement. Issues that arise are discussed within the framework of problem prevention and continuous process improvement.

Input has been captured in summary form on Excel spreadsheets for both the questionnaire distributed at orientation as well as the questionnaire for other users of HR services. We maintain the summary ongoing as it submissions are received.
2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.

Users often reported positively on the assistance they received in HR for a variety of reasons that brought the in to the department. In cases of less than optimum satisfaction initially, additional outreach, communication and service from the department resulted in solving the presenting problem. Longer term solutions and interventions often suggested themselves and could be incorporated in processes and procedures based on follow-up with parties involved.

Evolving legislative changes as well as impacts of BANNER on our business practices continue to drive us to review and revise our procedures to reflect current work flow and administrative actions in regard to recruitment, retention and employment. For example our staffing procedures for all employee groups are under revision. We continue to make frequently used forms available online in PDF format for greater user accessibility and convenience as well as maintaining the most up-to-date versions available for use.

3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) |
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Mine comments and feedback of all kinds for information as to how communication and service might be specifically tailored more closely to improve transactions, fill gaps in user understanding and knowledge and HR's awareness of user needs. Greater outreach is underway to assist departments processing decentralized student hiring and adjunct hiring to support compliance with mandated requirements. The existing staffing manual is being wholly overhauled to reflect changes in applicable laws, BANNER, changes in staff. This will be made available through outreach training as well as online in MyCollege so the most up-to-date information is available to campus at all times.

4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year?

Assessment via questionnaire (electronic or hardcopy) works more smoothly for participants involved in new employee orientation than in any other HR transaction, most of others of which involve employees in some form of distress – illness or injury (requiring LOA), performance related issues up to and including discipline, charges up to termination, issues of a personal nature involving self and/or family requiring professional interventions. This has led to consideration of a periodic solicitation to campus, perhaps on a quarterly basis, via Zoomerang or similar vehicle for a rating of the range of services for which an employee could give feedback on those HR services s/he might have sought/used.

Learning Assistance Center (Dept)	1. In several sentences, briefly describe the process you used to collect data in support of your goals.
	 Data is collected in all of our major areas through end of semester evaluations,
	         Mid-semester evaluations, tutor feedback forms, and data reports on all students
	         Served.
	2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.
	We need to improve communication with departments, informing them of our services.
	
	3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific)
	Some of our data reports are new and real time, so we can adjust tutor schedules more accurately to meet demands. We also can give departments more detailed reports on the data we are able to now collect.
	
	4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year?
	
	Being that we are a 'service area' our needs and reports are very different. WE need to look at the whole scope of what we do and how it integrates with the strategic directions, but also how we align and support the departments and their students.

Learning Resource Center	1. In several sentences, briefly describe the process you used to collect data in support of your goals. The Library has developed 3 goals to use for Institutional Assessment. Goals 1 and 3 we will be utilizing the Library Management System, ALEPH, Database statistics provided by vendor, and ILLiad, Interlibrary Loan management system software to extract the data we will be using to measure our effectiveness. Goal 2 the instruction librarians are developing their measures and piloting them during the fall semester 2011. All three goals will begin being reported annually in May 2012.

2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.
The Library staff has learned that we have some easy ways to gather data on collections both electronic and print however, it is more difficult to agree on measuring the effectiveness of Library Instruction. This difficulty is partly due to the variety of courses taught and the wide range of students served from developmental to advanced. At this point the Library faculty is testing out a variety of approaches to this challenge.

3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) The data we collect and analyze will be used to provide additional input as to how our collections are being utilized and how we will in the future determine any changes to our collection development guidelines in various disciplines. Data collected from Library Instruction will help to provide valuable insight into what core concepts are taught given our very short exposure to students ranging from a Library Tour; to a general overview of Library resources; to classes developed and taught to meet the needs of specific course assignments.

4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? This can be a very challenging task. It requires patience on Library faculty and a lot of compromise to develop such a program. |
| Mail Room | Mailroom
1. Deliver mail/packages to all departments timely and accurately
a. Maintain a log of all complaints about mail delivery by department
i. Log shows zero complaints.
2. Ship mail/packages off campus
a. Maintain log of complaints regarding all items that did not get to their proper destination.
i. Log has zero complaints. |

| Math Department | 1. In several sentences, briefly describe the process you used to collect data in support of your goals.

