

Periodic Review Report

Presented by: SUNY Broome Community College,

P. O. Box 1017

Binghamton, New York 13902

June 1, 2016

President: Dr. Kevin Drumm

Date of Most Recent Decennial Evaluation Team Visit-2010.

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Middle States Commission on Higher Education

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Certification Statement:

Compliance with MSCHE Requirements of Affiliation

[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)* Effective August 1, 2015]

_____ SUNY Broome Community College _____
(Name of Institution)

is seeking (*Check one*): Initial Accreditation
 Reaffirmation of Accreditation through Self Study
 Reaffirmation of Accreditation through Periodic Review

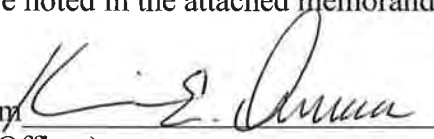
An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*.

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (*Check if applicable*)

_____ 
Dr. Kevin Drumm
(Chief Executive Officer)

_____ 5/17/16 _____
(Date)

_____ 
Margaret Maffey
(Chair, Board of Trustees or Directors)

_____ 5/20/2016 _____
(Date)

SECTION 1

Executive Summary

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

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

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

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

Educational Offerings. SUNY Broome Community College has four Academic Divisions: Business & Public Services; Health Sciences; Liberal Arts; and Science, Technology, Engineering, and Math (STEM). These divisions offer four different degrees and certificate programs. Associate in Arts (AA) and Associate in Science (AS) degrees provide students the necessary coursework and preparation for transfer. The Associate in Occupational Studies (AOS) and Associates in Applied Sciences (AAS) degrees provide education and training required for students moving directly into the workforce, while also building the groundwork for possible transfer. The College has 80 degree offerings registered through the New York State Education

Department: 34 AAS, 24 AS, 1 AA, 1 AOS, and 20 Certificates, available in full- and part-time study, day and evening, and in a distance education format. Sixteen of these offerings are available in a fully-online format with at least one fully-online-only program available in each division. Five of our fully-online programs have been selected as Open SUNY Powered Plus programs by SUNY for their quality and for targeting in-demand professions. These high-quality offerings are maintained through programmatic accreditation and SUNY program review, as well as unit assessments and course assessments conducted on a regular basis.

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

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

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

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

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

- MSCHE Annual Conference-2015, 2014, 2013, 2012, 2011.
- MSCHE PRR Workshop-2014.

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

- Spring 2014: (Planning stage) PRR Steering Committee formed and PRR Plan created.

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

Summary of Major Institutional Changes and Developments since Decennial Evaluation

- Steady enrollment with slight increases without significant declines.
- Considerable increases in educational offerings in both courses and programs.
- Increased involvement of shared governance bodies in the decision making process.
- Improvement in and expansion of facilities to support the teaching and learning environment as well as investment in energy efficient resources to cut down on operating costs. The construction of Natural Science Building in 2013, construction of student village (housing) in 2014, the renovation and construction of other facilities discussed in this Report.
- Innovative approaches to improve developmental education and outreach to at-risk students to increase retention and timely graduation.
- Adoption of strategies to avert declines in enrollment such as the admission of more dual enrolled students, the Binghamton Advantage Program, Imagine Success, and participation in Achieving The Dream (ATD) to increase the retention and graduation rates of low-income and minority students among other initiatives.
- Stability in the financial circumstances of the College.
- Improvement in outcome assessment practices.

Summary of Periodic Review Report Chapters:

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

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

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

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

Section 4: Enrollment and finance trends and projections.

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

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

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

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

Section 6. Linked institutional planning and budgeting processes.

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

SECTION 2

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

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

In this section we describe our:

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

2.1. Continued Action Regarding 2011 Progress Reports.

2.1 – 1. Shared Governance. SUNY Broome Community College has made significant progress since the 2010 Self-Study. Our response to the Commission's Requirements in regards to Standard 4: Leadership and Governance, and Standard 7: Institutional Effectiveness, has been documented in our Monitoring Report of 1 March 2011, and our Progress Report of 1 December 2011.

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

Table 2.1: College Employee Satisfaction Survey (CESS) on Shared Governance, 2012 and 2015 Results Comparison		
SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	2015 Mean	2012 Mean
The shared governance structure, which includes the CA, CAI, and COI, is helping SUNY Broome Community College share information and knowledge more openly.	3.43	3.15
SUNY Broome Community College shared governance is creating a greater sense of more faculty and staff participation in planning and decision making processes.	3.33	3.00
SUNY Broome Community College shared governance is meeting its goal of soliciting input about issues of concern common to all constituents as well as to issues unique to specific groups.	3.40	3.15
The recommendations that come from Shared Governance are given serious consideration by those making decisions.	3.28	N/A
I keep abreast of issues currently being addressed by Shared Governance.	3.58	N/A
Source: Ruffalo-Noel Levitz.		

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

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

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

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

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

Parking was an issue that scored low in the 2013 report shown in Appendix 2.1 – 1 (page 2). Since this result, Lot 1, the largest campus lot, was resurfaced in Summer 2015, with improved lighting installed to address parking. Other projects include the resurfacing of

the roadway in front of the Ice Center in 2015, the replacement of manhole covers and the catchment of roadways at manhole covers, and the patching of Lot 4 in 2015.

2.1 – 2. Institutional and Student Learning Assessment. Our continued activities with regard to Standards 7 and 14 are detailed in Section 5 of this PRR: “Evidence of sustained and organized processes to assess institutional effectiveness and student learning.”

2.2 Recommendations for Standard 3: Institutional Resources.

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

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

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

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

2.2 - 4 “Continue assessment of student and campus personnel satisfaction with the campus infrastructure.” In Spring 2012, campus constituencies were asked to provide feedback regarding the institution’s strengths, weaknesses, opportunities, and threats

(SWOT Survey) in several strategic areas. 371 total responses were logged regarding the campus infrastructure and environment, 42.9% were identified as strengths and opportunities while 57.1% were identified as weaknesses and threats. Most of the issues identified as weaknesses are addressed in Section 2.2-2 and other parts of the Report. Complete SWOT Survey results are provided in Appendix 2.2 -4.

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

2.3. Recommendations for Standard 4: Leadership and Governance.

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

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

2.4. Recommendations for Standard 9: Student Support Services.

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

2.5 Recommendations for Standard 13: Related Educational Opportunities.

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

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

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

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

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

Campus-wide in the Fall 2015 semester 173 students tested into both math and English remediation. Seventy-two students were in the Liberal Arts Division. In this cohort, students were placed into ENG110S and did not take math remediation until the Spring 2016 semester. Of the original seventy-two students, three dropped out and the remainder continued into the Spring 2016 semester. This suggests that a close focus on the needs of these otherwise "marginal" students can potentially guide them to achieve their long-term educational goals.

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

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

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

The graduation rate for the Bridge Literacy program improved since its start in 2012. The rate increased for the 2012 cohort from 14.3% to 33.3% within three years of the students taking the Literacy Bridge. Retention rates for these students were 100% from Summer 2012 to Fall 2012; 90.5% from Fall 2012 to Spring 2013; and 71.4% from Fall 2012 to Fall 2013. The Bridge programs are publicized through contacts with area high schools, the Admissions and Academic Counseling offices, and the College's website.

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

The Starfish program was piloted at SUNY Broome in the Spring of 2015 as an extension and expansion of the Early Alert program. It is a communication tool promoting student

engagement in order to improve student outcomes. The program contains two components to help with student retention:

1. Starfish Early Alert helps gather information about students so that they can receive help before circumstances cause them to fall behind.
2. Starfish Connect helps create a bridge between students, professors, advisors, and tutors, to keep students on the right track. There are scheduling and communication elements built into this portion of the software. An instructor may, for instance, issue a Starfish alert about a student who has not turned in key assignments early in the course; an adviser will contact the student and alert the instructor as to the results of that contact. Starfish was fully implemented in the Spring of 2016. As a result, there are no reports yet available. Regular reports about the future success of the program in regards to retention will be prepared and made available to the College.

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

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

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

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

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

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

The general transfer credit policy is available in the College's online Catalog.

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

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

The timeframe for the expected completion of online degree programs is available in the Catalogue.

2. Assessment of online courses. Assessing online courses for comparability and rigor is a joint concern of the Student Learning Assessment Committee (SLAC), the Institutional Effectiveness Assessment Committee (IEAC), and the Distance Learning Committee. In 2013, SLAC amended its bylaws to include in its membership a member of the DLC to act as a liaison between these groups. Since 2013, annual SLAC Student Learning Assessment reporting forms require departments to explain how comparability is maintained between online and on-campus sections of courses being assessed, as applicable. Appendix 5.2 – 3 provides examples of student learning assessment reports that describe such comparisons.

SECTION 3

Narrative identifying major challenges and/or opportunities (Standards 2, 3, 8, 11, 12, 13)

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

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

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

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

- 3.1. The Academic Master Plan and Facilities Master Plan;**
- 3.2. Institutional Assessment and the Strategic Plan;**
- 3.3. Key Linked Academic and Enrollment Initiatives;**
- 3.4. Retention and Student Support Initiatives;**
- 3.5. General Education;**
- 3.6. Social Media Outreach;**
- 3.7. Other Academic Initiatives, Learning Opportunities, and Service Programs.**
- 3.8. Applied Learning;**
- 3.9. Diversity and Inclusion Initiatives;**
- 3.10. New Academic Programs since 2010.**

3.1 The Academic Master Plan and Facilities Master Plan.

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

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

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

for Animation Design, Aircraft Maintenance, Criminal Justice/Emergency Management, and Food Science.

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

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

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

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

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

Major renovations to the Wales Administration Building were completed in 2014. Overall, from 2011 to 2015, the campus underwent more than 140 facilities improvements, ranging from the water and sewer infrastructure, roofs, and HVAC

systems, to the bookstore, dining hall and restroom spaces, as well as many academic services spaces.

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

3.2 Strategic Plan and Institutional Assessment.

3.2 – 1. The Strategic Plan. The Institutional Effectiveness Office led the development of the College’s new Strategic Plan through a deliberative process that lasted from 2011 to the Fall of 2012. The Strategic Plan was updated and reaffirmed, through a process that started in Fall 2014 and ended in Summer 2015. Through the shared governance system and other outreach efforts, input for the plan was sought from all campus constituents, including faculty, staff, students and administration. For example, the Spring 2015 cross-campus annual assessment meeting (fondly known as “The Carnival of the Assessments”) was used to solicit input about the best ways to address the obstacles and opportunities identified in the final draft of the revised Strategic Plan update. The updated Plan informs the decision making process of the College, and contains an extended overview of the College community’s shared goals. The complete, revised Strategic Plan is available on the College’s website. The Strategic Plan cycle will recommence in the Fall of 2016.

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

3.3. Key Academic and Enrollment Initiatives.

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

College is in the process of reaffirming NACEP accreditation in 2016. The program is in full compliance with NACEP assessment standards.

Indirect measures of assessment in regards to the Fast Forward program indicate high rates of student and faculty satisfaction (these are documented in the *Fast Forward Administrative Handbook*, available on the College’s website). Direct measures of student learning in Fast Forward courses to assess comparable rates of student learning with “traditional” courses have been conducted in select areas (see Appendix 3.3 – 1). These results suggest that overall, Fast Forward students produce work commensurate with that of “traditional” students. The College has faced significant pragmatic difficulties involved in carrying out student learning assessments of Fast Forward courses. However, collective bargaining issues in this area have very recently been resolved, thereby providing the resources necessary to support and allow College department chairs to facilitate monitoring the continued academic rigor of Fast Forward Courses.

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

Semester	Student Count	Participating High School Count
Fall 2015	1,333	20
Fall 2014	983	20
Fall 2013	779	21
Fall 2012	928	18
Fall 2011	476	16
Spring 2016	772	19
Spring 2015	660	18
Spring 2014	595	19
Spring 2013	655	19
Spring 2012	285	14

Source: SUNY Broome Fast Forward Program Administrator.

3.3 – 2. Binghamton Advantage Program (BAP). The Binghamton Advantage Program (BAP) was instituted in 2010. It is aimed at enrolling students in specific programs at the College who then transfer after one or two years, depending on program stipulations, to Binghamton University.

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

Semester	Count of Students
Fall 2015	232
Fall 2014	186
Fall 2013	77
Fall 2012	43
Fall 2011	42
Fall 2010	43

Source: Office of Institutional Effectiveness.

3.3 – 3. Distance Education. Distance education through online programs and courses has seen steady growth at the College. There were 511 fully online academic courses in Fall 2014, increasing to 661 in Fall 2015. Plans are in place to develop more online courses and programs. Technical assistance and professional development for online faculty is handled by the Teaching Resource Center. Open SUNY, a SUNY-wide online enrollment initiative (<http://open.suny.edu/>), is expected to complement local college online enrollment efforts; in 2014 the College was selected as one of the first SUNY campuses to participate in Open SUNY. An exemplar is the fully online Clinical Lab Technology program. Distance Education is thus viewed as a potential area to grow enrollment. Student learning outcomes are articulated for all online courses, just as for on-campus courses; courses offered both online and on-campus have the same outcomes. Faculty regularly assess online courses. See section 2.6 – 3, and Appendix 5.2 – 3.

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

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

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

3.4. Retention and Student Support Initiatives.

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

3.4 – 2. Educational Opportunity Program (EOP). For 25 years, the EOP has provided access, academic support and financial aid to SUNY Broome students who show promise for succeeding in college but who may not have been admitted otherwise. The program currently serves 63 students and operates under the guidance of a director who has overseen the program since its inception. In Spring 2016, the program was recognized by SUNY as having the highest retention and graduation rate among all SUNY community colleges. The EOP program receives SUNY funding for 20 more students in Spring 2016 semester and continuing through subsequent academic years.

3.4 -3. Other Retention Initiatives (Achieving the Dream). Other key retention and student support initiatives, especially the Bridge to Success, Starfish, and Early Alert programs, are described in Section 2.5, nos. 3 and 4. Prior learning assessment geared toward helping students with prior learning experience graduate in a timely manner is described in Section 2.6 – 2. The College will commence participation in the Achieving the Dream (ATD) initiative in Fall 2016. This initiative is aimed at improving the retention and graduation rates of low-income and minority students. Progress will be monitored and assessment information will be available for use in the next 10 year self-study.

3.4 -4. Overall Retention Picture. SUNY Broome's completion rates have improved by 19.9% over a five year period (Fall 2009-Fall 2014). The three-year graduation rate for the Fall 2011 first-time, full-time student cohort was 25.8%. The national average for two-year public community colleges for the same time-frame was 19.5%. See the *SUNY Broome Performance Improvement Plan 2015*, available at Appendix 3.4-4.

3.5 General Education.

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

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

3.6 Social Media Outreach.

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

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

3.7 - 1. AA1 Program. This Associate in Arts degree in the Liberal Arts Division may be earned in one academic year of full-time study for selected incoming high school graduates. Candidates for the program are in the top 1% -5% ranking of their graduating class and will have completed a minimum of the following high school courses before being considered for the program: Pre-Calculus or Algebra II or Trigonometry with a Regents score of 85% or higher, four years of a foreign language, three years of high school sciences, and be prepared to enter ENG 111 (College Writing II). AA1 students bring with them numerous Fast Forward and or Early College credits; this allows them to finish the degree in one year (in some cases this means attending one summer session).

3.7 - 2. Honors Program. SUNY Broome Community College instituted its Honors Program in Fall 2015. The program provides unique and enriched educational experiences through organized coursework and extracurricular activities for students who

are self-motivated, committed, and who desire a learner-driven college experience. Emphasis is placed on interdisciplinary activities offered in traditional and online formats that develop effective communication, critical thinking and analysis, and leadership skills that aid students in their academic, professional, and personal lives.

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

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

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

3. 8. Applied Learning.

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

structured as credit-bearing courses. They are built into programs as requirements, or are otherwise embedded within existing courses.

SUNY Broome presently has a variety of Applied Learning options available to students to enhance their learning experience. Students learn about these opportunities within their departments, from faculty, at outreach events on campus, and from the Job Placement Center (which will become the Applied Learning and Student Professional Development Center in 2017).

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

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

In 2017, SUNY Broome will partner with Binghamton University to complete a feasibility study to determine the region’s capacity to offer applied activities and examine the impact of Applied Learning on the local workforce. SUNY Broome will also establish and in many cases formalize collaborations with community partners for Applied Learning, and determine whether Applied Learning will be a graduation requirement for SUNY Broome students.

3.9. Diversity and Inclusion Initiatives.

3.9 – 1. The President’s Task Force on Diversity and Inclusion. Momentum is building across the nation generally, and within SUNY particularly, to institutionalize a diversity agenda. In response, SUNY Broome moved forward in Fall 2014 to appoint the President's Task Force on Diversity and Inclusion. Since then, approximately 30 individuals from the campus community have joined the Task Force and are working to make the College “an increasingly inclusive and welcoming environment for all students, staff, and faculty.”

At SUNY Broome, Under-Represented Minority (URM) enrollment has increased by 3.8% from Fall 2005 to Fall 2015 (from 4.2% to 8%), and URM faculty and staff employment has grown by 13.2% and 26.9% respectively over the four year period from Fall 2009 to Fall 2013. These trends are consistent with those prevailing within the SUNY system.

Consistent with the recommendations of the SUNY Diversity Task Force and the SUNY Broome President's Task Force on Diversity and Inclusion, the College will be developing a student and faculty recruitment and retention plan to assure progress towards scaling both URM student enrollment and diversity in faculty/staff employment by 2.5% on average each year to 2020. SUNY Broome will have made progress in closing the achievement gap between URM students and their non-URM peers by increasing the percent of URM students to 8.4%. (See the *SUNY Broome Performance Improvement Plan 2015* in Appendix 3.4-4.

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

3.10. New Academic Programs since 2010.

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

New Academic Programs Developed at SUNY Broome, 2010 -2015		
PROGRAM	CODE AND HEGIS	ACTIVATION/ REGISTRATION
Environmental Science A.S.	34446 5604	4/19/11
Histological Technician Certificate	34716 5205	9/16/11
Computed Tomography Certificate	34115 5207.00	10/21/10
Medical Administrative Skills Certificate	35319 5214	4/1/12
Visual Communication Arts A.S.	35652 5610	8/7/2012; Distance Ed. 5/29/15
Manufacturing Technology A.A.S.	36447 5312.00	11/5/13
Sports Management A.S.	22776 5099	7/16/13
Health Studies A.S.	37405 5201	5/19/15
Health Studies A.A.S.	37402 5201	5/19/15
Events Management A.O.S.	36764 5011	6/23/14
Events Management Certificate	36901 5011	9/17/14
Casino Management A.A.S.	36707 5010	6/10/14
Casino Management Certificate	36900 5010	9/15/14
New Media Design Certificate	37328 5012	4/21/15

Source: Office of Chief Academic Officer

SECTION 4

Enrollment and finance trends and projections. (Standards 2, 3, 8, 9, 11, 13, 13).

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

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

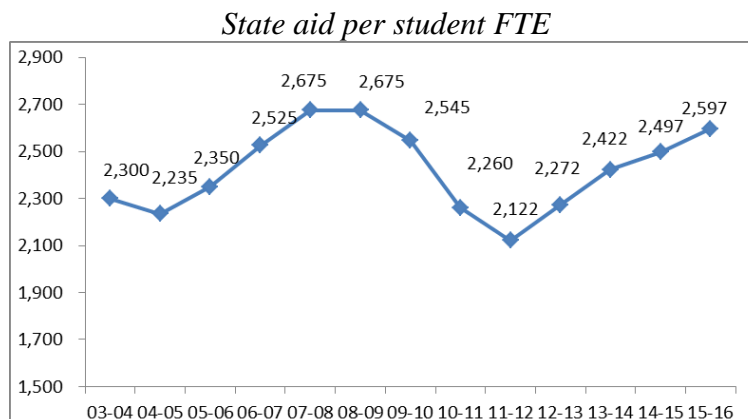
In this section we describe:

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

4.1. State funding challenges.

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

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



(Source: Office of Institutional Effectiveness and Enrollment Planning)

The SUNY community college presidents and the SUNY Chancellor are working to convince the Governor and New York State legislators to restore the remainder of the funding over the next few years as a key part of an overall rational funding plan.

4.2. Enrollment challenges.

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

4.3. Plan to meet funding and enrollment challenges

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

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

4.4. Financial condition as it relates to capital assets.

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

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



Natural Science Center built



Darwin R. Wales Center renovated

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

SUNY Broome facilities improvement funding 2011-2015

Natural Science Center construction	\$ 21,471,000
Student housing (housing corporation)	18,100,000
Core Campus Restoration	9,750,000
Student Incubator	6,000,000
Wales Center Renovation	4,700,000
Carnegie Downtown Campus	3,700,000
Simulated clean room and STEM equipment	2,813,000
Flood Recovery & Improvements Library	1,500,000
Roof Replacements	850,000
HVAC Upgrades & Replacements	700,000
Energy Management Improvements	672,000
Student Center Improvements	610,000
Hazardous Materials Abatement	515,000
Electrical Infrastructure Improvements	675,000
Water/Sewer Infrastructure Improvements	500,000
Sidewalks, Roadways, & Parking Lots	500,000
Critical HVAC & Roofs	500,000
Master Facilities Plan Update	350,000
Music Suite	250,000
Roadway and Lot Upgrades	85,000
Total	\$ 74,241,000
Annual operating budget - small size renovations, improvements, and deferred maintenance	\$ 650,000

Source: Office of Administrative and Financial Affairs.