1) General Education – The Math Department had planned to do assessment in spring 2011, even though the reporting date on the planning worksheet said spring 2012. Delays last semester led to the Department planning assessments for this semester. As in past assessments of Gen Ed, target courses will have assessment questions incorporated into the final exam, and a random selection of students who take the final will have their scores collected.

2) Developmental education – The transition from BASIS to BANNER caused a delay in our ability to collect the data we normally collect every semester.

3) ITQA Program – The Program underwent assessment last semester. Due to the international make-up of the students in the program, alumni surveys returned no results. All other data was obtained fairly easily from Program faculty, the Registrar, and Department files.

2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.

1) General Education – As explained above, assessments have not been done yet for the current year. Previous results from 2009 indicated we were not meeting our goal in two of the five General Education Learning Outcomes.

2) Developmental education – We have not yet analyzed data from the past year, since we have not yet verified that the BANNER issues related to obtaining the data have been resolved.

3) ITQA Program Review – On the whole the program is doing very well with regard to graduation rate and employment. The review from the spring did not incorporate the Program Learning Outcomes that were developed over the last year. We are looking into growing other markets for the program, since currently it would not survive without the students from Central America.

3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific)

1) General Education – The Math Department Goal Planning Worksheet describes the activities of the Math |
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Department General Education Committee, including its timeline for analyzing the data. We are currently establishing lists of sample questions for MAT 124 and MAT 136 to be used in class throughout the semester to help students think along the lines addressed by the General Education Outcomes. Early next semester, after assessments are done this semester, we will see if there has been a change from the 2009 results. After that, we will discuss further ways to address any general education learning outcomes where the goal was not met.

2) Developmental education – We have just instituted a new series of courses, MAT 08x. Some of the impetus was supplied by past data on student performance in developmental courses. The Department plans to collect data on the MAT 08x courses to be considered along with our usual developmental course data to determine the effectiveness of the new courses.

3) ITQA Program – We have no data for the newly-generated program learning outcomes. Our plan over the next cycle is to establish assessments for these outcomes and use them in several courses in the program.

4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year?

Our experience in General Education assessment over the last few cycles has become more standardized. That will serve as a model for assessment in ITQA.

Payroll	Payroll
	1. 100% accuracy in paying employees - Quantify the number of employees paid in each payroll. Document FSA Advances, log payroll office errors.
	a. 4,395 employee payments – 9 errors. Action taken – develop exception reports, documents included in read back process, added items to checklist, follow checklist more closely.
	2. Maintenance of employee leave balances - Quantify number of posting errors to employee leave balances.
	a. 1,485 leave entries – 0 errors
	i. Implementation of leave reporting in Banner continues to be goal.

Purchasing	Purchasing
	1. Create Purchase Orders daily. Maintain log of requisitions based on the open encumbrance report (FGROPNE).
	a. Log reviewed – action – will be more active in obtaining missing paperwork for requisitions more than 30 days; PO over 30 days find out why vendor has not shipped in a timely fashion.
	2. Track and confirm receipt of purchases. Maintain log of all PO's not received and/or not received in Banner within 30 days of item being delivered to the campus based on FGROPNE report.
	a. Log reviewed – reevaluating this goal.
	3. Maintain Fixed Assets database - Keep date logs of assigned tags showing which assets have been tagged and which have not been tagged.
	a. Re-evaluating criteria.
	1. In several sentences, briefly describe the process you used to collect data in support of your goals.
	Twice each month, I run a report created by Banner that show all the Open Requisitions and Purchase Orders. Using this list, I am able to see how many requisitions/PO's are awaiting final action and the total cost. Each document is dated so I can tell how long they have been around. And after assessing which purchases are Standing Orders, I am able to come up with the breakdown that makes sense in regards to my goals.
	2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.
	I learned that most of the requisitions and PO's move through the system in an orderly fashion (requisition, PO, ordered, received). There are always some exceptions, but reviewing the data twice a month I am able to see the problems sooner than I would if I waited till the end of the fiscal year.
	3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific)
	There will never be a time when there are no open requisitions or PO's (except at the end of the fiscal year), so there will always be documents in process. The plan is to keep the turnaround time as short as possible. This benefits both the department ordering and the vendor. The only changes relate to dealing with "problem" PO's in a more timely fashion.
	4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year?
	I expect to see the basic same trends this year as last. But I do not expect to stop trying to make the entire process more responsive in insure timely delivery and payment for products and services.

Registrar	Annual Report
	Registrars Office
	2010 – 2011 Academic Year
	September 14, 2011
	Over the 2010 – 2011 academic year, the Registrar's Office experienced a great deal of change. Staffing challenges, implementation of Banner and re-engineering our job duties all played a major role in these changes.
	During the 2010 fall semester this office did not have an Assistant Registrar. During the month of December while grades for the 2010 fall semester were being processed (for the very first time using Banner), the office did not have a Registrar and also did not have an Assistant Registrar. It wasn't until January of 2011 the Registrar and Assistant Registrar positions were filled. Due to an unfortunate injury, our Permanent Part Time Senior Clerk has been absent since February, 2011. Although her position is in the process of being filled, we have not yet filled the Permanent Part Time Clerk position.
	Since the implementation of Banner, staff had to learn how to add and modify course sections and register students. In addition, staff had to learn how to process the following: transcripts (official and general education); attendance; graduation checkout; program changes; transfer, waiver, and substitution credit; immunization, academic standing, financial, non-matriculation and other holds pertaining to registration; prerequisite checking; fast forward registration set-up; independent study courses; medical withdrawals and fresh starts. In addition to learning these processes using a new student information system, staff also had to learn how to set up and maintain various forms and tables that enable registration. We also worked with ITS to implement a new room scheduling program, Resource 25, that interfaces with Banner. Our staff built tables pertaining to classrooms, meeting rooms and buildings. We also had to teach ourselves how to operate this software.
	We had to learn how to run jobs that post grades and identify repeat courses. After the reports were run, we needed to review errors and make manual changes to many of the repeated courses. For those instances in which the coding impacted academic standing, we had to make manual changes to the student's academic standing. We also had to learn the job process to print student schedules and copy semesters. We worked closely with staff in ITS to develop reports pertaining to the following: academic action, accelerated courses, attendance, blank grades, commencement, course catalog, course restrictions, diplomas, drop / add, exit, faculty, graduation processing, honors and high honors, master schedule, postcards, prerequisite, PTK, registration, room utilization, transcripts and withdrawals. We also worked with ITS and an outside vendor to develop our official transcript, general education transcript, associate degree and

certificate templates. Currently there are a total of 83 different reports that exist in the Registrars folder that were developed in Argos since the implementation of Banner.

Since the implementation of Banner and various changes that have been made in processing, the Registrar's Office now has additional responsibilities assigned to it. Some of these include the following: processing TAP, assisting with the processing of FLAC (faculty load) and CAPP (degree audit). Since the college did not have an IR director, the Registrar's office has been asked to generate a number of reports and analysis pertaining to research including the status of our fast forward students.

Our assessment goals that are due to be reported in this document include producing the master schedule one week prior to the start of the registration period and effectively communicating registration procedures to students, faculty, advisors and staff.

Registration
During the fall 2010, spring 2011 and summer 2011 semesters, staff in the Registrar's Office conducted a total of 53,419 transactions regarding registration. These included courses that were added and courses that were dropped by staff in the Registrar's Office.

Assessment:

Goal: Effectively communicate registration procedures to students, faculty, advisors and staff.

Outcome: Students correctly complete the registration process.

Measure: Survey Students.

Activities: send out documentation to faculty and advisors, send registration information to students, post information online using MyCollege and maintain a help desk.

Analysis: Staff in the Registrar's Office worked with Web and Media Resources, ITS and Student Activities to post registration information on the web, generate mailing labels for postcards and post messages and announcements on

TV monitors, MyCollege and in the Buzz. We also utilized email to send registration reminders to students. We learned how to utilize Call-Em-All, an automated phone system, to contact students for registration. During the start of our registration cycle, on a weekly basis, the entire campus community was informed that registration was open. They were directed to a link that displayed registration information including accelerated course offerings.