A 366 bed student housing village built on campus and opened

Since 2010:

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

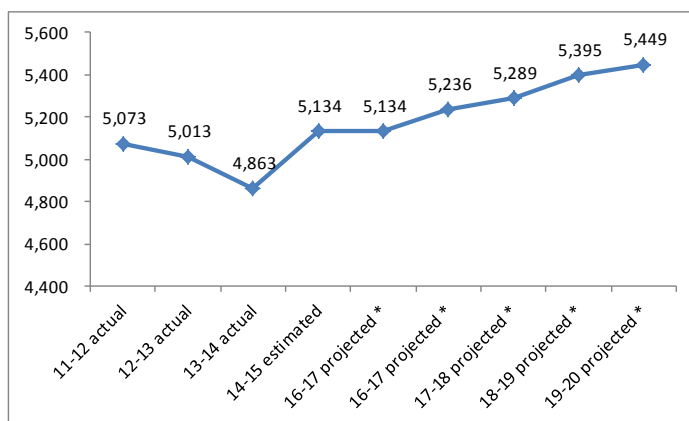
- Private fundraising was undertaken by the College Foundation and used to leverage state capital funding to complete a \$4.7 million funding package for the renovation of the Wales Administrative Center, one of the original 57 year old core campus buildings that houses more than 14 campus services and functions.
- Hundreds of thousands of dollars in bookstore and dining service vendor funds were invested on our campus to improve facilities, and were used to meet local capital matching requirements and leverage state capital aid (a new funding model at SUNY Broome), enabling the renovation and consolidation of the campus store and bookstore, and the total renovation of the Student Center’s kitchen, serving area, and dining room.
- The annual facilities improvement operating budget was increased over three years from \$50,000 to \$650,000, to provide adequate funding for small and medium improvements, address deferred maintenance, and put preventative maintenance plans in place. This increased spending per student FTE and square foot moved the College from “dead last” of the 30 SUNY community colleges two years ago to 6th lowest last year.

4.5. Actual and projected student enrollment.

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

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

SUNY Broome enrollment FTE - actual and projected



1 FTE = 30 student credit hours

Source: Office of Institutional Effectiveness and Enrollment Planning

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

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

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

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

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

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

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

Other innovative areas of growth include SUNY Works, SUNY Serves, and SUNY Discovers. SUNY Works is aimed at increasing degree attainment for non-traditional

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

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

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

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

4.6—2. Reasonableness of underlying financial plan assumptions:

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

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

State aid. At \$13.7 million and 25% of our budget, state aid is the second largest college operating revenue. The College’s pro-forma financial plan assumes a \$100 increase in state aid per student FTE per year, a conservative estimate. State aid per student FTE has

increased by an average of \$119 a year in the past four years (\$150 12-13, \$150 13-14, \$75 14-15, and \$100 15-16).

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

Salary and fringe benefit increases. At \$46 million and 85% of our operating budget, assumptions about salary and fringe benefit increases are critical. All 3 campus bargaining unit contracts expired on August 31, 2015, and are being negotiated. It has been projected that annual salaries will increase by 2% - 3%, which is greater than the expiring 3 year contract (1/2%, 1%, 2%) and in line with recent settlements at other NYS community colleges. Fringe benefits are projected to increase by 3% - 4% annually – more than salary costs - due to health costs rising more than salaries. Health costs are managed by Broome County government, our sponsor, and as a result of careful management, have risen in the past 5 years by an average of only 3.2% annually. Employee sharing of health cost increases is anticipated to be a priority during negotiations, and is a factor in projecting costs. The SUNY Broome pro forma 5 year financial plan is shown in Appendix 4. 6 – 2.

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

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

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

The current Board of Trustees approved 6 year capital improvement financial plan; see Appendix 4.6 – 3. This plan is a rolling one, and is updated annually by the executive team and the Director of Campus Operations. More than half of the funding is approved for the two largest components of the plan: renovation of the remainder of the core

campus and the downtown campus. The remainder of the funding, including private and county dollars, is being pursued.

4.7. Financial Indicators and Ratios.

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

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

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

Source: Administrative and Financial Affairs

A sample NYSCC spending benchmark comparison follows.

NYS Community College Administration Expenses Analysis - 13-14

Sorted from highest to lowest % spent

College	General Administration	Total Expenses	% Spent on General Administration
Clinton	\$ 2,972,029	\$ 14,645,136	20.29%
Niagara	7,443,246	47,252,284	15.75%
Sullivan	2,280,780	16,275,407	14.01%
Columbia-Greene	2,297,836	16,764,032	13.71%
Jefferson	3,380,450	26,077,096	12.96%
North Country	1,723,453	13,358,785	12.90%
Adirondack	3,425,398	28,124,716	12.18%
F-I-T	19,472,181	176,650,893	11.02%
Fulton-Montgomery	1,964,444	18,593,122	10.57%
Herkimer	2,431,578	23,486,247	10.35%
Cayuga	3,084,706	30,215,908	10.21%
Corning	2,983,138	30,639,829	9.74%
Jamestown	3,159,455	34,906,853	9.05%
Schenectady	2,589,355	28,701,944	9.02%
Genesee	3,271,111	36,424,161	8.98%
Rockland	5,808,057	65,212,783	8.91%
Mohawk Valley	4,292,910	49,484,264	8.68%
Ulster	2,209,089	25,648,882	8.61%
Orange County	4,877,589	57,337,086	8.51%
Nassau	16,108,082	213,630,264	7.54%
Monroe	9,121,618	122,040,678	7.47%
Finger Lakes	2,785,086	40,714,720	6.84%
Suffolk	12,520,909	191,659,809	6.53%
Broome	3,111,002	49,199,287	6.32%
Tompkins - Cortland	2,382,122	37,877,209	6.29%
Dutchess	3,669,932	59,739,169	6.14%
Westchester	7,152,174	118,565,819	6.03%
Hudson Valley	5,405,208	90,441,943	5.98%
Onondaga	4,311,979	74,886,846	5.76%
Erie	4,932,044	108,850,099	4.53%
Total	142,703,056	1,773,197,793	8.05%

4.7 – 2. Tuition compares favorably with NYS community colleges.

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

Appendix 4.7 – 2 shows this tuition breakdown.

4.7 – 3. Budget rules of thumb. There are several key financial rules of thumb that guide the College’s budget development and decision-making modalities, providing a framework of reference and a viability “check” as our strategic priorities emerge. These are shown below.

Operating budget rules of thumb

2015-16

What	Current amount	A change of...	Results in...
Revenues			
Enrollment	5,134	1%	Tuition, out-of-state tuition, chargebacks changing by ~ \$ 240,000 Next year's state aid changing by ~ 130,000 Adjunct and overload costs changing by... \$0 to \$160k ... (depending on where the enrollment change occurs , who provides instruction, and how the course offerings are managed)
Tuition	\$4,212	\$50 1%	revenues changing by ~ 250,000 revenues changing by ~ 210,000
State aid	\$2,597 per FTE	\$50 1%	revenues changing by ~ 250,000 revenues changing by ~ 130,000
Revenues per student		1	
Total in-county	\$7,456		7,013
Total NYS out-of-county	\$9,976		9,648
Total out-of-state	\$11,668		10,967
Expenses			
Salaries and fringes	\$ 37,573,000 except for health	1%	Annual costs changing by ~ 380,000
Health costs	\$ 8,406,000	1%	Annual costs changing by ~ 84,000

Source: Office of Administrative and Financial Affairs.

4.7 – 4. Unreserved fund balance; expendable net assets. SUNY Broome plans its use of level of fund balance very carefully, benchmarking against SUNY and GASB recommendations as well as our peer NYS community colleges. The use of SUNY Broome’s fund balance for operations is set to continue to decline substantially next year to \$150,510, .3% of the annual budget. The College continues to transition, as planned, from using fund balance for operations, to building it back up from the low end of the 5% to 15% of budget recommended by SUNY and GASB to the midrange. The chart below displays the College’s expendable fund balance.

Unreserved fund balance

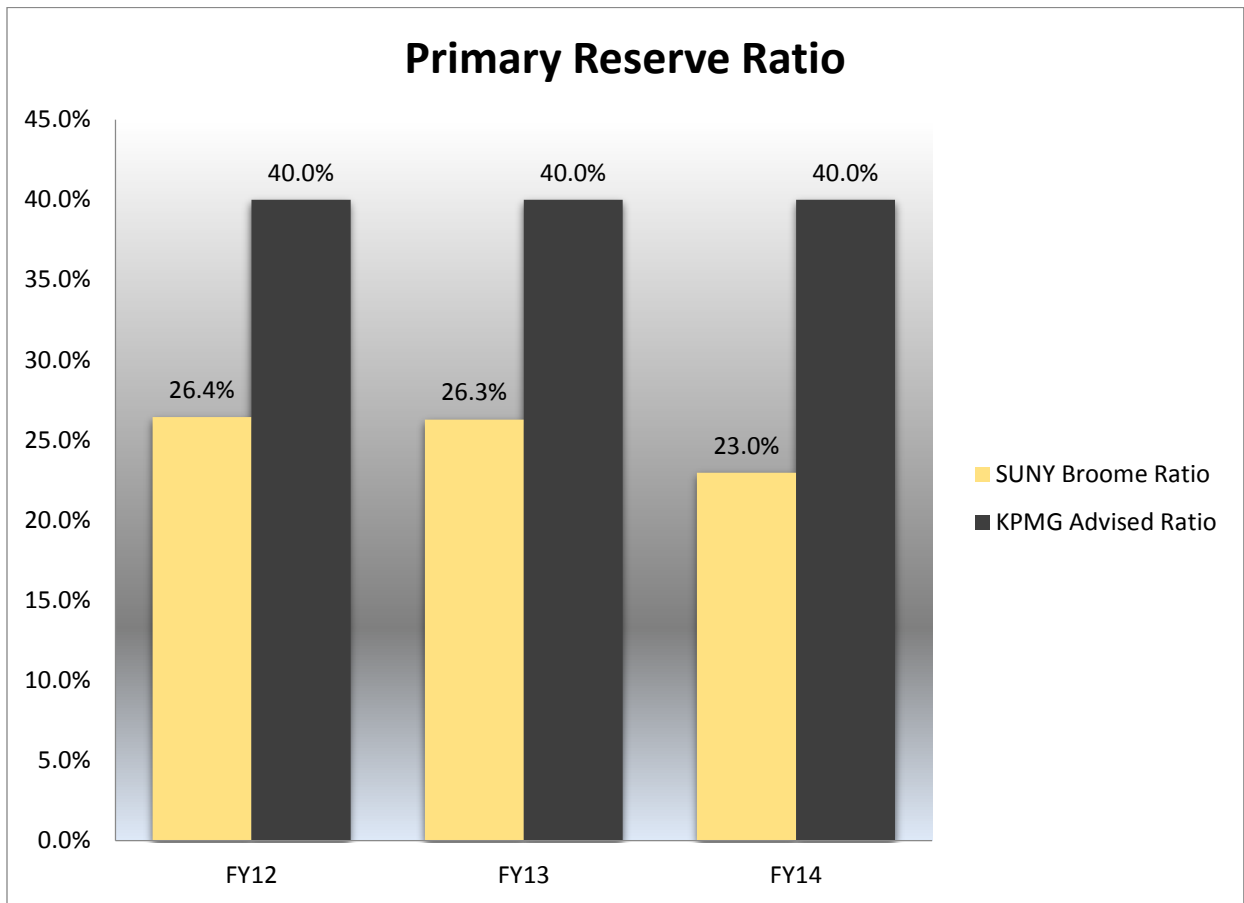
Year	Unreserved Fund Balance	Unreserved Fund balance as % Net Operating Costs (SUNY advises 5% - 15%)
01/02	\$ 1,354,169	4.6%
02/03	2,286,532	7.3%
03/04	3,410,008	10.1%
04/05	1,651,388	4.6%
05/06	2,050,201	5.9%
06/07	3,508,287	9.6%
07/08	4,873,493	12.3%
08/09	6,619,205	16.9%
09/10	7,116,333	16.6%
10/11	5,884,028	13.8%
11/12	4,123,759	9.5%
12/13	3,099,243	7.1%
13/14	2,575,778	5.4%
14/15 estimated	3,800,000	8.0%

Source: Office of Administrative and Financial Affairs.

The use of fund balance for operations is considered in the light of a competing need to maintain sufficient, responsible management of the College's operations. New York State Education Code 602.1d requires that fund balance be "maintained at a level consistent with sound cash management procedures."

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

4.7 – 5. Other financial indicators and ratios.



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

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

4.8. Financial flexibility to weather unexpected changes.

4.8 – 1. Unexpected changes. Many factors play into the ability of a college to weather unexpected changes, such as enrollment declines and funding cuts. Chief among these factors is financial flexibility, which depends upon the creativity, adaptability, and vision of a highly functioning executive team. The College must scan the environment for changes in campus strengths, weaknesses, opportunities, and threats. The College’s strategic and financial plans must feature clearly outlined priorities, priorities determined by campus consensus.

SUNY Broome has demonstrated this flexibility, emerging in sound financial condition with quality programs and services intact after having faced and met two daunting financial challenges over the past five years: an 11% (\$4 million) enrollment decline, and a 20% (\$2.6 million) cut in operating state aid.

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

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

SECTION 5

Organized and sustained processes to assess institutional effectiveness and student learning (Standards 2, 3, 7, 14)

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

In this section we present:

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

5.1. Institutional Learning Outcomes and Strategic Initiatives.

5.1 - 1. Institutional Learning Outcomes. (Adopted Fall 2012).

SUNY Broome Community College graduates will:

1. Apply relevant knowledge, technology, and tools from the academic disciplines in the context of personal, professional, and civic interactions, with sensitivity to diverse people and cultures.
2. Read, write, speak, and listen effectively in both personal and professional spheres.
3. Retrieve, organize, analyze, evaluate, and appropriately use information.
4. Perform effectively as a team member.
5. Reflect on, reason about, and form independent judgments on a variety of ideas and information, and use these skills to guide their beliefs and actions.
6. Exercise individual and social responsibilities through personal development and self-advocacy, healthy lifestyle choices, ethical behavior, civic involvement, interaction with diverse cultures, commitment to lifelong learning, and engagement with global issues.
7. Integrate knowledge and skills gained and adapt them to new settings, questions, and responsibilities.

5.1 – 2. Strategic Initiatives. (Strategic Plan adopted Fall of 2012; Reaffirmed and Revised Fall of 2015.)

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

5.2. Organizational Assessment Structures.

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

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

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

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

Annual reports are communicated to the Chief Academic Officer during end-of-academic-year meetings.

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

The SLAC and IEAC Chairs, and their respective committees, also plan and lead an annual year-end campus-wide assessment event, fondly dubbed “The Carnival of the Assessments,” in which exemplary departments and units deliver presentations about specific assessment achievements and challenges in their areas, and an opportunity is provided for general discussion and communication. This has been in place since 2012. For example, in 2013 a team of faculty from different Health Sciences departments and the Criminal Justice department described how they had embedded student learning assessment activities into the College’s annual Spring “Mock Disaster” event, in which the College works with local law enforcement and emergency services agencies to simulate a large-scale campus emergency.

As another example, in the Fall of 2014 the English Department explained how they had designed and carried out an assessment of student writing in ENG 110: College Writing I, an undertaking which included comparisons of student writing produced in the traditional classroom with student writing produced in online and Fast Forward course sections. This assessment showed that while results were positive on the whole, student work responding to less well-designed writing assignments was less likely to adequately meet the outcomes. The department carried out professional development activities, required of all composition faculty, in subsequent semesters, focusing on effective assignment design, and developed online resources and models for all faculty, especially new adjunct instructors. A small-scale, targeted assessment of ENG 110 in the Fall of 2015 showed that assignment design had improved. The Department returned to present on this assessment at the May 2016 “Carnival.”

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

Resources have also been set aside to bring in expert speakers in assessment fields in the week before the start of the Spring semester; for example, in 2012 Dr. Barbara Walvoord delivered a well-received and attended presentation. Logistical difficulties have arisen in the past two years, preventing this activity from taking place. However, budgetary and practical issues have been resolved and this tradition will resume in early 2017.

The SLAC and IEAC plan and conduct professional development activities, both on their own initiative and in response to requests from faculty and staff in academic or administrative areas. For example, in the Fall of 2013 the Chairs gave a presentation about assessment requirements and procedures at an orientation for newly hired faculty members. In the Fall of 2015, the SLAC Chair gave an interactive talk describing the new Google-based Assessment Reporting Forms.

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

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

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

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

The SLAC Chair is also expected to work in conjunction with shared governance bodies, chiefly the Council for Academic Issues. The Chair or a delegate attends each CAI meeting, providing regular reports on SLAC activities and working with the CAI on campus-wide initiatives. For example, the Chair worked with CAI and General Education Committee representatives in 2013-2014 on constructing the College’s new General Education Policy. The Chair has also participated in ad-hoc CAI subcommittees focused on developing responses to the SUNY transfer initiative and on formulating consistent syllabus recommendations according to SUNY mandates.

SUNY Broome Community College Student Learning Assessment Report repositories are password protected. Access is available by request to the SLAC or IEAC Chairs. Sample reports, including reports that compare student learning assessments in online and traditional sections, are included in Appendix 5.2-3.

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

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

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

5.3 Assessment Reporting: Student Learning Assessment.

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

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

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

In the 2012-13 academic year, SLAC:

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

In the 2013-14 academic year, SLAC:

- Simplified the Student Learning Assessment Reporting Forms, based on feedback from faculty, and attempted to improve the process of collection and archiving assessment results. The Committee identified best practices in particular academic areas and created forms for distribution to faculty unfamiliar with assessment. Outreach and professional development activities continued. The Committee also worked with the Fast Forward program and the Distance Learning Committee to develop student learning assessment models to demonstrate consistency in student performance in these modalities. The reporting rate improved to about 23 of 33 forms (some forms miscarried in transmission and included incorrect information; others included a plan for assessment but no record of a completed assessment). The response rate was higher in areas where faculty had experience in conducting assessment to fulfill SUNY General Education requirements (as in Liberal Arts) or to meet the requirements of programmatic accreditors (as in Health Sciences). It was recognized that a serious difficulty was posed by personnel turnover, especially in departments with new and inexperienced chairs.
- Worked with the General Education Committee and the Council for Academic Issues to revamp the College's General Education policy. This included the alignment of course-level outcomes in General Education courses with SUNY General Education outcomes and the Institutional Learning Outcomes. (See section 3.6.)
- Worked with the Teaching Resource Center, the Library, and the Distance Learning Committee to develop electronic learning modules for faculty to use to help students meet SUNY-General Education Requirement outcomes for Information Management: Students will perform the basic operations of personal computer use, and understand and use basic

research techniques. While available to all faculty, these learning modules are typically embedded in first-semester College Success courses. Students show they have mastered the material by completing a quiz. Students have multiple chances to complete the quiz correctly; upon successful completion, students are given a certificate to present to their instructor. This initiative was interrupted in 2014-15 by the College's transition from ANGEL to Blackboard. In the Fall of 2015, 204 students took the Basic Computer skills quiz; in Spring 2016, 220 students took it. In Fall 2015, 133 students took the Basic Research Techniques quiz; in Spring 2016, 114 students took it. Upon investigation, it emerged that a number of instructors in the College Success courses were unaware of the second quiz. It will be more fully utilized in the Fall of 2016.

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

- Focused on enhancing participation in the creation of a culture of assessment. The SLAC Chair visited departments with new or recent chairs to explain assessment requirements and to assist in constructing and carrying out useful assessment activities. Professional development sessions on assessment continued to be offered. Assessment Planning Forms were distributed early in the Fall of 2015, generating a positive response from faculty, particularly chairs. Student Learning Assessment Reporting Forms were further streamlined, and the decision was taken at the end of the year to move from uploaded Word files to wholly online Google Forms. The hope was that this change would make record-keeping much easier, and to make it easier for faculty to complete the form. In the Fall, *Assessment Planning Forms* were distributed; in the Spring, *Assessment Reporting Forms* were distributed. The Fall results were promising: 27 of the 33 Planning forms were returned. Of the 7 areas not responding, 6 were from departments with new leadership. The SLAC chair communicated with departments not reporting to offer assistance and explanations. The 2015-2016 Reporting forms are due on 1 July.
- As directed by the Council for Academic Issues, created a new General Education Assessment Policy, in conjunction with the General Education Committee. SLAC will collect Student Learning Assessment Forms prepared by faculty teaching General Education courses. In the Spring of 2019, when the newly revised overall General Education Program has had time to mature, both committees will issue a joint Report to the Council for Academic Issues, addressing the state of the newly revised General Education Program, and reviewing the success of “closing the loop” activities in each General Education area.
- In conjunction with the IEAC, began the process of strengthening, streamlining, and standardizing the SUNY Program Review process, particularly in regards to student learning assessment. A Google Docs repository was created, containing resources for faculty and staff charged

with completing SUNY Program Reviews. SLAC and IEAC members consulted with these faculty and staff members, assisting in the creation of maps linking course-level learning outcomes to program-level learning outcomes, and program-level outcomes to the Institutional Learning Outcomes. As with the establishment of the General Education Assessment process, the goal is to locate meaningful “closing the loop” activities within the spheres that faculty and staff know best: their own programs.

5.4. Assessment Reporting: Unit Assessment.

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

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

In the 2012-13 academic year, the IEAC:

- Refined the Unit Assessment forms. At this time, the Committee was less interested in the details of these forms and assessment procedures than it was in spreading awareness of assessment requirements and developing an understanding of the benefits of the process for staff and faculty. The fora for this initiative included campus-wide meetings at the start of each semester, meetings with the leadership of key bodies and department chairs, and professional development activities scheduled through the Teaching Resource Center.

- Developed and managed the implementation of the College Employee Satisfaction Survey; the Survey was delivered again in 2015, as described in Section 2.1.

In the 2013-14 academic year, the IEAC:

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

In the 2014-15 academic year, the IEAC:

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

In the 2015-16 academic year, the IEAC:

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

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

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

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

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

SECTION 6

Linked institutional planning and budgeting processes (Standards 1, 2, 3, 7, 8, 14).