The Enrollment Management Action Team (EMAT) collectively made a decision to survey those students who registered in late August for the 2011 fall semester. The results of this survey are included as an attachment. A total of 54 students responded to the registration survey. A total of 78% of these students either agreed or strongly agreed they we able to get everything accomplished at Central Registration. A total of 13% either disagreed or strongly disagreed they were able to get everything accomplished (9% neither agreed nor disagreed they got everything accomplished at Central Registration).

Transcript production:
Our office worked with ITS and an outside vendor to re-design our academic transcript. Before going live with our process we worked with ITS to convert a total of 447,588 records. We also developed a coding scheme cross walk to convert codes used in the grading process including grades and attendance. We began utilizing Banner in January 2011 to produce our official transcripts. Since that time, we have processed a total of 8,722 official transcripts.

Attendance Processing:
We also processed an approximately 78,426 records pertaining to attendance. Staff learned various forms in Banner to process attendance. We also work with ITS to develop reports pertaining to attendance. Staff in the office had to learn Argos to produce the reports and drop letters. We also worked with ITS to develop attendance taking instructions. These were sent to faculty with the attendance due date reminders. Due to the development of courses that do not run full term, we needed to calculate 53 different attendance due dates. We also communicated this to the faculty.

Grade Processing:
We learned how to work with Banner to process grades. We worked with ITS to develop numerous reports, some of which pertain to grade processing. These reports were used to verify the grade calculations of repeated courses and determining academic standing. Reports were also developed to provide listings to the academic divisions. These reports displayed students who were academically dismissed, placed on academic probation, and continued on academic probation. A total of 2,131 records of those students not making academic progress were checked for accuracy. We also worked with ITS to develop grade posting documentation. These were sent to faculty with the grade due date reminders.

Graduation Check-Out:
After grades were processed we worked with ITS to develop a template that is being used to print our diplomas and certificates. We utilized Banner to enter graduation checkout information. Since the fall, 2010 semester, we processed a total of 1,161 graduation applications a total of 999 (86%) were certified to graduate.

Master Course Schedule Production:
During each semester, fall, spring and summer, the Registrar's Office coordinated the production of credit course sections. Each course section contains 27 different data elements. Depending upon the course section type, more data elements are included in the assignment of each course section including linkages, reserved seats, pre-requisites, co-requisites, cross list definitions, and section comments. In addition, we learned how to utilize Resource 25, an upgraded software scheduling package that interfaces with Banner. This software is also used to assign meetings.

Assessment:

Goal: Produce the master schedule one week prior to the start of the registration period.

Outcome: Master schedule is complete

Measure: 95% of master schedule completed on time

Activities: get scheduling instructions out in a timely manner, follow up with department / program chairs to make sure that you get the information you need to make the schedule, follow up to make sure the schedule is completed.

Analysis: During the last academic year the Registrar's Office coordinated the production of 4,357 credit course sections. We also manually calculated a total of 504 dates pertaining to add, drop, census, registration, withdrawal and "F" grade periods for all each of the 53 part of term codes.

For the 2011 spring semester, scheduling instructions were sent out on 8/16/10 indicating a due date of 9/27/10. Since the schedule was online by October 18, 2010, we accomplished our goal of producing the master schedule one week prior to the start of registration which was October 25.

For the 2011 summer semester, scheduling instructions were sent out on 10/21/10 indicating a due date of 11/19/10. On

12/3/10 a proof copy was sent to the departments for them to review it by 12/20/10. Since the schedule was online by January 24, 2011, we accomplished our goal of producing the master schedule one week prior to the start of registration which was January 31, 2011.

For the 2011 fall semester, scheduling instructions were sent out on 12/14/10 indicating a due date of 2/28/11. On January 31 and on February 15, 2011 reminders were sent to the departments reminding them of the February 28 due date. After the modifications were made by the departments and room assignments were conducted, a proof copy was sent to the departments on March 14 for them to review by March 21. Since the schedule was online by March 21, 2011, we accomplished our goal of producing the master schedule one week prior to the start of registration which was March 28, 2011.

Future Plans for Assessment:

Goal - Identifying how long it takes our office to process attendance. Once this is determined, we can set more specific goals on how to expedite the process. We could measure this by determining the percentage of attendance that is submitted on time. As an activity, we could continue to send communications to faculty informing them of the attendance due dates and follow up with those who did not comply on time. A reporting date for this will not be determined until we can identify how long it takes our office to process attendance.

Goal - Determining the length of time it takes our office to process grades and academic standing. Utilizing a new student information system while working over curtailment in conjunction with the possibility of offering a winter session posses many challenges for this office, including staffing. We could measure this by determining the percentage of final grades that are submitted on time. As an activity, we could continue to send communications to faculty to remind them of the grade submission due dates and follow up with those who do not submit grades on time. A reporting date for this will not be determined until we can identify how long it takes our office to process grades and academic standing.

Goal - Making sure we report enrollments to the National Student Clearinghouse by the designated due dates. We could measure this by working with the National Student Clearinghouse services to determine when our files are received by them. As an activity, we can continue to run reports, identify records that need to be corrected, and send files electronically to the National Student Clearinghouse.

Eventually we would like to focus our assessment efforts on determining how many program changes; transfer, waiver,

and substitution credit, prerequisite checks, independent study courses; medical withdrawals and fresh starts are processed by the Registrar's office. We would also like to determine how many students will be eligible for TAP. Plans for Assessment 2011 - 2012:

Goal - Identifying how long it takes our office to process attendance. Once this is determined, we can set more specific goals on how to expedite the process. We could measure this by determining the percentage of attendance that is submitted on time. As an activity, we could continue to send communications to faculty informing them of the attendance due dates and follow up with those who did not comply on time. A reporting date for this will not be determined until we can identify how long it takes our office to process attendance.

Update - At this time, we are still processing attendance. We will not begin working on this goal until attendance has been completed.

Goal - Determining the length of time it takes our office to process grades and academic standing. Utilizing a new student information system while working over curtailment in conjunction with the possibility of offering a winter session posses many challenges for this office, including staffing. We could measure this by determining the percentage of final grades that are submitted on time. As an activity, we could continue to send communications to faculty to remind them of the grade submission due dates and follow up with those who do not submit grades on time. A reporting date for this will not be determined until we can identify how long it takes our office to process grades and academic standing.

Update - We will not begin our next processing grading cycle until the end of December 2011. After this process is complete, we should be able to determine the length of time it takes our office to process grades.

Goal - Making sure we report enrollments to the National Student Clearinghouse by the designated due dates. We could measure this by working with the National Student Clearinghouse services to determine when our files are received by them. As an activity, we can continue to run reports, identify records that need to be corrected, and send files electronically to the National Student Clearinghouse.

Update - We are working with the National Student Clearinghouse to establish enrollment and graduation information reporting due dates. We will have a summary at the end of the academic year.

Student Accounts	Student Accounts
	1. Tuition and Fee Assessment
	a. as noted when we created this goal, having fall $'s out there prior to registration isn't feasible due to the timing of the approval or the Tuition and Fees Resolution, so this goal was intended primarily for spring and summer. That being said, we were timely in assessment of the fall tuition and fees. We assessed charges on July 19th providing 3 ½ weeks for students to view charges and make payment arrangements. Combined with the phone calls and emails, students were notified multiple times and had ample time (particularly compared to past falls when the time between assessment and the due date was two weeks) to plan their payment. Action – can we have tuition & fees approval earlier?

Teaching Resource Center	1. In several sentences, briefly describe the process you used to collect data in support of your goals. TRC staff developed and utilized two electronic database systems to track faculty and staff usage of TRC services and attendance at TRC sponsored workshops and sessions. Workshop evaluations and TRC support surveys were distributed to collect data regarding user satisfaction. The surveys used were either paper-based or electronic depending on the type of TRC function being evaluated. 2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. The data we collected from our satisfaction surveys and program evaluations gave us great insight into the work we do in the TRC. Even though, for the most part, faculty and staff who utilize the services of the TRC indicated that they are very satisfied, we have received valuable feedback and suggestions that we will use to improve our services in the future. 3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) The faculty and staff who completed our evaluations and surveys gave us great feedback that we will use to improve our services in the future. We plan to use the data collected to alter our training delivery and format of sessions where appropriate. For example, faculty indicated that the discussion piece of our webinar offerings were very valuable. In the future, we will have a stronger focus on group discussion following the session. We also will use the data collected regarding faculty and staff availability to schedule future offerings in an effort to reach the maximum number of participants. 4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? We will continue to improve upon our assessment tools. In reviewing the data, we discussed additional questions that should be added in future iterations of the semester survey tool.