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

In this section we provide:

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

6.1. Overview of institutional planning and budgeting processes.

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

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

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

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

6.2. Narrative of Institutional Planning and Budgeting Processes.

6.2 – 1. Continuous improvement and linked planning, budgeting, and assessment processes -- Overview. The link between planning, budgeting, and assessment continues to be a strong one at SUNY Broome. In the past four years, these closely linked processes have continued to evolve and strengthen.

6.2 – 2. Assessment has been more fully integrated into the personnel planning and budgeting process. SUNY Broome’s personnel planning and budgeting process features close ties between planning, budgeting, and assessment. Enrollment, teaching ratio, and other benchmarking and assessment data have been included as contexts for resource allocation decisions for at least a decade. Assessment was more fully integrated into these processes two years ago with the addition of a column on the personnel planning and budgeting form asking for evidence of need from assessment.

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

<i>Proposed 15/16 personnel changes</i>				<i>Benchmarks</i>					
<i>Department</i>	<i>Proposal</i> <i>Fill vacancy</i> <i>Create a position</i> <i>Shift a position</i> <i>Add hours</i> <i>Other</i>	<i>Rationale / justification</i>	<i>Proposed title</i>	<i>FT teaching ratio</i> <i>onload / overload</i>	<i>Dep't enrollment</i> <i>semester</i> <i>FTE</i>	<i>Other benchmarks</i>	<i>Cost</i>	<i>Strategic initiative met</i>	<i>Evidence of need from assessment</i>

Red arrows point from the 'Link to assessment' label to the 'FT teaching ratio' and 'Other benchmarks' columns. Red arrows point from the 'Link to planning' label to the 'Strategic initiative met' column. Red arrows point from the 'Link to assess. enhanced' label to the 'Evidence of need from assessment' column.

6.2 – 3. Assessment has been more fully integrated into the contractual expense planning and budgeting process. SUNY Broome’s contractual expense planning and budgeting process also includes a very strong connection between planning and budgeting – strategic priorities have been the ‘lens’ through which budgets have been developed for years.

Assessment was more fully integrated into this process two years ago by adding two years of prior year cost data and an area for evidence of need from assessment. The proposed contractual expenses form used during our annual budget development process is below. The links to planning and recently added assessment areas are highlighted:

14-15 contractual expenses department budget		Proposed, recommended, and approved								
2255 Biology										
Department# Departmentname										
Dept#	Department	Next year's budget 14-15							Explanation of changes and evidence of need from institutional assessment	
		Two Years Ago Actual cost FY 11-12	Last year actual cost FY 12-13	Approved budget FY 13-14	Proposed by department	Recommended by Dean/Director	Recommended by VP	2014-2015 Approved Budget		Strategic Initiative Met
7251	Lab Professional Services	5,300	5,620	5,300	5,500	5,500	5,500	5,500	1.1-1.16,2.16-2.21	Link to assessment data added
7259	Lab All Other Expenses	11,500	10,500	11,500	12,000	12,000	12,000	12,000	1.1-1.16,2.16-2.21	
7279	Classroom All Other Expenses	1,142	1,075	1,142	1,150	1,150	1,150	1,150	1.1-1.16,2.16-2.21	
7332	Facilities Rental Aidable	0	6,718							
Totals		45,639	46,438	49,942	53,050	53,050	53,050	53,050	Link to planning	Increase in sections offered and students taught.

6.2 – 4. Assessment integrated into budget reallocation process. An attempt was made to enhance the link between assessment and budget reallocations two years ago by adding a field to the SUNY Broome budget reallocation form. This enhancement was rolled out to the campus with much fanfare, but so far the use of the assessment field has been limited. The College is brainstorming ways to more fully integrate assessment into our budget reallocation process. Moving forward, assessment results and data would be used to allocate resources. The Student Learning Assessment Results forms, as well as the Unit Assessment Results forms, each ask departments and units to answer this question: “What can the College do to help you implement your recommendations for maintaining or enhancing student academic success?” The SLAC and IEAC committees in the future will compile these responses, and the Institutional Effectiveness Officer will communicate these to the Chief Academic Officer and the Budget and Institutional Effectiveness Specialist.

Budget Year 15		BCC BUDGET REALLOCATION				
department name	budget expense account title	department index #	expense account #	increase budget (+)	decrease budget (-)	+ or -
Are the totals = (they must be)?		yes		-	-	
Proposed by:		Title:	Date:			
Purpose of reallocation Funds for Costume Assistant						
funds for costume assistant						
Evidence of need from outcomes assessment ← Link to assessment added						

6.2 – 5. Technology planning and budgeting link strengthened in tech fee budget allocation process. The link between technology planning and budgeting was strengthened two years ago by including a proposal review, comment, and recommendation period by the campus Technology Committee in the student technology fee proposal process. This body also develops the campus Technology plan and vets proposals for campus media services equipment. The technology fee timeline is included below with the technology committee review step highlighted.

Timeline

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

6.2 – 6. Link between facilities, planning and budgeting. This link got strengthened with the old facilities master plan and would continue as the current integrated and coordinated campus facilities master planning process concludes. The completed Academic Master Plan is to drive the completion of the Facilities Master Plan, which will be linked to the Strategic Plan of the College. Budgetary allocation of resources would be guided by priorities identified in the Facilities Master Plan and Academic Master Plan. These priorities will be assessed each academic year to inform the next set of budgetary allocations.

SUNY Student Opinion Survey - 2013 Form B

Summary Report

General Information about this Summary Report

Broome Community College

6/13/2013

ACT Code: 2684

In addition to this introductory page, this report contains 25 pages of summary data that provide an overview of your institution's results for the six SUNY SOS sections listed below.

Section I:	College Impressions
Section II:	College Services and Facilities
Section III:	College Programs and Experiences
Section IV:	College Outcomes
Section V:	Background Information and Plans
Section VI:	Additional Questions

For information/assistance related to Ordering, Scanning, and Reporting, contact

Susie Pappas
Program Administrator
Survey Research Services
ACT, Inc.
(319) 337-1590

Below are explanations and information that may help you interpret the findings presented in this report.

Column Headings

N	Number of respondents
% w Blanks	Percent of total scanned (including blank responses)
% w/o Blanks	Percent of total scanned (excluding blank responses)
%	Percent of respondents (N)
Std Dev	Standard deviation
*	Averages were calculated after excluding blanks (<i>Not available, Did not use, and Not applicable</i> excluded where appropriate.)

Scales

Section I-1, 4-6

5 = Definitely Yes, 4 = Probably Yes, 3 = Uncertain, 2 = Probably No, 1 = Definitely No

Section I-2, 3

5 = Very High, 4 = High, 3 = Average, 2 = Low, 1 = Very Low

Section I-7, II, III-A

5 = Very Satisfied, 4 = Satisfied, 3 = Neither Satisfied nor Dissatisfied, 2 = Dissatisfied, 1 = Very Dissatisfied

Section III-B

4 = Major Problem, 3 = Moderate Problem, 2 = Minor Problem, 1 = Not a Problem

Section III-C

5 = Very Frequently, 4 = Frequently, 3 = Sometimes, 2 = Rarely, 1 = Never

Section IV

5 = Very Large Contribution, 4 = Large Contribution, 3 = Moderate Contribution, 2 = Small Contribution, 1 = No Contribution

SUNY Student Opinion Survey - 2013 Form B

Summary Report

Section I—College Impressions

Broome Community College

6/13/2013

ACT Code: 2684

College Impressions—Frequencies, Percentages, and Item Averages

Item		Definitely Yes	Probably Yes	Uncertain	Probably No	Definitely No	Blank	Total	Average and Std Dev
1. If you could start over, would you choose to attend this college again?	<i>N</i>	271	226	61	45	19	2	624	4.10 / 1.04
	<i>% w Blanks</i>	43.4	36.2	9.8	7.2	3.0	0.3	100.0	
	<i>% w/o Blanks</i>	43.6	36.3	9.8	7.2	3.1	--	100.0	
4. Has this college helped you meet the goals you came here to achieve?	<i>N</i>	234	241	110	22	16	1	624	4.05 / 0.96
	<i>% w Blanks</i>	37.5	38.6	17.6	3.5	2.6	0.2	100.0	
	<i>% w/o Blanks</i>	37.6	38.7	17.7	3.5	2.6	--	100.0	
5. Comparing the cost to the quality of education, is this college a good value?	<i>N</i>	333	199	59	18	12	3	624	4.33 / 0.90
	<i>% w Blanks</i>	53.4	31.9	9.5	2.9	1.9	0.5	100.0	
	<i>% w/o Blanks</i>	53.6	32.0	9.5	2.9	1.9	--	100.0	
6. Has it been difficult to finance your college education?	<i>N</i>	88	103	87	169	173	4	624	2.62 / 1.41
	<i>% w Blanks</i>	14.1	16.5	13.9	27.1	27.7	0.6	100.0	
	<i>% w/o Blanks</i>	14.2	16.6	14.0	27.3	27.9	--	100.0	

Item		Very High	High	Average	Low	Very Low	Blank	Total	Average and Std Dev
2. Before you enrolled, what was your impression of the quality of education at this college?	<i>N</i>	49	191	326	45	13	0	624	3.35 / 0.81
	<i>% w Blanks</i>	7.9	30.6	52.2	7.2	2.1	0.0	100.0	
	<i>% w/o Blanks</i>	7.9	30.6	52.2	7.2	2.1	--	100.0	
3. Since you enrolled, what is your impression of the quality of education at this college?	<i>N</i>	97	293	197	32	4	1	624	3.72 / 0.81
	<i>% w Blanks</i>	15.5	47.0	31.6	5.1	0.6	0.2	100.0	
	<i>% w/o Blanks</i>	15.6	47.0	31.6	5.1	0.6	--	100.0	

Item		Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Blank	Total	Average and Std Dev
7. How satisfied are you with this college overall?	<i>N</i>	168	315	87	42	12	0	624	3.94 / 0.92
	<i>% w Blanks</i>	26.9	50.5	13.9	6.7	1.9	0.0	100.0	
	<i>% w/o Blanks</i>	26.9	50.5	13.9	6.7	1.9	--	100.0	

Items 1, 4, 5, 6: Average based on the following 5-point scale: 5 = Definitely Yes; 4 = Probably Yes; 3 = Uncertain; 2 = Probably No; 1 = Definitely No

Items 2 and 3: Averages based on the following 5-point scale: 5 = Very High; 4 = High; 3 = Average; 2 = Low; 1 = Very Low

Item 7: Average based on the following 5-point scale: 5 = Very Satisfied; 4 = Satisfied; 3 = Neither Satisfied nor Dissatisfied; 2 = Dissatisfied; 1 = Very Dissatisfied

SUNY Student Opinion Survey - 2013 Form B

Summary Report

Section II—College Services and Facilities

Broome Community College

6/13/2013

ACT Code: 2684

Level of Satisfaction with College Services and Facilities—Ranked by Level of Satisfaction

<i>N</i>	<i>Average</i>	<i>Std Dev</i>	<i>Item Rank</i>	<i>Item</i>
575	4.15	0.91	1	7. Availability of online services (course registration, bill payment, etc.)
491	4.12	0.92	2	3. Library resources and services
269	4.10	0.95	3	5. College-sponsored tutoring services
266	3.98	0.96	4	4. Peer tutoring services
619	3.97	0.95	5	10. Course registration process
342	3.96	0.86	6	23. Learning center facilities
577	3.94	0.91	7	11. Billing and payment process
369	3.93	1.00	8	6. Computer/technology support services
468	3.92	0.96	9	18. Access to financial aid services
511	3.90	0.93	10	20. Library facilities
479	3.89	1.03	11	9. Financial aid services (not the amount of aid)
292	3.89	0.93	12	14. Student health services
564	3.85	1.08	13	1. Availability of academic advisor(s)
548	3.84	1.04	14	26. Internet access (including wireless)
413	3.78	1.00	15	13. College security services
421	3.76	0.93	16	24. Course-related laboratories (not including studios)
566	3.76	1.15	17	2. Information provided by academic advisor(s)
260	3.75	0.97	18	27. Athletic facilities
339	3.71	0.91	19	28. Campus center/student union
584	3.70	0.94	20	19. Classroom facilities
582	3.66	0.97	21	29. General condition of buildings and grounds
552	3.64	1.13	22	12. College bookstore services
497	3.59	1.11	23	21. Study areas (not including studios)
208	3.57	1.09	24	17. Transfer planning services
461	3.54	1.06	25	31. Availability of power sources for my technology
171	3.47	1.14	26	25. Fine and performing arts studios (art, dance, film, music, theater)
404	3.45	1.14	27	8. College food services
220	3.44	1.10	28	16. Career planning services
504	3.42	1.21	29	22. Availability of computers when you need them
165	3.35	1.09	30	15. Job search assistance (regardless of whether you found employment)
548	2.96	1.26	31	30. Parking facilities

Total number of records: 624

Averages based on the following 5-point scale: 5 = Very Satisfied; 4 = Satisfied; 3 = Neither Satisfied nor Dissatisfied; 2 = Dissatisfied; 1 = Very Dissatisfied
 "Did Not Use or Not Applicable" responses are omitted from calculations

SUNY Student Opinion Survey - 2013 Form B

Summary Report

Section II—College Services and Facilities

Broome Community College

6/13/2013

ACT Code: 2684

Level of Satisfaction with College Services and Facilities—Frequencies and Percentages

Item		Very Satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	Dissatisfied	Very Dissatisfied	Did Not Use or Not Applicable	Blank	Total
1. Availability of academic advisor(s)	<i>N</i>	169	243	76	53	23	60	0	624
	%	27.1	38.9	12.2	8.5	3.7	9.6	0.0	100.0
2. Information provided by academic advisor(s)	<i>N</i>	166	222	85	60	33	56	2	624
	%	26.6	35.6	13.6	9.6	5.3	9.0	0.3	100.0
3. Library resources and services	<i>N</i>	189	217	53	21	11	129	4	624
	%	30.3	34.8	8.5	3.4	1.8	20.7	0.6	100.0
4. Peer tutoring services	<i>N</i>	88	109	51	11	7	357	1	624
	%	14.1	17.5	8.2	1.8	1.1	57.2	0.2	100.0
5. College-sponsored tutoring services	<i>N</i>	112	92	50	10	5	350	5	624
	%	17.9	14.7	8.0	1.6	0.8	56.1	0.8	100.0
6. Computer/technology support services	<i>N</i>	117	157	58	28	9	249	6	624
	%	18.8	25.2	9.3	4.5	1.4	39.9	1.0	100.0
7. Availability of online services (course registration, bill payment, etc.)	<i>N</i>	228	250	61	25	11	45	4	624
	%	36.5	40.1	9.8	4.0	1.8	7.2	0.6	100.0
8. College food services	<i>N</i>	69	157	93	55	30	212	8	624
	%	11.1	25.2	14.9	8.8	4.8	34.0	1.3	100.0
9. Financial aid services (not the amount of aid)	<i>N</i>	142	213	66	44	14	142	3	624
	%	22.8	34.1	10.6	7.1	2.2	22.8	0.5	100.0
10. Course registration process	<i>N</i>	184	307	67	48	13	3	2	624
	%	29.5	49.2	10.7	7.7	2.1	0.5	0.3	100.0
11. Billing and payment process	<i>N</i>	151	294	89	30	13	42	5	624
	%	24.2	47.1	14.3	4.8	2.1	6.7	0.8	100.0
12. College bookstore services	<i>N</i>	126	231	99	63	33	70	2	624
	%	20.2	37.0	15.9	10.1	5.3	11.2	0.3	100.0
13. College security services	<i>N</i>	104	166	103	27	13	208	3	624
	%	16.7	26.6	16.5	4.3	2.1	33.3	0.5	100.0
14. Student health services	<i>N</i>	79	129	62	16	6	320	12	624
	%	12.7	20.7	9.9	2.6	1.0	51.3	1.9	100.0
15. Job search assistance (regardless of whether you found employment)	<i>N</i>	27	44	66	16	12	457	2	624
	%	4.3	7.1	10.6	2.6	1.9	73.2	0.3	100.0

SUNY Student Opinion Survey - 2013 Form B

Summary Report

Section II—College Services and Facilities

Broome Community College

6/13/2013

ACT Code: 2684

Level of Satisfaction with College Services and Facilities—Frequencies and Percentages

Item		Very Satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	Dissatisfied	Very Dissatisfied	Did Not Use or Not Applicable	Blank	Total
16. Career planning services	<i>N</i>	39	70	75	20	16	402	2	624
	%	6.3	11.2	12.0	3.2	2.6	64.4	0.3	100.0
17. Transfer planning services	<i>N</i>	45	70	61	22	10	414	2	624
	%	7.2	11.2	9.8	3.5	1.6	66.3	0.3	100.0
18. Access to financial aid services	<i>N</i>	133	221	71	31	12	155	1	624
	%	21.3	35.4	11.4	5.0	1.9	24.8	0.2	100.0
19. Classroom facilities	<i>N</i>	99	295	115	63	12	40	0	624
	%	15.9	47.3	18.4	10.1	1.9	6.4	0.0	100.0
20. Library facilities	<i>N</i>	128	263	77	29	14	113	0	624
	%	20.5	42.1	12.3	4.6	2.2	18.1	0.0	100.0
21. Study areas (not including studios)	<i>N</i>	98	220	81	74	24	124	3	624
	%	15.7	35.3	13.0	11.9	3.8	19.9	0.5	100.0
22. Availability of computers when you need them	<i>N</i>	94	198	78	94	40	119	1	624
	%	15.1	31.7	12.5	15.1	6.4	19.1	0.2	100.0
23. Learning center facilities	<i>N</i>	91	169	65	11	6	276	6	624
	%	14.6	27.1	10.4	1.8	1.0	44.2	1.0	100.0
24. Course-related laboratories (not including studios)	<i>N</i>	81	212	84	34	10	197	6	624
	%	13.0	34.0	13.5	5.4	1.6	31.6	1.0	100.0
25. Fine and performing arts studios (art, dance, film, music, theater)	<i>N</i>	35	54	48	24	10	449	4	624
	%	5.6	8.7	7.7	3.8	1.6	72.0	0.6	100.0
26. Internet access (including wireless)	<i>N</i>	147	261	63	60	17	75	1	624
	%	23.6	41.8	10.1	9.6	2.7	12.0	0.2	100.0
27. Athletic facilities	<i>N</i>	53	124	56	18	9	360	4	624
	%	8.5	19.9	9.0	2.9	1.4	57.7	0.6	100.0
28. Campus center/student union	<i>N</i>	55	172	77	27	8	281	4	624
	%	8.8	27.6	12.3	4.3	1.3	45.0	0.6	100.0
29. General condition of buildings and grounds	<i>N</i>	95	288	120	62	17	39	3	624
	%	15.2	46.2	19.2	9.9	2.7	6.3	0.5	100.0
30. Parking facilities	<i>N</i>	49	184	103	120	92	71	5	624
	%	7.9	29.5	16.5	19.2	14.7	11.4	0.8	100.0
31. Availability of power sources for my technology	<i>N</i>	75	203	102	58	23	162	1	624
	%	12.0	32.5	16.3	9.3	3.7	26.0	0.2	100.0

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Section III—College Programs and Experiences

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A. Level of Satisfaction with College Programs and Experiences—Ranked by Satisfaction Average

N	Average	Std Dev	Item Rank	Item
Academic Experience				
579	4.25	0.67	1	3. Class size
590	4.05	0.84	2	1. Overall quality of instruction
402	4.02	0.96	3	8. Placement in first English course
537	3.98	0.82	4	2. Availability of instructors outside of class
239	3.83	0.96	5	7. Availability of honors opportunities (classes, projects, Phi Theta Kappa, etc.)
552	3.74	1.05	6	5. Availability of courses required for graduation
513	3.73	1.10	7	10. Quality of faculty academic advising
383	3.62	1.24	8	9. Placement in first mathematics course
577	3.53	1.14	9	4. Availability of courses you want at times you can take them
199	3.49	1.20	10	6. Availability of internships or clinical and fieldwork opportunities
College Information (printed or online)				
509	3.88	0.84	1	15. Communication of student conduct rules and regulations
397	3.87	0.84	2	11. College catalog
567	3.86	0.91	3	14. Accuracy of information on college website
574	3.75	1.06	4	13. College website ease of use
488	3.74	0.95	5	12. Communication of college news/information to students
Student Life				
205	3.66	0.91	1	21. Guest speakers outside of class
157	3.64	0.94	2	20. Health and wellness programs
299	3.62	0.99	3	19. New student orientation
218	3.57	1.01	4	22. Campus clubs and activities
179	3.46	0.98	5	23. Opportunities for community service
196	3.43	1.04	6	27. Student media (newspaper, radio station, blogs, etc.)
150	3.41	0.93	7	18. Cultural programs (art, dance, film, music, theater)
156	3.40	0.99	8	16. Recreational and intramural programs
147	3.34	0.94	9	25. Student government
210	3.31	1.04	10	24. Student input in college policies/plans
176	3.31	0.95	11	28. Opportunities for leadership development
214	3.30	0.98	12	17. College social activities

Total number of records: 624

Averages based on the following 5-point scale: 5 = Very Satisfied; 4 = Satisfied; 3 = Neither Satisfied nor Dissatisfied; 2 = Dissatisfied; 1 = Very Dissatisfied
 "Did Not Use or Not Applicable" responses are omitted from calculations

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A. Level of Satisfaction with College Programs and Experiences—Ranked by Satisfaction Average