Workforce Development	The set goals: 1. Grant completions, increase workplace skills for employees of local companies and organizations 2. Acquire grant funding to assist local companies and organizations with training programs Goal 1: In the 2011 fiscal year, workforce development provided 180 programs to 4779 individuals. Grant classes recorded an increase of knowledge, using pre and post tests, with pre tests averaging 40.5 and post tests averaging 89.8 Evaluation forms indicated that participants like the programs. The average instructor rating was 4.55 out of 5, content rating was 4.28 out of 5 and overall value was 4.31 out of 5. A focus group indicated that the companies appreciated the training programs and stated that the grant programs provided necessary training that would not have happened without the funding. Companies indicated increased job satisfaction, promotions and job retention as a result of the training. Goal 2: so far for the 2012 fiscal year: A $73,500 Entrepreneurial Assistance Program (EAP) grant was written and awarded to provide a 60-hour business plan development class and technical assistance for EAP clients. A $139, 892 workforce development grant was written and awarded to provide credit and non-credit programs to employees of the Department of Social Services. Two SUNY Community College Workforce Development grants were written and submitted-awaiting notice of award. The first is a lean manufacturing grant for $79,245. The second is a healthcare grant for $23,394. Participated in the SUNY wide TAA grant application. For the 2011 fiscal year- 6 grants were written and awarded for workforce development funds to include: Two SUNY Community College grants, Department of Social Services grant, EAP grant, Energy Smart Grant, SUNY Greens grant.

STEM Dean\	1. In several sentences, briefly describe the process you used to collect data in support of your goals. Essentially, the data is collected through Division meetings. The Division Council meets every other week and the agenda items are aligned with the Division goals. As such, divisional accomplishments are captured in the Division Meeting minutes and are provided in terms of the Divisional goals.
	
	2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. The S.T.E.M. Division currently has three defined goals. Although the goals were defined only at the conclusion of the 2010-11 academic year, it is clear that there is a void (and/or lack of data) available in one area. Specifically, Goal # 3 is defined as, "Empower members of the Division to play an active role in the decision-making and shared governance on campus." Although there are a fair number of S.T.E.M. faculty participating on campus-wide initiatives, the sharing of these efforts among S.T.E.M. are minimal.
	
	3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific). At this point, the S.T.E.M. Division Goals are being reviewed for edits, additions, etc. to better meet and define the nature of the S.T.E.M. Mission.
	
	4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? Again, the goals have been in effect for just 3 months. The expectation is that the goals will be assessed, evaluated, and the necessary modifications made to the S.T.E.M. Mission and Goals over time.
	       Goal 1: Maintain and provide innovative programs aligned with current and future requirements of students, employers, and transfer schools.
	   1. Development of 4 new courses to be offered Fall 2012
	       • TEC101 – Introduction to Engineering Technology (3 cr)
	       • CIV137 – Construction Inspection (3 cr)
	       • ENV199 – Industrial Hygiene (3 cr)
	       • CST151 – iPhone/iPad Application Development (3 cr)
	   2. Engineering Technology faculty are developing a new A.A.S. program, Manufacturing Technology, in collaboration with a local community partner.
	   3. Science faculty within the S.T.E.M. Division have been working steadily with Holt Architects over the past 10 months to assist in the design of the new Science Building. This experience and knowledge afforded to this project by experts in the area of Biology, Chemistry, and Physical Sciences along with the collaborative effort among faculty and design experts will be important in showcasing Science here at BCC when the building opens in the Fall 2013 semester.

4. A new advising plan was developed and implemented for the Liberal Arts Associate in Science (LAAS) Program to ensure the success of S.T.E.M. students in the area of Science education.

5. Development and implementation of a Collaborative Classroom in the Engineering Science area. The classroom was made possible through a donation from a community partner. The classroom incorporates a multi-faceted approach to engineering design while simultaneously providing a space where collaborative approach among learners is possible.