N	Average	Std Dev	Item Rank	Item
Campus Culture and Environment				
476	4.08	0.77	1	32. Diversity of student body
495	4.06	0.78	2	37. Personal safety/security on campus
517	4.04	0.90	3	33. Faculty respect for students
463	4.03	0.88	4	29. Campus acceptance of individual differences
473	4.03	0.81	5	30. Racial harmony on campus
483	3.98	0.83	6	31. Diversity of faculty and staff
514	3.96	0.90	7	40. Student civility in the classroom
476	3.91	0.97	8	34. Non-teaching staff respect for students
500	3.87	0.92	9	41. Student civility outside the classroom
457	3.85	0.89	10	36. Campus openness to opinions of others
518	3.84	0.90	11	38. Student respect for other students
512	3.79	0.99	12	35. Your sense of belonging at this campus
411	3.76	0.94	13	39. Your social support network at this college
Total number of records: 624				

Averages based on the following 5-point scale: 5 = Very Satisfied; 4 = Satisfied; 3 = Neither Satisfied nor Dissatisfied; 2 = Dissatisfied; 1 = Very Dissatisfied
 "Did Not Use or Not Applicable" responses are omitted from calculations

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A. Level of Satisfaction with College Programs and Experiences—Frequencies and Percentages

Academic Experience		Very satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	Dissatisfied	Very Dissatisfied	Did Not Use or Not Applicable	Blank	Total
1. Overall quality of instruction	<i>N</i>	177	307	72	27	7	7	27	624
	%	28.4	49.2	11.5	4.3	1.1	1.1	4.3	100.0
2. Availability of instructors outside of class	<i>N</i>	145	267	97	26	2	57	30	624
	%	23.2	42.8	15.5	4.2	0.3	9.1	4.8	100.0
3. Class size	<i>N</i>	212	313	44	9	1	15	30	624
	%	34.0	50.2	7.1	1.4	0.2	2.4	4.8	100.0
4. Availability of courses you want at times you can take them	<i>N</i>	124	214	108	106	25	17	30	624
	%	19.9	34.3	17.3	17.0	4.0	2.7	4.8	100.0
5. Availability of courses required for graduation	<i>N</i>	141	223	108	64	16	41	31	624
	%	22.6	35.7	17.3	10.3	2.6	6.6	5.0	100.0
6. Availability of internships or clinical and fieldwork opportunities	<i>N</i>	48	59	46	34	12	394	31	624
	%	7.7	9.5	7.4	5.4	1.9	63.1	5.0	100.0
7. Availability of honors opportunities (classes, projects, Phi Theta Kappa, etc.)	<i>N</i>	62	101	53	19	4	352	33	624
	%	9.9	16.2	8.5	3.0	0.6	56.4	5.3	100.0
8. Placement in first English course	<i>N</i>	141	166	64	23	8	191	31	624
	%	22.6	26.6	10.3	3.7	1.3	30.6	5.0	100.0
9. Placement in first mathematics course	<i>N</i>	105	134	70	40	34	202	39	624
	%	16.8	21.5	11.2	6.4	5.4	32.4	6.3	100.0
10. Quality of faculty academic advising	<i>N</i>	135	205	102	43	28	78	33	624
	%	21.6	32.9	16.3	6.9	4.5	12.5	5.3	100.0

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A. Level of Satisfaction with College Programs and Experiences—Frequencies and Percentages

College Information (printed or online)		Very satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	Dissatisfied	Very Dissatisfied	Did Not Use or Not Applicable	Blank	Total
11. College catalog	<i>N</i>	92	184	103	14	4	192	35	624
	%	14.7	29.5	16.5	2.2	0.6	30.8	5.6	100.0
12. Communication of college news/information to students	<i>N</i>	96	232	107	41	12	102	34	624
	%	15.4	37.2	17.1	6.6	1.9	16.3	5.4	100.0
13. College website ease of use	<i>N</i>	136	268	87	58	25	15	35	624
	%	21.8	42.9	13.9	9.3	4.0	2.4	5.6	100.0
14. Accuracy of information on college website	<i>N</i>	132	280	114	27	14	24	33	624
	%	21.2	44.9	18.3	4.3	2.2	3.8	5.3	100.0
15. Communication of student conduct rules and regulations	<i>N</i>	119	236	134	13	7	79	36	624
	%	19.1	37.8	21.5	2.1	1.1	12.7	5.8	100.0

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A. Level of Satisfaction with College Programs and Experiences—Frequencies and Percentages

Student Life		Very satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	Dissatisfied	Very Dissatisfied	Did Not Use or Not Applicable	Blank	Total
16. Recreational and intramural programs	<i>N</i>	21	53	55	22	5	410	58	624
	%	3.4	8.5	8.8	3.5	0.8	65.7	9.3	100.0
17. College social activities	<i>N</i>	21	74	76	35	8	350	60	624
	%	3.4	11.9	12.2	5.6	1.3	56.1	9.6	100.0
18. Cultural programs (art, dance, film, music, theater)	<i>N</i>	17	53	58	18	4	415	59	624
	%	2.7	8.5	9.3	2.9	0.6	66.5	9.5	100.0
19. New student orientation	<i>N</i>	54	123	84	29	9	265	60	624
	%	8.7	19.7	13.5	4.6	1.4	42.5	9.6	100.0
20. Health and wellness programs	<i>N</i>	30	59	53	12	3	407	60	624
	%	4.8	9.5	8.5	1.9	0.5	65.2	9.6	100.0
21. Guest speakers outside of class	<i>N</i>	34	91	60	16	4	360	59	624
	%	5.4	14.6	9.6	2.6	0.6	57.7	9.5	100.0
22. Campus clubs and activities	<i>N</i>	40	83	64	24	7	345	61	624
	%	6.4	13.3	10.3	3.8	1.1	55.3	9.8	100.0
23. Opportunities for community service	<i>N</i>	25	66	61	21	6	382	63	624
	%	4.0	10.6	9.8	3.4	1.0	61.2	10.1	100.0
24. Student input in college policies/plans	<i>N</i>	29	59	81	30	11	352	62	624
	%	4.6	9.5	13.0	4.8	1.8	56.4	9.9	100.0
25. Student government	<i>N</i>	17	40	73	10	7	417	60	624
	%	2.7	6.4	11.7	1.6	1.1	66.8	9.6	100.0
27. Student media (newspaper, radio station, blogs, etc.)	<i>N</i>	28	73	61	24	10	367	61	624
	%	4.5	11.7	9.8	3.8	1.6	58.8	9.8	100.0
28. Opportunities for leadership development	<i>N</i>	19	51	77	23	6	386	62	624
	%	3.0	8.2	12.3	3.7	1.0	61.9	9.9	100.0

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A. Level of Satisfaction with College Programs and Experiences—Frequencies and Percentages

Campus Culture and Environment		Very satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	Dissatisfied	Very Dissatisfied	Did Not Use or Not Applicable	Blank	Total
29. Campus acceptance of individual differences	<i>N</i>	142	226	69	18	8	85	76	624
	%	22.8	36.2	11.1	2.9	1.3	13.6	12.2	100.0
30. Racial harmony on campus	<i>N</i>	135	239	79	16	4	75	76	624
	%	21.6	38.3	12.7	2.6	0.6	12.0	12.2	100.0
31. Diversity of faculty and staff	<i>N</i>	126	251	86	12	8	66	75	624
	%	20.2	40.2	13.8	1.9	1.3	10.6	12.0	100.0
32. Diversity of student body	<i>N</i>	141	248	73	11	3	71	77	624
	%	22.6	39.7	11.7	1.8	0.5	11.4	12.3	100.0
33. Faculty respect for students	<i>N</i>	169	244	71	24	9	33	74	624
	%	27.1	39.1	11.4	3.8	1.4	5.3	11.9	100.0
34. Non-teaching staff respect for students	<i>N</i>	130	230	72	29	15	73	75	624
	%	20.8	36.9	11.5	4.6	2.4	11.7	12.0	100.0
35. Your sense of belonging at this campus	<i>N</i>	126	224	107	41	14	37	75	624
	%	20.2	35.9	17.1	6.6	2.2	5.9	12.0	100.0
36. Campus openness to opinions of others	<i>N</i>	105	217	107	18	10	88	79	624
	%	16.8	34.8	17.1	2.9	1.6	14.1	12.7	100.0
37. Personal safety/security on campus	<i>N</i>	140	266	70	16	3	53	76	624
	%	22.4	42.6	11.2	2.6	0.5	8.5	12.2	100.0
38. Student respect for other students	<i>N</i>	112	265	94	39	8	31	75	624
	%	17.9	42.5	15.1	6.3	1.3	5.0	12.0	100.0
39. Your social support network at this college	<i>N</i>	89	176	113	23	10	135	78	624
	%	14.3	28.2	18.1	3.7	1.6	21.6	12.5	100.0
40. Student civility in the classroom	<i>N</i>	138	265	72	28	11	33	77	624
	%	22.1	42.5	11.5	4.5	1.8	5.3	12.3	100.0
41. Student civility outside the classroom	<i>N</i>	118	253	86	32	11	48	76	624
	%	18.9	40.5	13.8	5.1	1.8	7.7	12.2	100.0

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B. How much of a problem are the following to you in being successful at this college?—Ranked by Problem Level Average

N	Average	Std Dev	Item Rank	Item
412	2.36	1.05	1	1. Job responsibilities
475	2.25	1.07	2	2. Family responsibilities
498	2.17	1.07	3	7. Paying for college
429	1.76	1.03	4	6. Transportation to and from college
212	1.66	1.06	5	3. Finding child care
265	1.65	0.96	6	5. Health problems
195	1.49	0.90	7	4. Disability issues
321	1.48	0.92	8	8. Finding adequate housing

Total number of records: 624

Item		Major Problem	Moderate Problem	Minor Problem	Not a Problem	Not Applicable	Blank	Total
1. Job responsibilities	N	68	127	104	113	127	85	624
	%	10.9	20.4	16.7	18.1	20.4	13.6	100.0
2. Family responsibilities	N	68	143	106	158	62	87	624
	%	10.9	22.9	17.0	25.3	9.9	13.9	100.0
3. Finding child care	N	25	21	22	144	327	85	624
	%	4.0	3.4	3.5	23.1	52.4	13.6	100.0
4. Disability issues	N	12	19	21	143	344	85	624
	%	1.9	3.0	3.4	22.9	55.1	13.6	100.0
5. Health problems	N	21	30	50	164	275	84	624
	%	3.4	4.8	8.0	26.3	44.1	13.5	100.0
6. Transportation to and from college	N	41	63	76	249	109	86	624
	%	6.6	10.1	12.2	39.9	17.5	13.8	100.0
7. Paying for college	N	72	119	129	178	42	84	624
	%	11.5	19.1	20.7	28.5	6.7	13.5	100.0
8. Finding adequate housing	N	23	28	30	240	217	86	624
	%	3.7	4.5	4.8	38.5	34.8	13.8	100.0

Averages based on the following 4-point scale: 4 = Major Problem; 3 = Moderate Problem; 2 = Minor Problem; 1 = Not a Problem
 "Not Applicable" responses are omitted from calculation of averages

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C. Frequency of Academic Experiences—Ranked by Frequency Level Average

N	Average	Std Dev	Item Rank	How frequently have you...
502	4.61	0.62	1	6. gone to class with course readings and assignments completed?
513	4.34	0.78	2	7. been required to think critically in completing assignments?
515	4.02	0.93	3	10. received feedback (written or oral) from instructors on the quality of your work?
520	3.98	0.89	4	1. been intellectually stimulated by the material covered in class?
484	3.69	1.21	5	3. had out-of-class assignments that required a written response?
481	3.47	1.16	6	11. had faculty who required you to make judgments about the value of information, arguments, or methods?
455	3.40	1.26	7	8. engaged in a creative or research project under the direction of a faculty member?
484	3.38	1.12	8	5. had faculty who used innovative technology to facilitate learning?
493	3.36	1.12	9	9. collaborated with other students on class assignments?
486	3.08	1.17	10	4. had discussions, meetings, or conversations with instructors outside of class?
487	2.53	1.15	11	13. experienced classroom behavior by other students that was disruptive to learning?
363	2.14	1.31	12	2. been involved in community service or service learning activities at this college?
466	2.03	1.11	13	15. observed acts of incivility by students outside the classroom?
470	1.92	1.04	14	14. observed acts of incivility by students in the classroom?
476	1.92	1.07	15	12. observed student dishonesty when completing assignments or exams?

Total number of records: 624

Averages based on the following 5-point scale: 5 = Very Frequently; 4 = Frequently; 3 = Occasionally; 2 = Rarely; 1 = Never
 "Not Applicable" responses are omitted from calculations

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C. Frequency of Academic Experiences—Frequencies and Percentages

How frequently have you...		Very Frequently	Frequently	Sometimes	Rarely	Never	Not Applicable	Blank	Total
1. been intellectually stimulated by the material covered in class?	<i>N</i>	170	201	120	27	2	5	99	624
	<i>%</i>	27.2	32.2	19.2	4.3	0.3	0.8	15.9	100.0
2. been involved in community service or service learning activities at this college?	<i>N</i>	31	31	61	74	166	161	100	624
	<i>%</i>	5.0	5.0	9.8	11.9	26.6	25.8	16.0	100.0
3. had out-of-class assignments that required a written response?	<i>N</i>	150	146	118	28	42	38	102	624
	<i>%</i>	24.0	23.4	18.9	4.5	6.7	6.1	16.3	100.0
4. had discussions, meetings, or conversations with instructors outside of class?	<i>N</i>	67	102	172	93	52	34	104	624
	<i>%</i>	10.7	16.3	27.6	14.9	8.3	5.4	16.7	100.0
5. had faculty who used innovative technology to facilitate learning?	<i>N</i>	85	141	165	58	35	35	105	624
	<i>%</i>	13.6	22.6	26.4	9.3	5.6	5.6	16.8	100.0
6. gone to class with course readings and assignments completed?	<i>N</i>	339	137	22	3	1	19	103	624
	<i>%</i>	54.3	22.0	3.5	0.5	0.2	3.0	16.5	100.0
7. been required to think critically in completing assignments?	<i>N</i>	256	186	61	7	3	8	103	624
	<i>%</i>	41.0	29.8	9.8	1.1	0.5	1.3	16.5	100.0
8. engaged in a creative or research project under the direction of a faculty member?	<i>N</i>	108	117	125	58	47	67	102	624
	<i>%</i>	17.3	18.8	20.0	9.3	7.5	10.7	16.3	100.0
9. collaborated with other students on class assignments?	<i>N</i>	95	116	185	67	30	29	102	624
	<i>%</i>	15.2	18.6	29.6	10.7	4.8	4.6	16.3	100.0
10. received feedback (written or oral) from instructors on the quality of your work?	<i>N</i>	187	190	104	30	4	6	103	624
	<i>%</i>	30.0	30.4	16.7	4.8	0.6	1.0	16.5	100.0
11. had faculty who required you to make judgments about the value of information, arguments, or methods?	<i>N</i>	101	148	143	53	36	38	105	624
	<i>%</i>	16.2	23.7	22.9	8.5	5.8	6.1	16.8	100.0
12. observed student dishonesty when completing assignments or exams?	<i>N</i>	12	31	91	115	227	44	104	624
	<i>%</i>	1.9	5.0	14.6	18.4	36.4	7.1	16.7	100.0
13. experienced classroom behavior by other students that was disruptive to learning?	<i>N</i>	31	65	141	144	106	32	105	624
	<i>%</i>	5.0	10.4	22.6	23.1	17.0	5.1	16.8	100.0
14. observed acts of incivility by students in the classroom?	<i>N</i>	13	28	77	144	208	49	105	624
	<i>%</i>	2.1	4.5	12.3	23.1	33.3	7.9	16.8	100.0
15. observed acts of incivility by students outside the classroom?	<i>N</i>	18	33	86	138	191	54	104	624
	<i>%</i>	2.9	5.3	13.8	22.1	30.6	8.7	16.7	100.0

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Section IV—College Outcomes

Broome Community College

6/13/2013

ACT Code: 2684

College Contribution to Growth and Learning—Ranked by Contribution Average

<i>N</i>	<i>Average</i>	<i>Std Dev</i>	<i>Item Rank</i>	<i>Item</i>
457	3.72	1.04	1	11. Acquiring knowledge and skills for further academic study
463	3.70	1.06	2	4. Acquiring knowledge and skills needed for a career
473	3.68	0.96	3	1. Acquiring information, ideas, and concepts
458	3.60	1.10	4	12. Acquiring knowledge and skills for intellectual growth throughout your life
470	3.51	1.17	5	6. Writing clearly and effectively
444	3.41	1.16	6	2. Acquiring scientific and mathematical thinking skills
447	3.40	1.18	7	13. Developing an openness to the opinions of others
447	3.32	1.26	8	8. Using computer and information technology effectively
451	3.29	1.25	9	7. Speaking clearly and effectively
443	3.27	1.31	10	14. Understanding your personal ethics and values
458	3.26	1.15	11	3. Working well with others
438	3.16	1.32	12	15. Understanding your rights and responsibilities as a global citizen
425	3.09	1.21	13	10. Understanding and appreciating political, social, and historical issues
441	3.07	1.27	14	5. Understanding and appreciating ethnic/cultural/language diversity
421	2.95	1.33	15	17. Understanding environmental and sustainability issues
390	2.89	1.42	16	16. Appreciating artistic expression (writing, art, music, theater, etc.)
433	2.89	1.29	17	9. Developing leadership skills

Total number of records: 624

Averages based on the following 5-point scale: 5 = Very Large Contribution; 4 = Large Contribution; 3 = Moderate Contribution; 2 = Small Contribution; 1 = No Contribution
 "Not Applicable" responses are omitted from calculations

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Section IV—College Outcomes

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College Contribution to Growth and Learning—Frequencies and Percentages

Item		Very Large Contribution	Large Contribution	Moderate Contribution	Small Contribution	No Contribution	Not Applicable	Blank	Total
1. Acquiring information, ideas, and concepts	<i>N</i>	104	176	137	52	4	20	131	624
	%	16.7	28.2	22.0	8.3	0.6	3.2	21.0	100.0
2. Acquiring scientific and mathematical thinking skills	<i>N</i>	84	139	129	57	35	49	131	624
	%	13.5	22.3	20.7	9.1	5.6	7.9	21.0	100.0
3. Working well with others	<i>N</i>	74	120	149	79	36	33	133	624
	%	11.9	19.2	23.9	12.7	5.8	5.3	21.3	100.0
4. Acquiring knowledge and skills needed for a career	<i>N</i>	121	166	103	64	9	24	137	624
	%	19.4	26.6	16.5	10.3	1.4	3.8	22.0	100.0
5. Understanding and appreciating ethnic/cultural/language diversity	<i>N</i>	67	112	112	87	63	50	133	624
	%	10.7	17.9	17.9	13.9	10.1	8.0	21.3	100.0
6. Writing clearly and effectively	<i>N</i>	110	138	133	58	31	22	132	624
	%	17.6	22.1	21.3	9.3	5.0	3.5	21.2	100.0
7. Speaking clearly and effectively	<i>N</i>	85	127	126	59	54	40	133	624
	%	13.6	20.4	20.2	9.5	8.7	6.4	21.3	100.0
8. Using computer and information technology effectively	<i>N</i>	93	125	108	74	47	44	133	624
	%	14.9	20.0	17.3	11.9	7.5	7.1	21.3	100.0
9. Developing leadership skills	<i>N</i>	55	92	117	87	82	57	134	624
	%	8.8	14.7	18.8	13.9	13.1	9.1	21.5	100.0
10. Understanding and appreciating political, social, and historical issues	<i>N</i>	59	108	122	86	50	61	138	624
	%	9.5	17.3	19.6	13.8	8.0	9.8	22.1	100.0
11. Acquiring knowledge and skills for further academic study	<i>N</i>	117	166	114	49	11	29	138	624
	%	18.8	26.6	18.3	7.9	1.8	4.6	22.1	100.0
12. Acquiring knowledge and skills for intellectual growth throughout your life	<i>N</i>	107	158	117	56	20	28	138	624
	%	17.1	25.3	18.8	9.0	3.2	4.5	22.1	100.0
13. Developing an openness to the opinions of others	<i>N</i>	86	143	116	66	36	38	139	624
	%	13.8	22.9	18.6	10.6	5.8	6.1	22.3	100.0
14. Understanding your personal ethics and values	<i>N</i>	90	124	105	64	60	42	139	624
	%	14.4	19.9	16.8	10.3	9.6	6.7	22.3	100.0
15. Understanding your rights and responsibilities as a global citizen	<i>N</i>	77	121	105	66	69	48	138	624
	%	12.3	19.4	16.8	10.6	11.1	7.7	22.1	100.0

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ACT Code: 2684

College Contribution to Growth and Learning—Frequencies and Percentages

Item		Very Large Contribution	Large Contribution	Moderate Contribution	Small Contribution	No Contribution	Not Applicable	Blank	Total
16. Appreciating artistic expression (writing, art, music, theater, etc.)	<i>N</i>	67	77	86	65	95	97	137	624
	%	10.7	12.3	13.8	10.4	15.2	15.5	22.0	100.0
17. Understanding environmental and sustainability issues	<i>N</i>	64	90	111	73	83	66	137	624
	%	10.3	14.4	17.8	11.7	13.3	10.6	22.0	100.0

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Section V—Background Information and Plans

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Background Information and Plans—Frequencies and Percentages

1. What is your age group?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
18 or 19	102	16.3	20.8
20 to 24	126	20.2	25.7
25 to 34	119	19.1	24.3
35 to 44	65	10.4	13.3
45 to 54	57	9.1	11.6
55 and over	21	3.4	4.3
Blank	134	21.5	--
Total	624	100.0	100.0

2. What is your gender?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
Male	143	22.9	29.2
Female	347	55.6	70.8
Blank	134	21.5	--
Total	624	100.0	100.0

3. Indicate if you are of Hispanic or Latino background.	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
Yes	21	3.4	4.3
No	431	69.1	88.3
Prefer not to respond	36	5.8	7.4
Blank	136	21.8	--
Total	624	100.0	100.0

4. Indicate your race. Mark all that apply.	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
American Indian/Alaska Native	8	1.3	1.7
Asian	17	2.7	3.5
Black/African American	28	4.5	5.8
Native Hawaiian/Other Pacific Islander	1	0.2	0.2
White	400	64.1	82.8
Prefer not to respond	47	7.5	9.7
Blank	141	22.6	--
Total number of records: 624			

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Background Information and Plans—Frequencies and Percentages

5. Are you currently married?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
Yes	127	20.4	26.1
No	360	57.7	73.9
Blank	137	22.0	--
Total	624	100.0	100.0

6. Are you the parent or guardian of one or more dependent children?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
Yes	147	23.6	30.4
No	337	54.0	69.6
Blank	140	22.4	--
Total	624	100.0	100.0

7. While in high school, did you take the following types of classes?		Yes	No	Blank	Total
Advanced Placement (AP) classes	<i>N</i>	162	310	152	624
	<i>% w Blanks</i>	26.0	49.7	24.4	100.0
	<i>% w/o Blanks</i>	34.3	65.7	--	100.0
College courses	<i>N</i>	160	317	147	624
	<i>% w Blanks</i>	25.6	50.8	23.6	100.0
	<i>% w/o Blanks</i>	33.5	66.5	--	100.0

8. How long is your commute to this college?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
Less than 30 minutes	317	50.8	65.5
30 to 60 minutes	140	22.4	28.9
More than 60 minutes	27	4.3	5.6
Blank	140	22.4	--
Total	624	100.0	100.0

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Background Information and Plans—Frequencies and Percentages

9. Which of the following was true for you when you first entered this college?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
This is the first college I attended after high school	293	47.0	59.9
Transferred from a 2-year college	32	5.1	6.5
Transferred from a 4-year college	35	5.6	7.2
Other	129	20.7	26.4
Blank	135	21.6	--
Total	624	100.0	100.0

10. What is your primary educational goal at this college?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
Transfer to another college	184	29.5	37.8
Develop or improve current job opportunities	75	12.0	15.4
Develop skills for new job	155	24.8	31.8
Other	36	5.8	7.4
Undecided	37	5.9	7.6
Blank	137	22.0	--
Total	624	100.0	100.0

11. Do you plan to earn a degree, certificate, or other credential from this college?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
Yes	400	64.1	82.0
No	46	7.4	9.4
Uncertain	42	6.7	8.6
Blank	136	21.8	--
Total	624	100.0	100.0

12. After you finish attending this college do you plan to stay in New York?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
Yes	283	45.4	58.1
No	59	9.5	12.1
Uncertain	145	23.2	29.8
Blank	137	22.0	--
Total	624	100.0	100.0

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Background Information and Plans—Frequencies and Percentages

13. What is your cumulative grade point average (GPA) at this college?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
3.5 – 4.0	207	33.2	42.5
3.0 – 3.49	134	21.5	27.5
2.5 – 2.99	59	9.5	12.1
2.0 – 2.49	10	1.6	2.1
Below 2.0	5	0.8	1.0
Not applicable or do not know	72	11.5	14.8
Blank	137	22.0	--
Total	624	100.0	100.0

14. How many college credits have you earned at this college prior to this semester?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
0	58	9.3	11.9
1 - 15	119	19.1	24.5
16 - 30	102	16.3	21.0
31 - 45	80	12.8	16.5
46 or more	127	20.4	26.1
Blank	138	22.1	--
Total	624	100.0	100.0

15. For how many credits are you enrolled this semester?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
15 or more	125	20.0	25.6
12 to 14	203	32.5	41.6
9 to 11	39	6.3	8.0
6 to 8	65	10.4	13.3
Fewer than 6	56	9.0	11.5
Blank	136	21.8	--
Total	624	100.0	100.0

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Background Information and Plans—Frequencies and Percentages

16. Indicate the number of hours in a typical week that you spend on each type of activity listed below.		0 Hours	1 - 5 Hours	6 - 10 Hours	11 - 15 Hours	16 - 20 Hours	21 - 30 Hours	31 - 40 Hours	Over 40 Hours	Blank	Total
a. Attending classes	<i>N</i>	14	91	112	121	88	40	15	5	138	624
	<i>% w Blanks</i>	2.2	14.6	17.9	19.4	14.1	6.4	2.4	0.8	22.1	100.0
	<i>% w/o Blanks</i>	2.9	18.7	23.0	24.9	18.1	8.2	3.1	1.0	--	100.0
b. Homework and studying outside of class	<i>N</i>	5	114	145	90	53	46	17	9	145	624
	<i>% w Blanks</i>	0.8	18.3	23.2	14.4	8.5	7.4	2.7	1.4	23.2	100.0
	<i>% w/o Blanks</i>	1.0	23.8	30.3	18.8	11.1	9.6	3.5	1.9	--	100.0
c. Other college-sponsored activities (athletics, intramurals, social activities, student government)	<i>N</i>	363	86	14	5	5	3	0	2	146	624
	<i>% w Blanks</i>	58.2	13.8	2.2	0.8	0.8	0.5	0.0	0.3	23.4	100.0
	<i>% w/o Blanks</i>	75.9	18.0	2.9	1.0	1.0	0.6	0.0	0.4	--	100.0
d. On-campus employment	<i>N</i>	419	15	23	14	6	2	1	0	144	624
	<i>% w Blanks</i>	67.1	2.4	3.7	2.2	1.0	0.3	0.2	0.0	23.1	100.0
	<i>% w/o Blanks</i>	87.3	3.1	4.8	2.9	1.3	0.4	0.2	0.0	--	100.0
e. Off-campus employment	<i>N</i>	184	18	32	38	50	56	62	43	141	624
	<i>% w Blanks</i>	29.5	2.9	5.1	6.1	8.0	9.0	9.9	6.9	22.6	100.0
	<i>% w/o Blanks</i>	38.1	3.7	6.6	7.9	10.4	11.6	12.8	8.9	--	100.0
f. Household duties/care of family	<i>N</i>	30	93	86	54	53	37	33	96	142	624
	<i>% w Blanks</i>	4.8	14.9	13.8	8.7	8.5	5.9	5.3	15.4	22.8	100.0
	<i>% w/o Blanks</i>	6.2	19.3	17.8	11.2	11.0	7.7	6.8	19.9	--	100.0

17. In which type of classes do you most often enroll?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
Day classes (morning or afternoon)	356	57.1	73.4
Evening classes	59	9.5	12.2
Weekend classes	1	0.2	0.2
Online or distance-learning classes	69	11.1	14.2
Blank	139	22.3	--
Total	624	100.0	100.0

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Background Information and Plans—Frequencies and Percentages

18. Which sources of financial aid did you receive this year?		Yes	No	Don't know	Blank	Total
Pell Grant	<i>N</i>	230	191	37	166	624
	<i>% w Blanks</i>	36.9	30.6	5.9	26.6	100.0
	<i>% w/o Blanks</i>	50.2	41.7	8.1	--	100.0
TAP	<i>N</i>	221	191	44	168	624
	<i>% w Blanks</i>	35.4	30.6	7.1	26.9	100.0
	<i>% w/o Blanks</i>	48.5	41.9	9.6	--	100.0
Other Grant	<i>N</i>	55	260	80	229	624
	<i>% w Blanks</i>	8.8	41.7	12.8	36.7	100.0
	<i>% w/o Blanks</i>	13.9	65.8	20.3	--	100.0
Loan	<i>N</i>	234	187	30	173	624
	<i>% w Blanks</i>	37.5	30.0	4.8	27.7	100.0
	<i>% w/o Blanks</i>	51.9	41.5	6.7	--	100.0

19. Where do you currently live?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
Off campus with parents or relatives	190	30.4	39.1
Off campus with spouse/partner/children	195	31.3	40.1
Off campus with other students or friends	32	5.1	6.6
Off campus alone	50	8.0	10.3
On campus (college residence hall or apartment)	1	0.2	0.2
Other	18	2.9	3.7
Blank	138	22.1	--
Total	624	100.0	100.0

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Background Information and Plans—Frequencies and Percentages

20. When you were a child, the English language was:	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
the only language spoken at home	423	67.8	87.9
one of multiple (two or more) languages spoken at home	35	5.6	7.3
rarely or never spoken at home	23	3.7	4.8
Blank	143	22.9	--
Total	624	100.0	100.0

21. Were either of your parents born in a non-English speaking country?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
Yes	62	9.9	12.9
No	420	67.3	87.1
Blank	142	22.8	--
Total	624	100.0	100.0

22. Are you a US citizen or permanent resident of the United States?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
Yes	468	75.0	97.3
No	13	2.1	2.7
Blank	143	22.9	--
Total	624	100.0	100.0

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Background Information and Plans—Frequencies and Percentages

23. What is the highest degree or level of schooling completed by either of your parents or guardian?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
No formal schooling	4	0.6	0.8
Grades 1 – 12, no diploma	26	4.2	5.4
High school graduate – diploma or GED	140	22.4	29.1
Some college, but no degree	70	11.2	14.6
Associate degree	85	13.6	17.7
Bachelor’s degree	77	12.3	16.0
Master’s degree	55	8.8	11.4
Professional degree (e.g., JD, MD, DDS)	13	2.1	2.7
Doctoral degree (e.g., PhD, EdD)	11	1.8	2.3
Blank	143	22.9	--
Total	624	100.0	100.0

24. Are you taking one or more online courses this semester?	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
Yes	201	32.2	41.7
No	281	45.0	58.3
Blank	142	22.8	--
Total	624	100.0	100.0

25. Please select the military status that applies to you.	<i>N</i>	<i>% w Blanks</i>	<i>% w/o Blanks</i>
Active duty with the US Army, Navy, Air Force, Marine Corps, or Coast Guard	0	0.0	0.0
Member of the National Guard or US Army Reserve	2	0.3	0.4
Veteran (no longer part of a military organization)	20	3.2	4.1
Never been in the military	460	73.7	95.4
Blank	142	22.8	--
Total	624	100.0	100.0

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Section VI—Additional Questions

Broome Community College

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Additional Questions—Frequencies and Percentages

Item		A	B	C	D	E	F	G	H	I	J	K	L	Blank	Total
Item 1	<i>N</i>	98	108	106	122	33	15	0	0	0	0	0	0	142	624
	%	15.7	17.3	17.0	19.6	5.3	2.4	0.0	0.0	0.0	0.0	0.0	0.0	22.8	100.0
Item 2	<i>N</i>	62	49	47	52	131	140	0	0	0	0	0	0	143	624
	%	9.9	7.9	7.5	8.3	21.0	22.4	0.0	0.0	0.0	0.0	0.0	0.0	22.9	100.0
Item 3	<i>N</i>	155	56	116	86	48	21	0	0	0	0	0	0	142	624
	%	24.8	9.0	18.6	13.8	7.7	3.4	0.0	0.0	0.0	0.0	0.0	0.0	22.8	100.0
Item 4	<i>N</i>	172	71	122	60	36	18	0	0	0	0	0	0	145	624
	%	27.6	11.4	19.6	9.6	5.8	2.9	0.0	0.0	0.0	0.0	0.0	0.0	23.2	100.0
Item 5	<i>N</i>	166	61	121	52	51	25	0	0	0	0	0	0	148	624
	%	26.6	9.8	19.4	8.3	8.2	4.0	0.0	0.0	0.0	0.0	0.0	0.0	23.7	100.0
Item 6	<i>N</i>	182	57	121	79	27	14	0	0	0	0	0	0	144	624
	%	29.2	9.1	19.4	12.7	4.3	2.2	0.0	0.0	0.0	0.0	0.0	0.0	23.1	100.0
Item 7	<i>N</i>	194	62	110	68	29	16	0	0	0	0	0	0	145	624
	%	31.1	9.9	17.6	10.9	4.6	2.6	0.0	0.0	0.0	0.0	0.0	0.0	23.2	100.0
Item 8	<i>N</i>	186	38	92	91	49	23	0	0	0	0	0	0	145	624
	%	29.8	6.1	14.7	14.6	7.9	3.7	0.0	0.0	0.0	0.0	0.0	0.0	23.2	100.0
Item 9	<i>N</i>	88	113	147	26	109	0	0	0	0	0	0	0	141	624
	%	14.1	18.1	23.6	4.2	17.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.6	100.0
Item 10	<i>N</i>	161	51	148	69	39	14	0	0	0	0	0	0	142	624
	%	25.8	8.2	23.7	11.1	6.3	2.2	0.0	0.0	0.0	0.0	0.0	0.0	22.8	100.0
Item 11	<i>N</i>	150	79	157	62	26	9	0	0	0	0	0	0	141	624
	%	24.0	12.7	25.2	9.9	4.2	1.4	0.0	0.0	0.0	0.0	0.0	0.0	22.6	100.0
Item 12	<i>N</i>	304	44	70	46	17	2	0	0	0	0	0	0	141	624
	%	48.7	7.1	11.2	7.4	2.7	0.3	0.0	0.0	0.0	0.0	0.0	0.0	22.6	100.0

SUNY Student Opinion Survey - 2013 Form B

Summary Report

Section VI—Additional Questions

Broome Community College

6/13/2013

ACT Code: 2684

Additional Questions—Frequencies and Percentages

Item		A	B	C	D	E	F	G	H	I	J	K	L	Blank	Total
Item 13a	N	152	0	0	0	0	0	0	0	0	0	0	0	472	624
	%	24.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	75.6	100.0
Item 13b	N	101	0	0	0	0	0	0	0	0	0	0	0	523	624
	%	16.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	83.8	100.0
Item 13c	N	62	0	0	0	0	0	0	0	0	0	0	0	562	624
	%	9.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	90.1	100.0
Item 13d	N	14	0	0	0	0	0	0	0	0	0	0	0	610	624
	%	2.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	97.8	100.0
Item 13e	N	10	0	0	0	0	0	0	0	0	0	0	0	614	624
	%	1.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	98.4	100.0
Item 13f	N	220	0	0	0	0	0	0	0	0	0	0	0	404	624
	%	35.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	64.7	100.0
Item 13g	N	54	0	0	0	0	0	0	0	0	0	0	0	570	624
	%	8.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	91.3	100.0
Item 14	N	351	24	34	52	17	4	0	0	0	0	0	0	142	624
	%	56.3	3.8	5.4	8.3	2.7	0.6	0.0	0.0	0.0	0.0	0.0	0.0	22.8	100.0
Item 15	N	95	117	126	25	49	71	0	0	0	0	0	0	141	624
	%	15.2	18.8	20.2	4.0	7.9	11.4	0.0	0.0	0.0	0.0	0.0	0.0	22.6	100.0

SUNY Broome facilities improvement funding 2011-2015

Natural Science Center construction	\$ 21,471,000
Student housing (housing corporation)	18,100,000
Core Campus Restoration	9,750,000
Student Incubator	6,000,000
Wales Center Renovation	4,700,000
Carnegie Downtown Campus	3,700,000
Simulated clean room and STEM equipment	2,813,000
Flood Recovery & Improvements Library	1,500,000
Roof Replacements	850,000
HVAC Upgrades & Replacements	700,000
Energy Management Improvements	672,000
Student Center Improvements	610,000
Hazardous Materials Abatement	515,000
Electrical Infrastructure Improvements	675,000
Water/Sewer Infrastructure Improvements	500,000
Sidewalks, Roadways, & Parking Lots	500,000
Critical HVAC & Roofs	500,000
Master Facilities Plan Update	350,000
Music Suite	250,000
Roadway and Lot Upgrades	85,000
Total	\$ 74,241,000
Annual operating budget - small size renovations, improvements, and deferred maintenance	\$ 650,000

APPENDIX 2.2-2 Energy Efficiency Opportunities Implemented to Reduce Utility Expenditures and Support Sustainability Efforts

Over the past four years, we have taken the following energy efficient measures on campus:

- Constructed silver LEED Natural Science Center that is extremely energy efficient receiving a large energy efficient rebate from NYSERDA.
- Renovated a 56 year old inefficient Wales Center with new, high efficiency windows and insulation. Replaced the old heating and air conditioning system with a high efficiency heating and cooling system.
- In the Business Building, we have replaced a 30 year old, 200 ton air conditioning system with a high efficiency 180 ton air conditioning system that has the ability to ramp down to 20% of its maximum capacity. The heating portion of this building scheduled for a high efficiency heating system in spring 2015 and summer 2015 were completed.

The following buildings have received a state of the art, non-proprietary “Tridium” control system:

- Wales
- Titchener
- Business Building -- this spring and summer
- Student Services
- Student Center
- Mechanical
- Library
- Natural Science Center -- has Siemens control system
- Ice Center
- Applied Tech

The following buildings have received high efficiency heating and/or air conditioning replacements:

- Ice Center- also using the new heating system to recycle heat for snow melt pit usage
- Wales Center

- Natural Science Center
- Mechanical Building
- Old Science Building
- Library
- Student Services Building - we previously had a 4-boiler system and now we have a high efficiency, 2-boiler system. We use the new system to heat the domestic hot water in the building
- Day Care Center
- The following buildings are going to receive lighting upgrades from the old style, energy draining, metal halide fixtures, to LED fixtures in summer 2016. We will also be receiving rebate monies from NYSEG on this retrofit.
- Student Center- West Gym & Baldwin Gym

Other notable energy efficient measures taken:

- The purchase of an electric powered maintenance van for on-campus usage
- Various light fixture changes across campus to high efficiency, LED fixtures
- Multiple installations across campus of Variable Frequency Drives (VFDs) to our water towers and pumps
- Every motor and pump replacement that is being done, is replaced with a high efficiency motor and pump

APPENDIX 2.2 – 3

2.2 - 3 “Continue to aggressively pursue external fundraising and grant opportunities to alleviate budgetary pressures.”

The Dean of Liberal Arts has been named SUNY Broome's point person for undergraduate research initiatives. He is working with SUNY Purchase and SUNY Cortland on an NSF STEM Replication Grant proposal that will allow SUNY Broome students to conduct research with faculty at SUNY Cortland during a paid six-week summer research program in summer 2016.

At the same time, SUNY Broome is working with Binghamton University (BU) on an NSF Scholarship in STEM grant proposal that will provide academically talented low income students who are pursuing STEM programs at SUNY Broome with mentoring and financial support, thereby increasing student transfer rates to BU baccalaureate degree programs in STEM disciplines.

These two NSF proposals, if awarded funding, will add to the Undergraduate Research Initiative SUNY Broome is already participating in with SUNY Brockport since spring 2015.

SUNY Broome does have a strong record for acquiring sponsored activities funding through federal and non-federal grants. In recent years, grant seeking activities have increased with a goal to secure enough grants funding to compensate for decreased funding from other sources. In 2013-2014, the largest grant award in SUNY Broome’s history was secured: A \$6 million project to design and construct a student start-up/prototyping incubator within downtown Binghamton’s Southern Tier High Technology Incubator, an initiative being spearheaded by Binghamton University.

In 2014-2015, a total of 39 grant applications were submitted. Of those, 28 were approved for funding (three are still pending). These grant submissions are in addition to an average of 50 continuing grant-funded projects totaling \$1.9 million in annual funding. The Sponsored Programs Office tracks and monitors all grant funded activities to ensure accountability.

APPENDIX 2.2-4 “Continue assessment of student and campus personnel satisfaction with the campus infrastructure.” SWOT Survey results

Summary Findings of SWOT Analysis, 2012

Strategic Theme and SWOT Category Subset	Total counts of responses per SWOT category for each Strategic Initiative Theme	Percentage of response per SWOT category for each Strategic Initiative Theme
Infrastructure and Environment		
Strengths	63	17.0%
Weaknesses	161	43.4%
Opportunities	96	25.9%
Threats	51	13.7%
Total responses	371	

Source: Institutional Effectiveness and Enrollment Planning, 2012.