6. Infusion of "green" technology into various STEM curricula has been made possible through the NYSERDA – SUNYGREENSNY Grant. As we approach the end of the 3-year grant period, a wind turbine and PV Solar Array will be installed during the Fall 2011 semester.
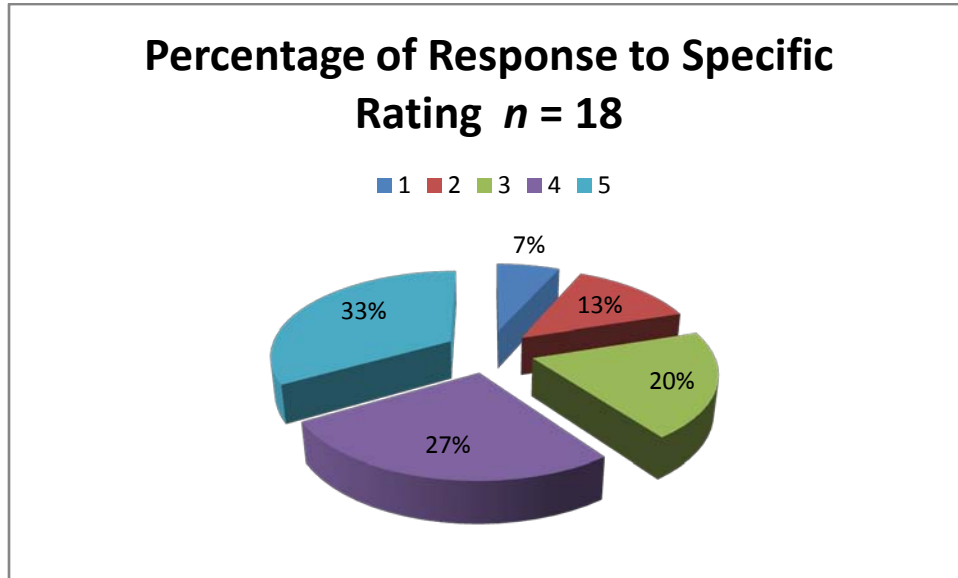
Copy Center	1. In several sentences, briefly describe the process you used to collect data in support of your goals. In the Copy Center we receive copy requests every day via email, interoffice mail or our walk up service window. The person requesting the job will give us a completion date. If it is an acceptable request we do everything that we can to make sure this date is met. If I feel we cannot get the request done when they need it I will ask them to either prioritize which part they need first or if we can give it to them in batches as we get it done. Sometimes they will ask for a lot of copies or booklets but that is what they need for the whole semester not what they need to get started. 2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. I have learned that the Copy Center is a much needed office on campus. A lot of people rely on us for our quick turnaround service. I believe not only would the faculty be lost without our services but many of the other offices would be too. Many people have told us that they love the fact they can just walk up to our service window and wait for their copies within reason. 3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) The only way we can collect data is by the copy requests, emails and our sign in sheet from the window. Just recently we have started receiving the emails for job requests. That has worked out pretty good as long as the computer system is up and they don't send it and 5 minutes later arrive at the counter expecting it to be completed. The computer is checked about once an hour. 4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? I believe our accuracy and response time is very good and as technology evolves we can only get better with our services. Right now I do not believe any changes will be made.

Fall 2011 Unit Summary for Institutional Assessment

Please rate your unit's assessment method used for collecting and using the results below. If you are not at the point to answer question five, please write not applicable.

a) Please rate the effectiveness of your department's assessment methods using the scale below.

Minimally Effective		Somewhat Effective		Very Effective
1	2	3	4	5

Percentage of Response to Specific Rating *n* = 18

Legend: ■1 ■2 ■3 ■4 ■5

7%
33%
13%
20%
27%

b) Please rate the level of support/encouragement your unit has for doing regular assessment using the scale below.

None		Adequate		Exceptional
1	2	3	4	5

Percentage of Repsonse to Specific Rating *n* = 16

Legend: ■1 ■2 ■3 ■4 ■5

6% 0%
19%
19%
56%

c) Please rate the level of your unit's effort to make changes based on your assessment results using the scale below.

None		Adequate		Exceptional
1	2	3	4	5

Percentage of Response to Selected Rating *n* = 16

■ 1 ■ 2 ■ 3 ■ 4 ■ 5

0% 0%

19%

12%

69%