College Employee Satisfaction Results (CESS) Summary, 2015

College Employee Satisfaction Survey (CESS) Comparison of Spring 2015 and Spring 2012 Data

Campus Culture and Policies

Spring 2015 Top 10 Areas of Accomplishment

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Average Score for Importance	Average Score for Satisfaction	GAP
Faculty take pride in their work	4.68	3.94	0.74
Staff take pride in their work	4.66	3.83	0.83
Administrators take pride in their work	4.55	3.75	0.80
This institution does a good job of meeting the needs of administrators	4.08	3.71	0.37
This institution is well-respected in the community	4.69	3.69	1.00

Campus Culture and Policies

Spring 2012 Top 10 Areas of Accomplishment

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Average Score for Importance	Average Score for Satisfaction	GAP
Faculty take pride in their work	4.68	3.72	0.95
Staff take pride in their work	4.63	3.64	0.99
Administrators take pride in their work	4.49	3.32	1.17
This institution does a good job of meeting the needs of administrators	3.93	3.37	0.54
This institution is well-respected in the community	4.67	3.45	1.23

This institution promotes excellent employee-student relationships	4.70	3.60	1.10
The reputation of this institution continues to improve	4.56	3.50	1.06
This institution does a good job of meeting the needs of students	4.71	3.50	1.21
This institution treats students as its top priority	4.69	3.49	1.20
Most employees are generally supportive of the mission, purpose, and values of this institution	4.36	3.41	0.95

This institution promotes excellent employee-student relationships	4.66	3.41	1.24
The reputation of this institution continues to improve	4.62	2.97	1.65
This institution does a good job of meeting the needs of students	4.72	3.28	1.44
This institution treats students as its top priority	4.75	3.20	1.55
Most employees are generally supportive of the mission, purpose, and values of this institution	4.27	3.17	1.10

Campus Culture and Policies

Spring 2015 Top 10 Areas Needing Improvement

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Average Score for Importance	Average Score for Satisfaction	GAP
Administrators share information regularly with faculty and staff	4.52	2.98	1.54
There is good communication between faculty and the administration at this institution	4.52	2.98	1.58
This institution consistently follows clear processes for orienting and training new employees	4.49	2.94	1.55
This institution plans carefully	4.50	2.93	1.57
This institution has written procedures that clearly define who is responsible for each operation and service	4.40	2.91	1.49
Employee suggestions are used to improve our institution	4.37	2.90	1.47
This institution does a good job of meeting the needs of staff	4.49	2.89	1.60

Campus Culture and Policies

Spring 2012 Top Areas Needing Improvement

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Average Score for Importance	Average Score for Satisfaction	GAP
Administrators share information regularly with faculty and staff	4.49	2.6	1.89
There is good communication between faculty and administration at this institution	4.48	2.48	2
This institution consistently follows clear processes for orienting and training new employees	4.38	2.5	1.88
This institution plans carefully	4.48	2.46	2.02
This institution has written procedures that clearly define who is responsible for each operation and service	4.25	2.5	1.75
Employee suggestions are used to improve our institution	4.26	2.53	1.73
This institution does a good job of meeting the needs of staff	4.32	2.53	1.8

This institution makes sufficient staff resources available to achieve important objectives	4.48	2.88	1.60
This institution makes sufficient budgetary resources available to achieve important objectives	4.54	2.87	1.67
There are effective lines of communication between departments	4.55	2.66	1.89
	4.53	2.99	1.54

This institution makes sufficient staff resources, available to achieve important objectives	4.42	2.45	1.98
This institution makes sufficient budgetary resources available to achieve important objectives	4.43	2.7	1.73
There are effective lines of communication between departments	4.38	2.4	1.98
There is a spirit of teamwork and cooperation at this institution	4.55	2.55	2

Work Environment

Spring 2015 Top 10 Areas of Accomplishment

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Average Score for Importance	Average Score for Satisfaction	GAP
The type of work I do on most days is personally rewarding	4.63	4.08	0.55
I am proud to work at this institution	4.54	4.02	0.52
My supervisor pays attention to what I have to say	4.61	3.94	0.67
The work I do is valuable to the institution	4.55	3.93	0.62
The work I do is appreciated by my supervisor	4.46	3.87	0.59
My supervisor helps me improve my job performance	4.47	3.74	0.73

Work Environment

Spring 2012 Top 10 Areas of Accomplishment

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Average Score for Importance	Average Score for Satisfaction	GAP
The type of work I do on most days is personally rewarding	4.52	3.86	0.66
I am proud to work at this institution	4.60	3.87	0.73
My supervisor pays attention to what I have to say	4.54	3.81	0.74
The work I do is valuable to the institution	4.61	3.75	0.86
The work I do is appreciated by my supervisor	4.38	3.83	0.56
My supervisor helps me improve my job performance	4.26	3.66	0.60

I learn about important campus events in a timely manner	4.26	3.66	0.60
The employee benefits available to me are valuable	4.54	3.62	0.92
My job responsibilities are communicated clearly to me	4.52	3.56	0.96
I have the information I need to do my job well	4.58	3.53	1.05

I learn about important campus events in a timely manner	4.21	3.34	0.87
The employee benefits available to me are valuable	4.57	3.44	1.13
My job responsibilities are communicated clearly to me	4.57	3.53	1.04
I have the information I need to do my job well	4.59	3.42	1.17

Work Environment

Spring 2015 Top 3 Areas Needing Improvement

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Average Score for Importance	Average Score for Satisfaction	GAP
I am paid fairly for the work I do	4.59	2.99	1.60
My department has the staff needed to do its job well	4.61	2.81	1.80
My department has the budget needed to do its job well	4.56	2.79	1.77

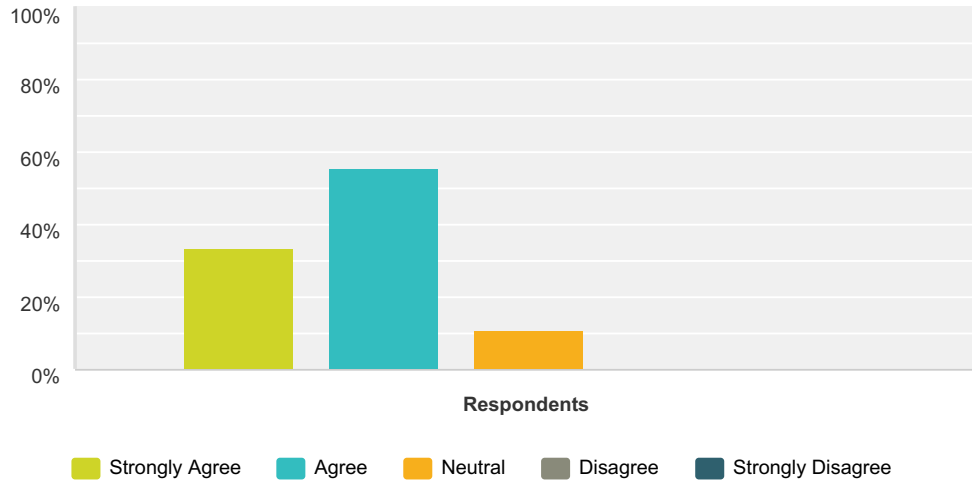
Work Environment

Spring 2012 Top 3 Areas Needing Improvement

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Average Score for Importance	Average Score for Satisfaction	GAP
I am paid fairly for the work I do	4.55	2.84	1.70
My department has the staff needed to do its job well	4.58	2.48	2.1
My department has the budget needed to do its job well	4.44	2.81	1.64

Q1 The SUNY BCC Board of Trustees assures that there is an effective SUNY BCC strategic planning process by providing clear, desirable goals.

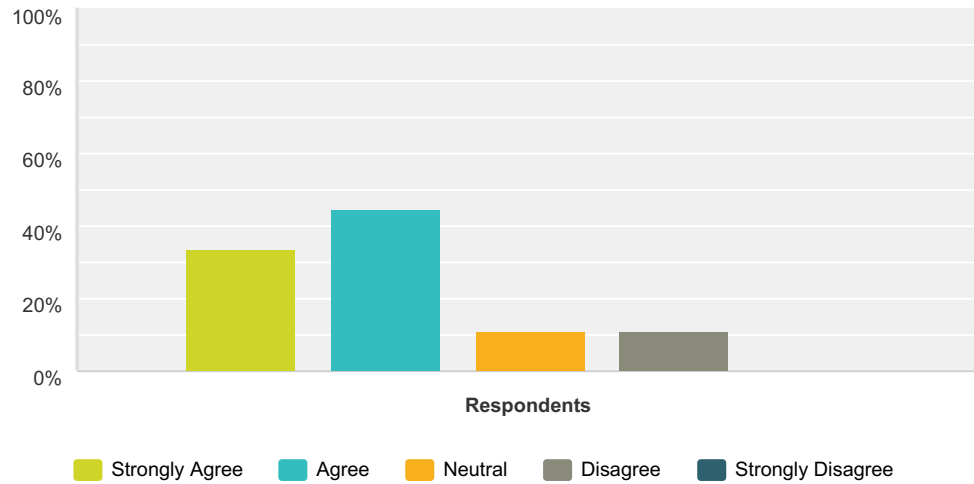
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	33.33% 3	55.56% 5	11.11% 1	0.00% 0	0.00% 0	9	4.22

Q2 The SUNY BCC Board of Trustees fulfills its policy role by regularly reviewing SUNY BCC policies.

Answered: 9 Skipped: 0

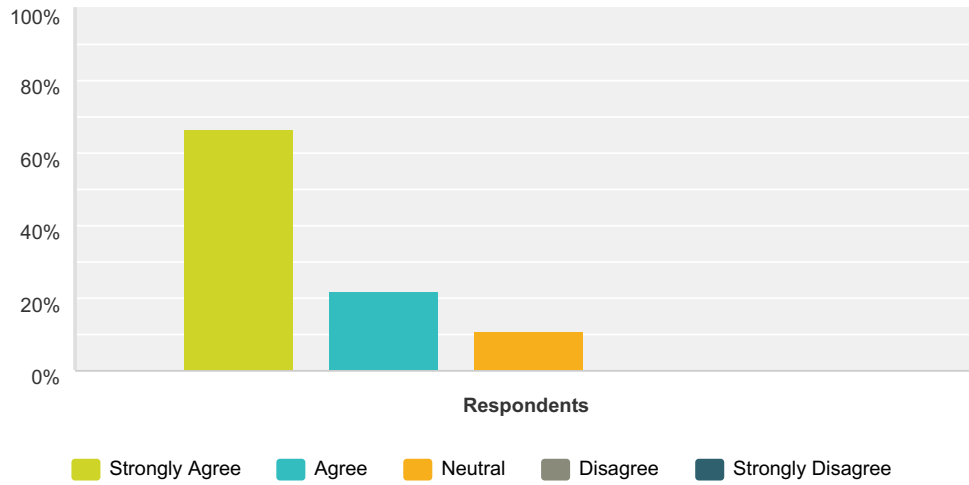


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	33.33% 3	44.44% 4	11.11% 1	11.11% 1	0.00% 0	9	4.00

Q3 The Board of Trustees must rely on the campus administration and their diligence in keeping SUNY BCC policies up-to-date.

This duty is the responsibility of the Administration and should be reported to the Board of Trustees on a regular basis.

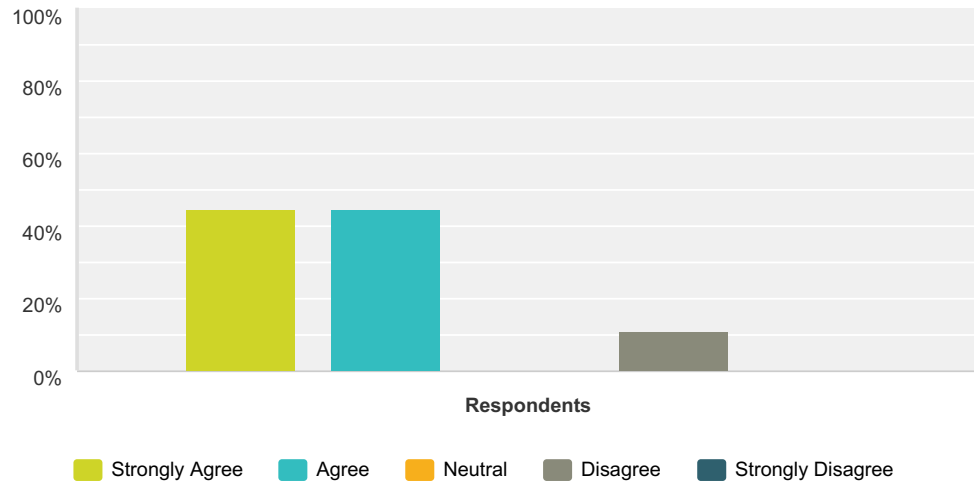
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	66.67% 6	22.22% 2	11.11% 1	0.00% 0	0.00% 0	9	4.56

Q4 The SUNY BCC Board of Trustees maintains an excellent working relationship with the SUNY BCC College President.

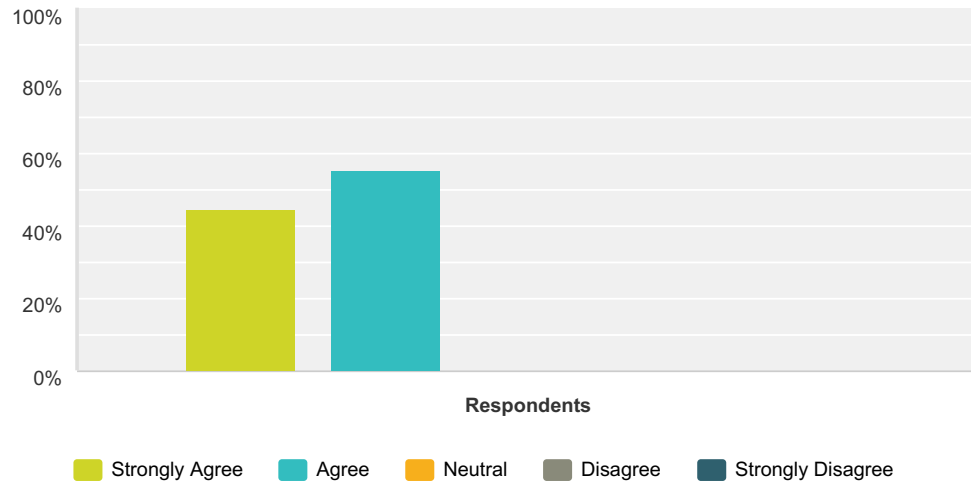
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	44.44% 4	44.44% 4	0.00% 0	11.11% 1	0.00% 0	9	4.22

Q5 The SUNY BCC Board of Trustees delegates authority to and supports the SUNY BCC College President.

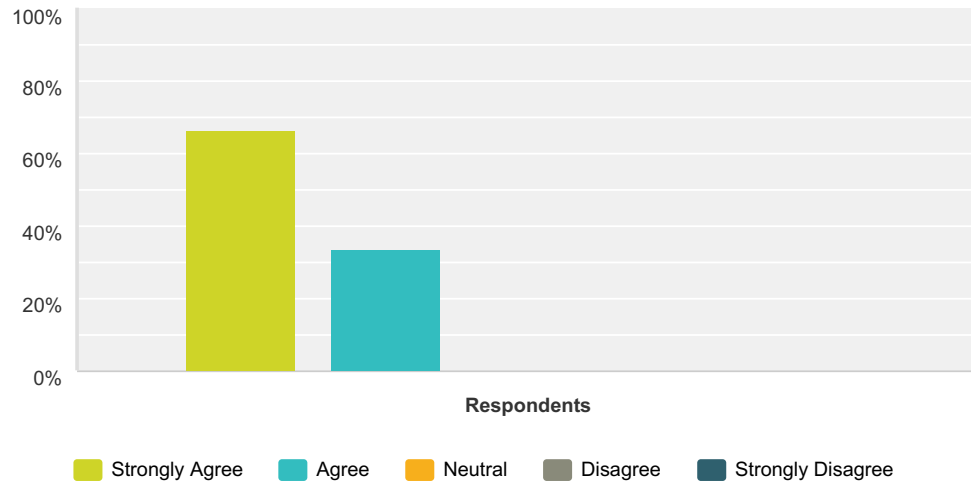
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	44.44% 4	55.56% 5	0.00% 0	0.00% 0	0.00% 0	9	4.44

Q6 SUNY BCC Board of Trustees members represent the interests of the citizens of Broome County.

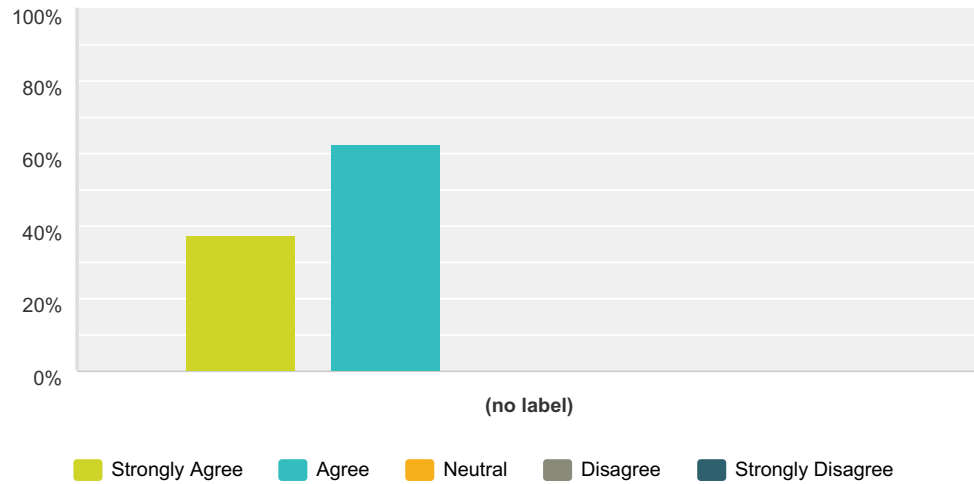
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	66.67% 6	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9	4.67

Q7 The SUNY BCC Board of Trustees advocates on behalf of the college to local, state and federal governments.

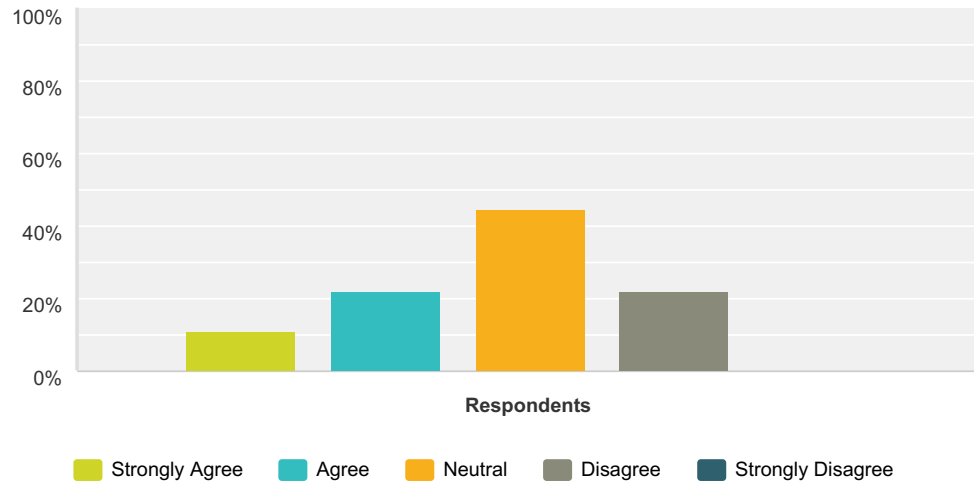
Answered: 8 Skipped: 1



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
(no label)	37.50% 3	62.50% 5	0.00% 0	0.00% 0	0.00% 0	8	4.38

Q8 The SUNY BCC Board of Trustees is actively involved in SUNY BCC events on and off campus.

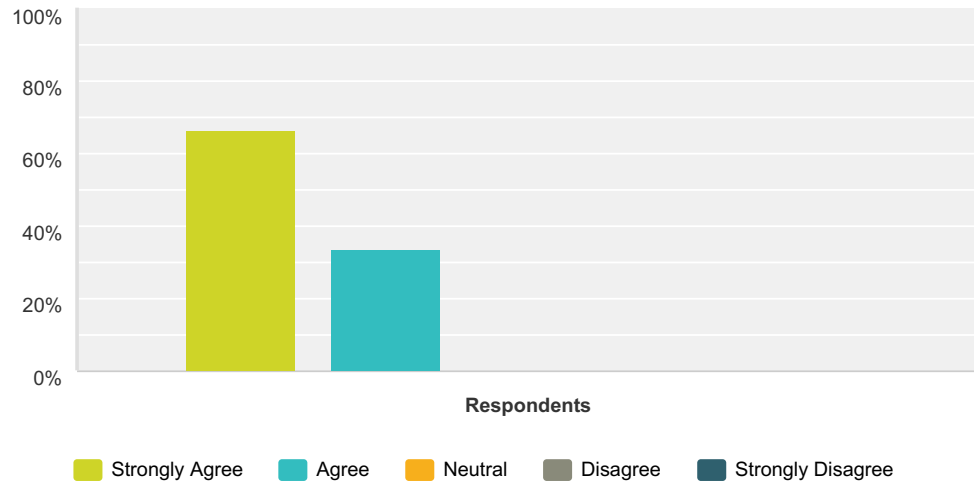
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	11.11% 1	22.22% 2	44.44% 4	22.22% 2	0.00% 0	9	3.22

Q9 The SUNY BCC Board of Trustees respects faculty, staff and student participation in college decision-making.

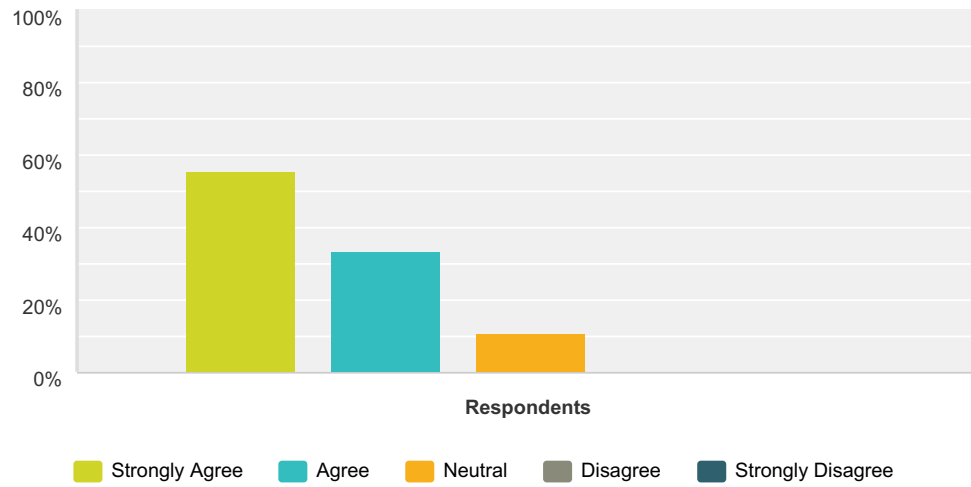
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	66.67% 6	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9	4.67

Q10 The SUNY BCC Board of Trustees understands its roles and responsibilities.

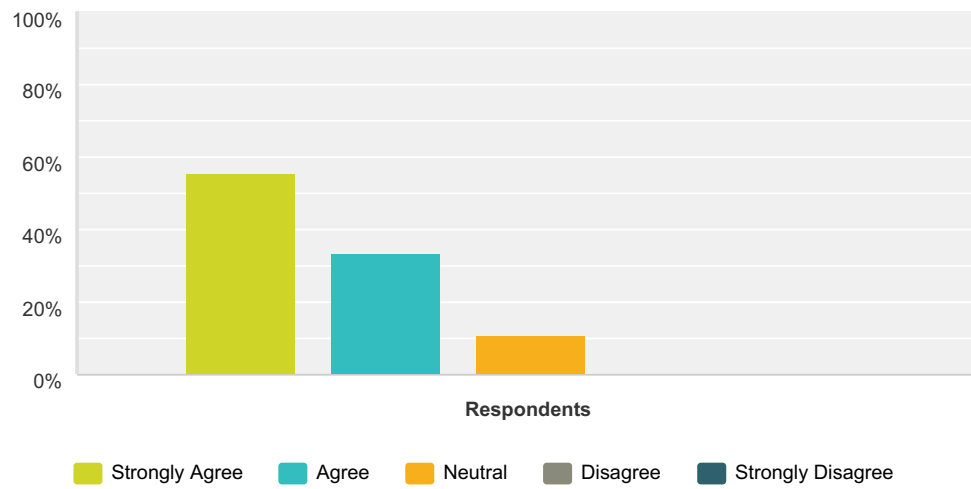
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	9	4.44

Q11 The SUNY BCC Board of Trustees fulfills its roles and responsibilities.

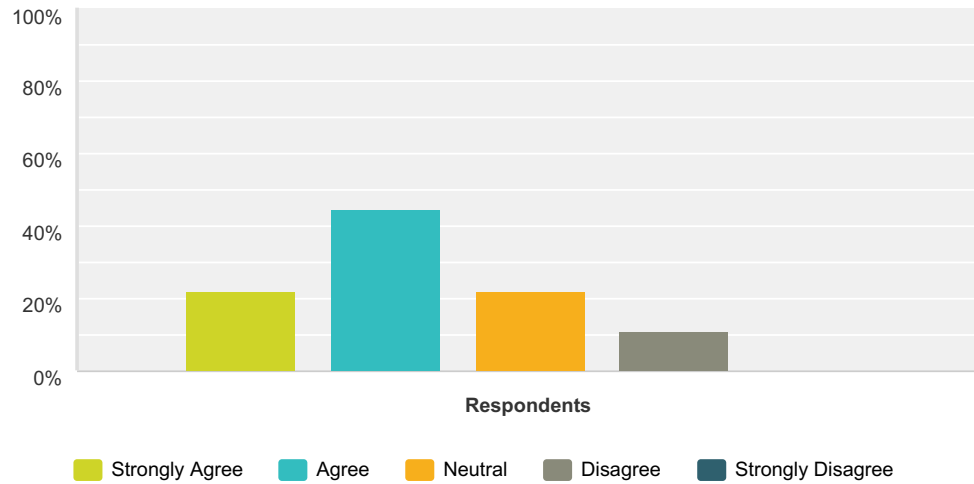
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	9	4.44

Q12 The SUNY BCC Board of Trustees regularly reviews its code of ethics or standards of practice.

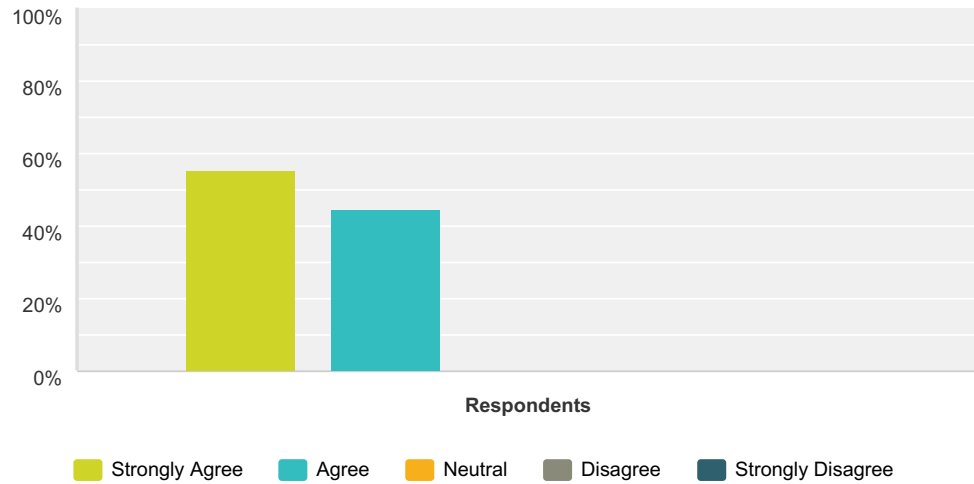
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	22.22% 2	44.44% 4	22.22% 2	11.11% 1	0.00% 0	9	3.78

Q13 The SUNY BCC Board of Trustees adheres to its code of ethics or standards of practice.

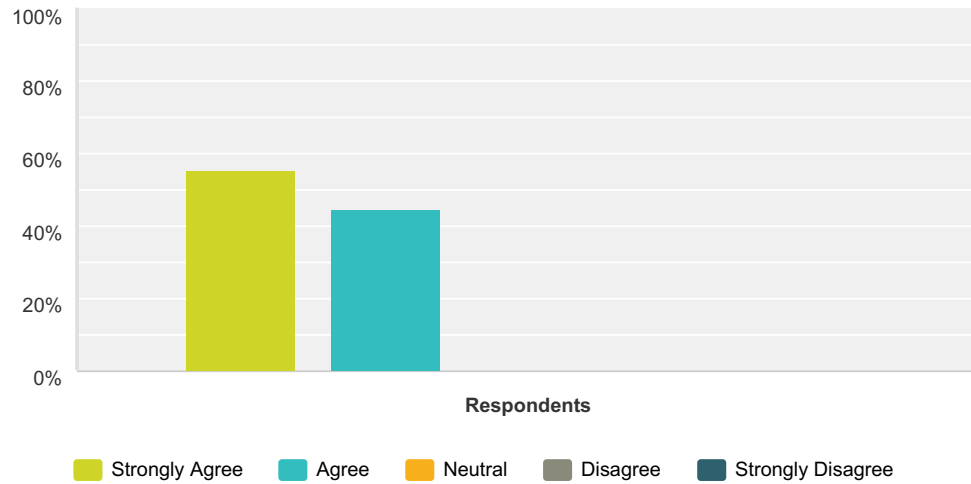
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	55.56% 5	44.44% 4	0.00% 0	0.00% 0	0.00% 0	9	4.56

Q14 SUNY BCC Board of Trustees members avoid conflicts of interest and the perception of such conflicts.

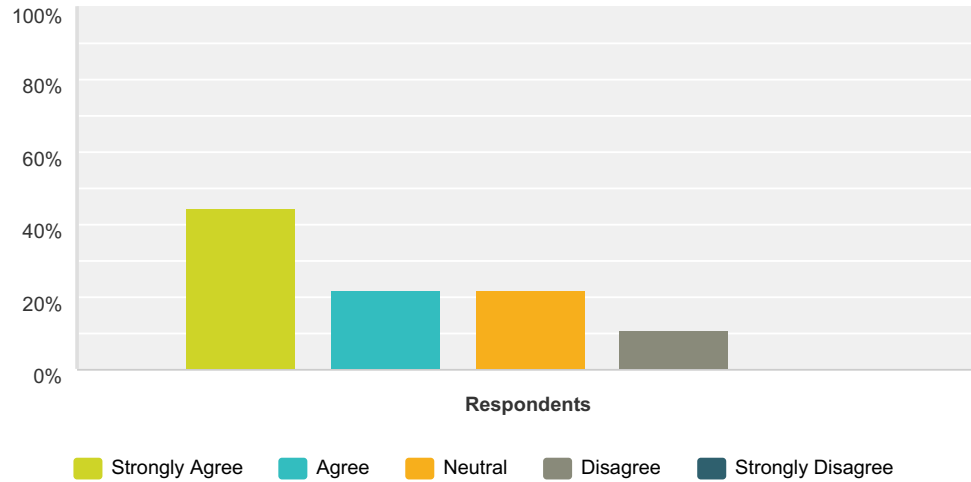
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	55.56% 5	44.44% 4	0.00% 0	0.00% 0	0.00% 0	9	4.56

Q15 SUNY BCC Board of Trustees meeting agendas and conduct provide sufficient information and time to explore and resolve key issues.

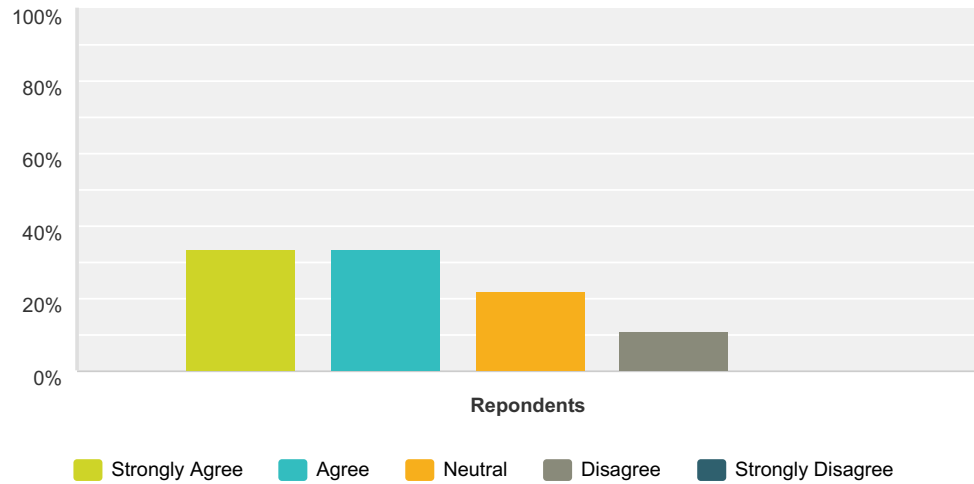
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	44.44% 4	22.22% 2	22.22% 2	11.11% 1	0.00% 0	9	4.00

Q16 New members receive orientation to SUNY BCC Board of Trustees roles and the institution.

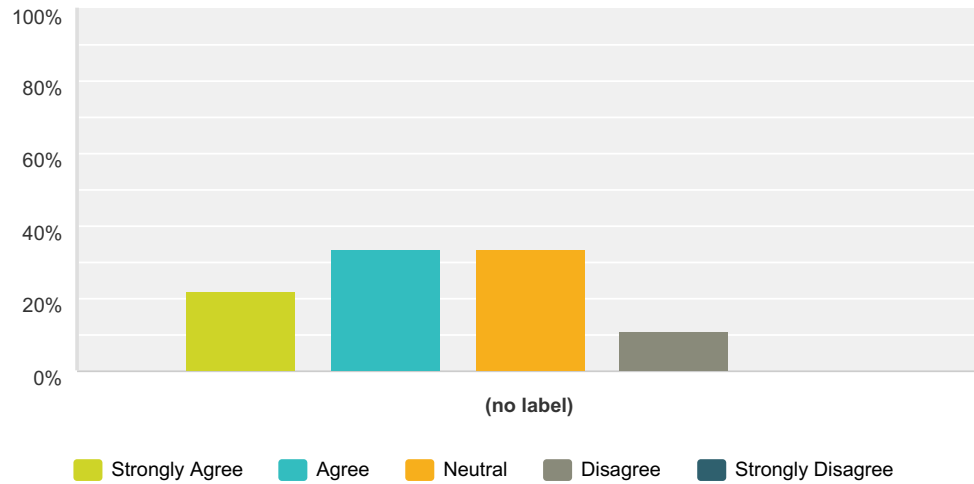
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Repondents	33.33% 3	33.33% 3	22.22% 2	11.11% 1	0.00% 0	9	3.89

Q17 SUNY BCC Board of Trustees members participate in trustee development activities.

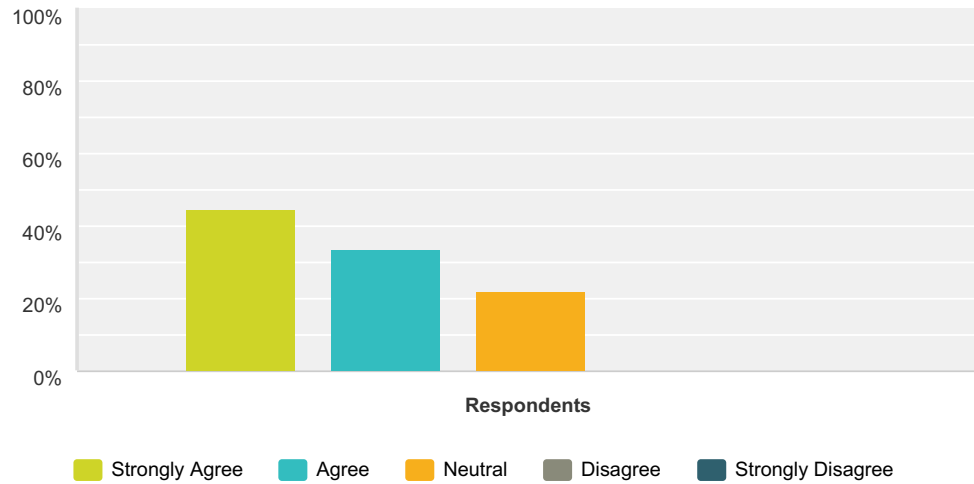
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
(no label)	22.22% 2	33.33% 3	33.33% 3	11.11% 1	0.00% 0	9	3.67

Q18 The SUNY BCC Board of Trustees evaluation process helps the SUNY BCC Board of Trustees enhance its performance.

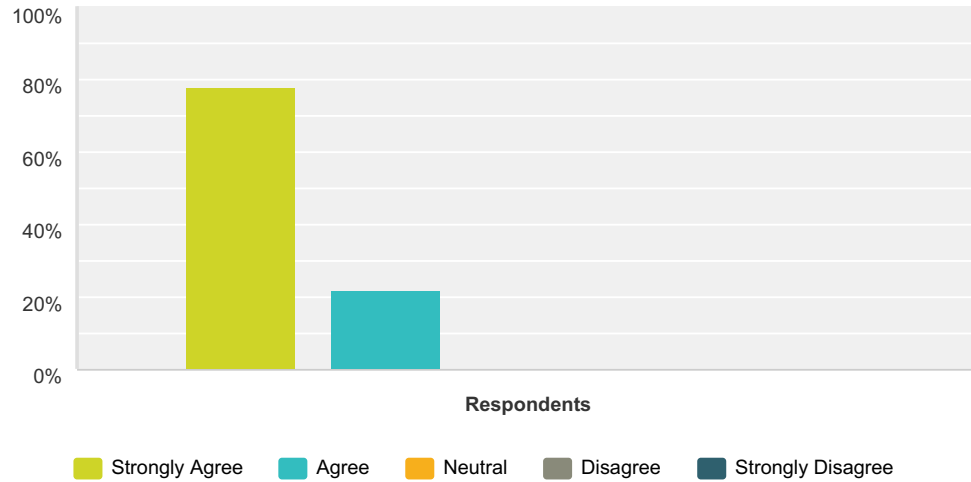
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	44.44% 4	33.33% 3	22.22% 2	0.00% 0	0.00% 0	9	4.22

Q19 The SUNY BCC Board of Trustees makes every effort to continue to support student learning and the quality of the SUNY BCC student experience.

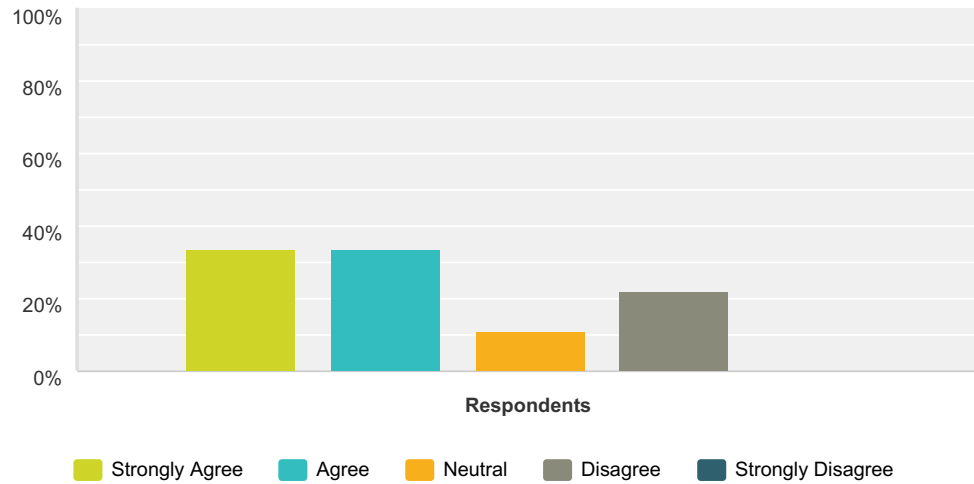
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	77.78% 7	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9	4.78

Q20 SUNY BCC Board of Trustees members are knowledgeable about the SUNY BCC educational programs and services.

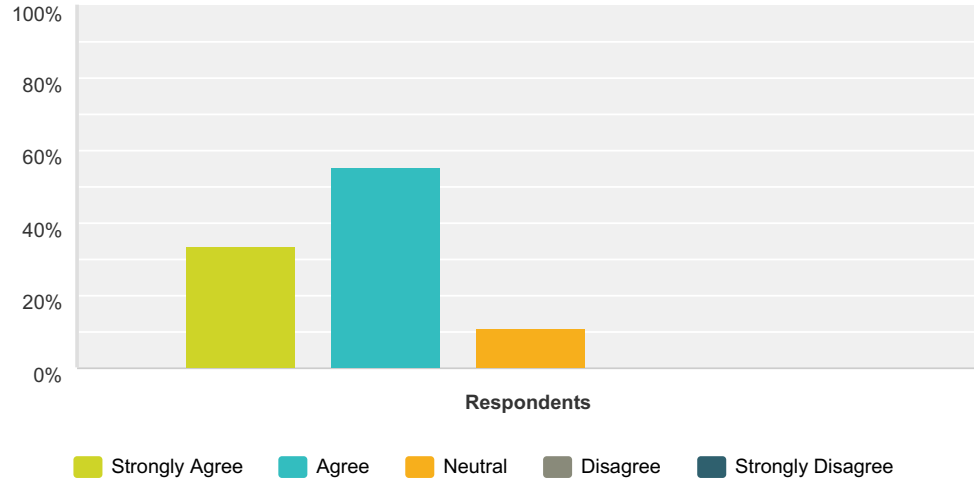
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	33.33% 3	33.33% 3	11.11% 1	22.22% 2	0.00% 0	9	3.78

Q21 SUNY BCC Board of Trustees members are knowledgeable about the SUNY BCC student achievements and/or events.

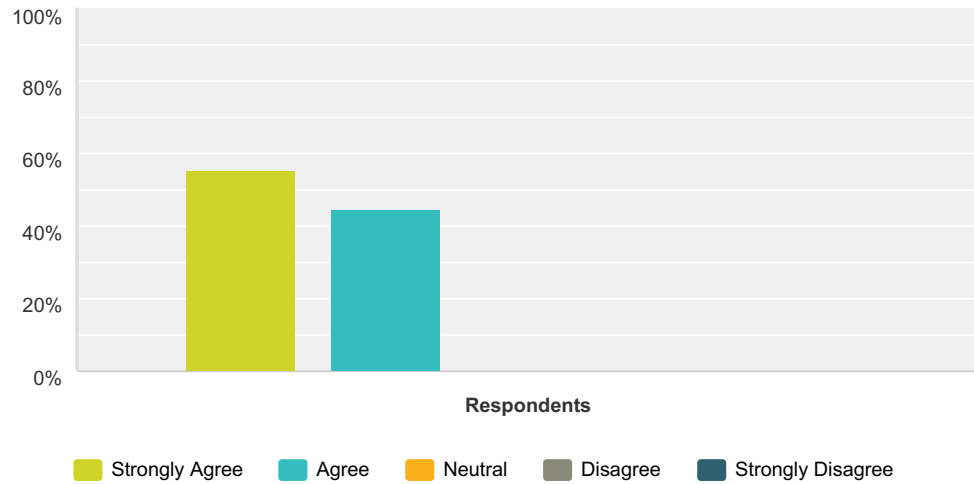
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	33.33% 3	55.56% 5	11.11% 1	0.00% 0	0.00% 0	9	4.22

Q22 The SUNY BCC Board of Trustees makes reasonable efforts to assure the fiscal stability and health of SUNY BCC.

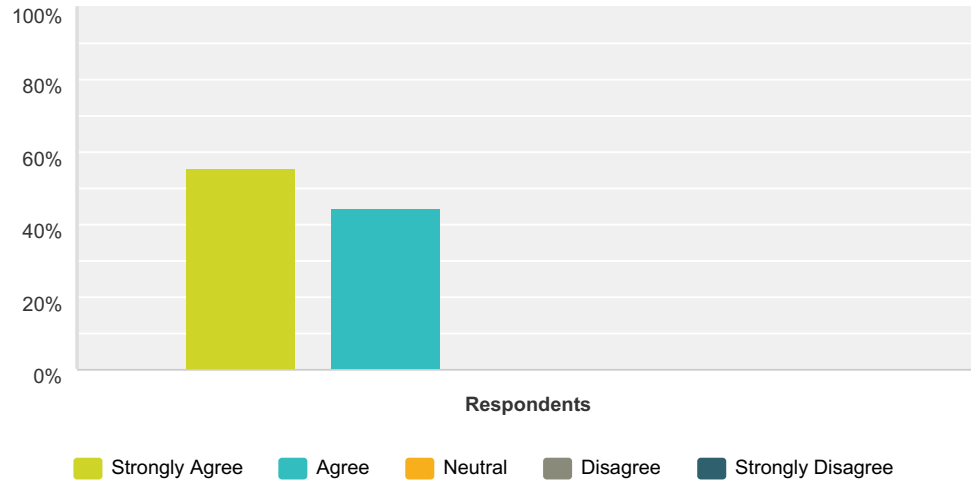
Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	55.56% 5	44.44% 4	0.00% 0	0.00% 0	0.00% 0	9	4.56

Q23 The SUNY BCC Board of Trustees is effective in making reasonable efforts to assure the fiscal stability and health of SUNY BCC.

Answered: 9 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
Respondents	55.56% 5	44.44% 4	0.00% 0	0.00% 0	0.00% 0	9	4.56

APPENDIX 2.6 - 2

Prior Learning Assessment

Review by CAI Subcommittee Spring 2015

Presented to CAI March 25, 2015

Committee Review of Prior Learning Usage at SUNY Broome 2012 – 2014 AY

The committee met with two goals:

- Establish a baseline of prior learning assessment at SUNY Broome
- Explore ways to highlight and expand prior learning at SUNY Broome

Establishing a base-line

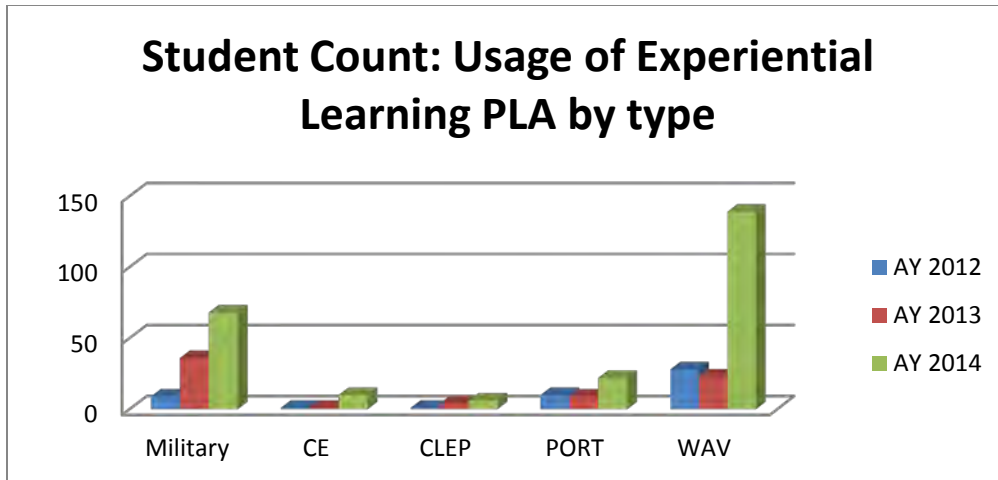
A report was developed, reviewed, and refined to yield data for all types of prior learning used at SUNY Broome from the academic years 2012, 2013, 2014. The following charts reflect the usage.

To be most useful in our discussion, the types of PLA were divided into two categories. Those that could be considered based on life experience (in most cases applicable to adult learners), and those that are generally completed in high school.

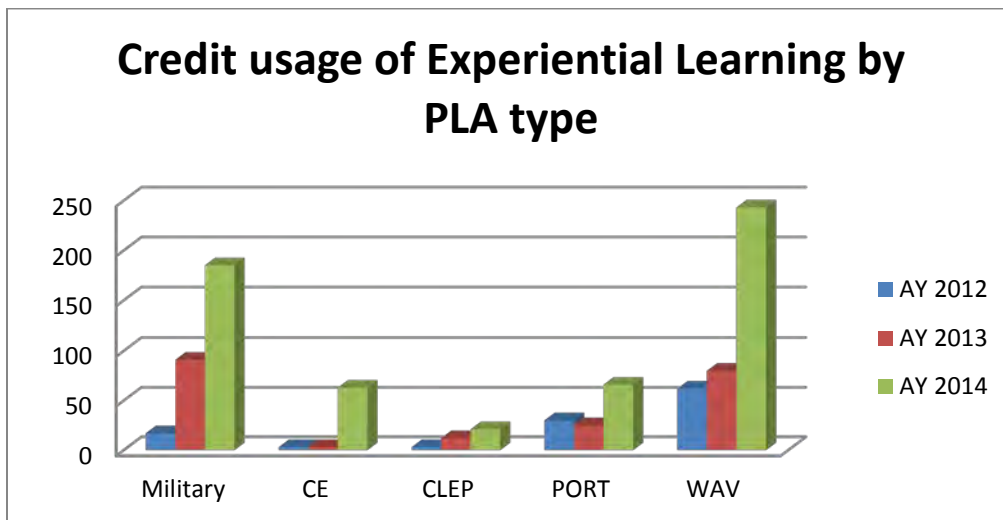
Life experience credit include

- Military
- Credit-by Exam (CE)
- College Level Examination Program (CLEP)
- Portfolio Review (PORT)
- Waiver with Credit (WAV)

Chart A shows usage by student count for the three academic years. In all cases, an increased number of students are using these forms of prior learning.



Similarly, **Chart B** shows an increased number of credits applied for these same forms of prior learning.



The forms of prior learning traditionally completed in high school include:

- Advanced Placement (AP)
- Articulated Credit through BOCES, Career Pathways, etc. (CPA)
- International Baccalaureate (IB)
- Waiver without Credit (WAO)

Chart C shows an increased use by students for all types except WAO.

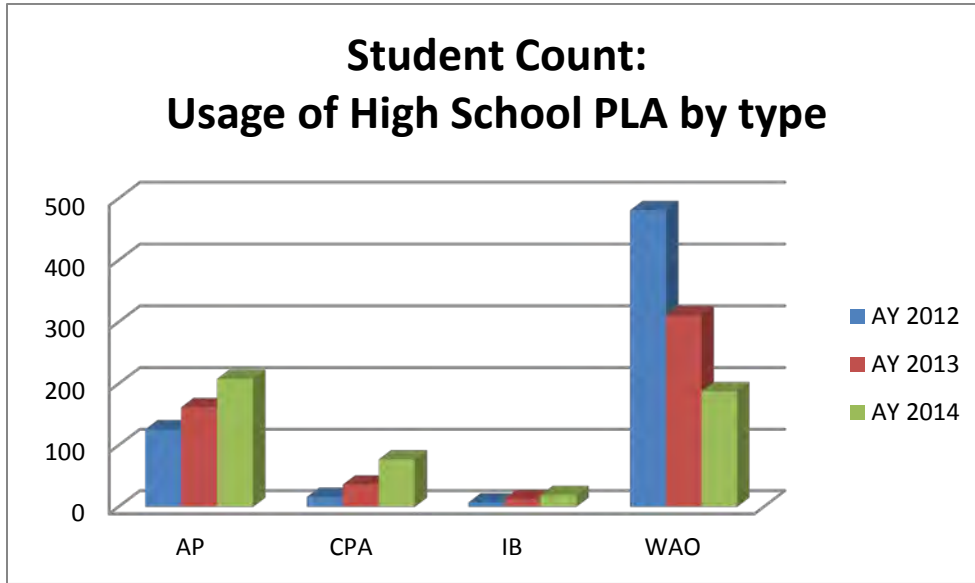
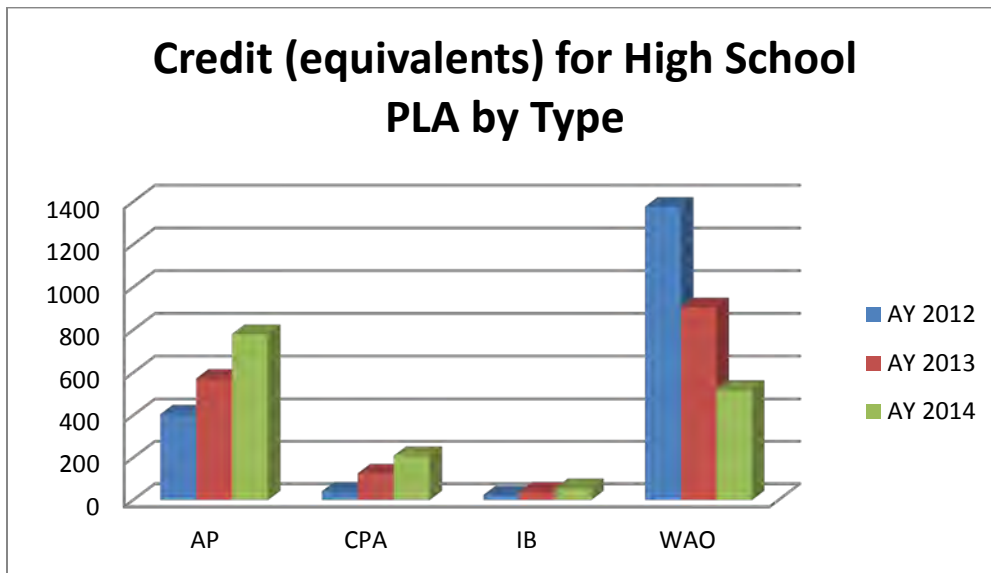


Chart D shows an increased number of credits applied for forms of prior learning in this category except for courses waived without credit.



Note:

Equivalencies were applied for the courses waived without credit. (i.e. ENG 110, 3; MAT 136, 4; etc.) .

All numbers used in preparation for this report were gathered from ARGOS report entitled, CreditForExperientialLearning Report

Highlighting, Expanding, and Promoting Prior Learning at SUNY Broome

During the process of creating the baseline report, issues emerged that necessitate more study and discussion of the policies and processes of prior learning assessment at SUNY Broome before promoting increased usage.

Observations made by the committee and CAI discussions

Military Credit – Joint Services Transcripts used by all service branches except the Coast Guard and the Air Force contain American Council on Education (ACE) recommendations for credits and content. These can be used in evaluation of courses and credits.

The Air Force provides transcripts through their Air University which are acceptable for review and evaluation. Departments can review and determine equivalency to their program requirements.

There is a large number (about 20) processing codes used by Admissions to enter the transfer institution code into the system which makes it difficult to track the number of credits in the ARGOS report.

Additional training may be helpful for chairs and coordinators on best practice use of this form of prior learning. Departments can independently determine whether or not credits may apply.

CPA (code for BOCES Articulated or Career Pathways) - There is neither a clear process, nor a slate of equivalencies for applying these courses. To further the confusion, it is unclear the source of the credits (BOCES or high schools) or what the source document should be.

Credit-by-Exam and Portfolio Review– The policy could be refined, and the process is cumbersome, with many questions regarding effective use.

CLEP – Grade reports are issued for course titles that can be reviewed for equivalency to program requirements. Departments can use these to evaluate whether or not they can agree to apply the credits.

Waiver with Credit – Currently credits are awarded for specific credentialing or certificates (i.e. Police Academy, Microsoft certification). Credits are only applicable in the current degree evaluation system through BANNER and are not applied to the transcript. This poses two problems: Students can graduate with less than 60 credits and this option is not available with the new Degree Works evaluation.

Advanced Placement and International Baccalaureate– Upon receipt of an official grade report, credits are effectively applied through the Registrar’s office based on equivalencies developed and approved by Department Chairs.

Waiver without Credits – Generally are established based SUNY’s General Education criteria (i.e. English, Foreign Language, and Mathematics clearly defined in the catalog.)

Recommendations

Before moving forward with promotion of prior learning assessment at SUNY Broome, the committee recommends that:

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

Appendix 3.3 – 1: Examples of Fast Forward & on-campus comparative assessments, ART 105 and HIT 106

1. ART 105: Two-Dimensional Design

Program/Department Student Learning Assessment Report to Academic Division and Student Learning Assessment Committee 2013-2014

Program/Department: **Art and Design**

Name of Contact Person: **Hall Groat, Chairperson**

Report Date: **March 10, 2014**

Part 1

Course(s) to be assessed **ART 105, Two-Dimensional Design**

Learning Outcomes to be assessed

1. Train their eye to be analytical and critical enabling them to become independent thinkers and solve design problems on their own, transforming theory into practical application.

2. Gain self-confidence in basic composition techniques in preparation for advanced two-dimensional presentations such as painting and graphic illustration. This course will provide a foundation for compositional study in three-dimensional forms such as architectural models, interior design, landscape design, sculpture, fashion design, and product design.

What will you use to measure student performance? (An exam, an essay, a presentation, a project? Please be brief, but specific.)

Design Project

Objective:

Visually demonstrate an understanding of the structural **elements** and conceptual **principles** of design.

Assignment: (use the defined picture plane)

Use line, shape and value as elements to construct a design. A sense of weight or balance should be evident as well as a defined compositional model. Utilize a formal (symmetrical) or an informal (asymmetrical) compositional model to achieve the desired look of the arrangement.

Skills Assessment Criteria:

Each category demonstrated is worth 20 points

Use of Line:

Is the line expressive and create movement, does it establish form and value

Shape:

Is the shape organic or geometric, does it help establish the illusion of depth, does the shape advance the composition

Value:

Does the use of value establish separation of elements, is contrast used as a visual device to define form and create spatial illusion

Balance:

Is visual weight established by placement of objects and is there a sense of balance within the composition

Proportion:

Does the proportion or scale of the elements help create an illusion of depth, do the elements relate to one another as a result of proportion, is the use of proportion evident in creating a striking picture

Written statement:

Describe the arrangement of elements, compositional model and thought process used to complete the finished design.

What did you learn about student performance the last time you assessed this course (these courses) for this outcome (these outcomes)? What have you done to help your students improve their performance? If you requested resources to improve student performance, were these resources provided?

This is the first time we have assessed this course.

How will you measure different levels of student success for this assessment? How will you distinguish, for instance, between student performance that exceeds your expectations, meets your expectations, almost meets your expectations, or fails to meet your expectations?

Assessment timeline: when will you plan the assessment? When will you run the assessment? When will you report your results?

The assessment will be administered during the 13th week of class within two different SUNY Broome ART 105 sections, and one Fast Forward section at Chenango Forks. The results will be shared following the assessment.

Will your assessment include students in online or Fast Forward courses? **Yes: Chenango Forks HS** (For the 2013-2014 academic year, only departments and programs in the online or Fast Forward pilots need report these specific assessment results.)

Art and Design does not yet offer an on-line version of ART 105, but will be running one beginning fall 2014.

Part 2

Date of assessment:

December 9 and 11th SUNY BCC

January 23rd Chenango Forks

Assessment results:

SUNY Broome Community College students achieved average.

FF students performed below average. The comparative assessment with ART 105 showed that the CF students' performance was significantly inferior to the on-campus students' performance in each skills assessment category.

Moreover, the assessment showed that CF High teaching our ART 105 (and ART 115) were offering the FF option to both 9th and 10th graders since this cohort was being taught within the same room as the upperclassman. As a result of this assessment, CF High decided to cut both ART 105 & 115, since they did not believe it was fair to offer credit to the 11th and 12th graders and not the 9th-10th for completing the same art projects. From the Art Department's perspective, discontinuation of these courses at CH High is a reasonable result for academic and practical reasons.

What will you do to maintain and/or improve student success? **Inspire collaboration between instructors teaching different sections of ART 105. The instructors are placing varying amounts of emphasis on a variety of design concepts that are connected with a broad set of learning outcomes.**

What institutional resources might you need to implement your recommendations? **The Art and Design Department needs to be situated within one or two buildings, rather than four to five. Instructors need to be able to share their student exemplars on a regular basis. Diaspora has made it very difficult to cultivate a sense of community within the department.**

When do you next intend to run an assessment of this course (these courses) and this outcome (these outcomes)? If you plan to assess a different course and/or outcome, do you yet know what these will be?

ART 115 - Beginning Drawing

1. **Have used the formal art elements including line, tonal value, shape, texture, spatial illustration, pattern, color, balance and composition to make a drawing.**

2. **HIT (Health Information Technology) 106: Medical Terminology**

Program/Department Student Learning Assessment Report to Academic Division and Student Learning Assessment Committee 2013-2014

Program/Department: **Health Information Technology**

Name of Contact Person: **Jane A. Hlopko**

Report Date: **May 29, 201**

Part 1

Course(s) to be assessed: **HIT 106 Medical Terminology**

Learning Outcomes to be assessed:

Interpret, read, and comprehend medical language in simulated medical statements and documents.

What will you use to measure student performance? (An exam, an essay, a presentation, a project? Please be brief, but specific.)

We created a sample medical report (chart note) which contained medical terms which were built from word parts (suffixes, prefixes, and root words). Students will be asked to slash apart and literally define medical terms.

What did you learn about student performance the ***last time*** you assessed this course (these courses) for this outcome (these outcomes)? What have you done to help your students improve their performance? If you requested resources to improve student performance, were these resources provided?

This is the first time that we are assessing this course and this particular learning outcome.

How will you measure different levels of student success for this assessment? How will you distinguish, for instance, between student performance that exceeds your expectations, meets your expectations, almost meets your expectations, or fails to meet your expectations?

We will measure student success for this outcome by the student's earning an 80% or above on the sample medical report exercise. Students who earn below 80% will not have met our expectations for student success.

Assessment timeline: when will you plan the assessment? When will you run the assessment? When will you report your results?

The assessment exercise is ready to be distributed. The assessment will be run in May and we will report our results at the May 23rd Annual Institutional Assessment Forum.

Will your assessment include students in online or Fast Forward courses? (For the 2013-2014 academic year, only departments and programs in the online or Fast Forward pilots need report these specific assessment results.)

Yes, our assessment will include the HIT 106 Fast Forward course being taught at Binghamton High School.

Part 2

Date of assessment: **May 5, 2014**

Assessment results:

We found that all the students achieved an 80% or above in reading, interpreting, and comprehending the medical language used in a sample medical report. The students were able to accomplish this at a high level with data driven instruction.

The top five incorrect test answers were incorporated into the next topic/chapter.

Instructional techniques were examined and modified to fit the needs of the students.

Students in the FF HIT 106 course at BHS are extremely motivated.

What will you do to maintain and/or improve student success?

We will continue to collaborate and focus our efforts between the FF medical terminology course and the on campus medical terminology courses. This will enable us to have common goals, such as content, assessment and learning outcomes. We will continue to share learning strategies. It is ongoing and crucial to student success.

What institutional resources might you need to implement your recommendations?

We do not feel that we need any institutional resources as this time.

When do you next intend to run an assessment of this course (these courses) and this outcome (these outcomes)? If you plan to assess a different course and/or outcome, do you yet know what these will be?

We will run an assessment of this same FF Medical Terminology (HIT 106) course and the on campus medical terminology course next year. We will assess the same outcome and see if we see an increase in student performance.

**SUNY Broome Community College
Performance Improvement Plan
2015**

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SECTION 1: Campus Alignment with SUNY Excels

Introduction

SUNY Broome Community College (SUNY Broome) is a comprehensive two-year public community college that has played – and continues to play – an important role in promoting economic and workforce development, enhancing students' careers, and improving the overall quality of life across the Southern Tier of New York since 1946. SUNY Broome's centrally located, upstate campus is just three miles north of the City of Binghamton and easily accessible to New York City and Philadelphia as well as the cities of Ithaca and Syracuse.

With an employment of 430 faculty and 333 non-instructional staff, SUNY Broome serves 5,944 students in 50 associate's degree and 19 certificate programs. These students hail from the local community, regions throughout the state, and countries across the world as evidenced by the College's Fall 2014 academic profile that shows the following geographic diversity of students:

- 65.3% Broome County residents
- 28.5% New York State residents, non-Broome County
- 3.1% U.S. residents, non-New York State
- 3.0% International residents

Student diversity trends further indicate nearly 9% of students represent minority populations; females comprise the majority student gender at 56.6% with males at 43.4%; and nearly 73% of students are pursuing their academic programs full-time.

By living, learning and spending money in the Southern Tier of NY, SUNY Broome's students help drive the local economy and contribute to its workforce needs. Likewise, the College's academic and non-credit offerings respond directly to regional and statewide hiring trends. As such, it serves an integral role in Institutions of Higher Education being identified as one of four innovation drivers and economic assets in NY's Southern Tier (Regional Economic Council of the Southern Tier, 2015). Within the past five years alone, SUNY Broome has launched 14 new degree and certificate programs that best meet the region's labor market demands. And plans are underway to roll out even more education opportunities in new and emerging fields in the near future.

Mission/Standing

With a mission to provide a quality educational experience to a diverse population, offering all the opportunity to identify their potential and realize their life goals, SUNY Broome has established itself as a preeminent institution of higher education that is recognized regionally, nationally and globally. Accredited by the Middle States Commission on Higher Education, SUNY Broome is also rated within the top 20% of schools nationwide that deliver the best experience for military students as reflected by inclusion on the 2015 list of Military Friendly Schools® (its sixth year on the list). The College offers two-year degree and certificate programs within four academic divisions (Liberal Arts, Business and Public Services, Health Sciences, STEM), and articulation agreements are in place with over 39 four-year degree programs.

To best contribute to the SUNY goal of graduating 150,000 students and enrolling 100,000 students by 2020, SUNY Broome must continue to seek out more and varied partnerships with four-year colleges to facilitate seamless transfer of credits and to enroll and graduate more students. At the same time, faculty and staff must remain dedicated to advancing support services that promote student empowerment in critical thinking, problem-solving, civic engagement, and

self-efficacy, thereby helping to ensure students are best prepared to find job placement in their chosen field upon graduation and/or to pursue additional education.

Program Mix / Centers / Distinct Programs and Activities

Program Mix- The region relies on SUNY Broome to adapt its programs to meet residents' changing needs. Accordingly, SUNY Broome's academic program mix includes ones designed to prepare graduates for immediate employment (Associate in Applied Science degrees) and Associate in Occupational Studies) and for transfer to four-year colleges and universities (Associate in Arts and Associate in Science degrees). The College also sponsors a variety of certificate programs, short-term training programs, and non-credit community education courses.

Centers- SUNY Broome's physical infrastructure has undergone dramatic change since 2010. Over 140 facilities improvements have been made from electrical and water/sewer infrastructure, roofs, HVAC, to the bookstore, dining and restroom spaces, and many academic and support service spaces. A new Natural Science Center was built (and awarded LEED® Silver certification by the U.S. Green Building Council), the Wales Center underwent a major facelift and interior upgrade, and the Library's flood damaged ground floor was restored. More highlights:

- By constructing a Student Village that houses 366 student residents, SUNY Broome joins 25 other SUNY community colleges that offer on-campus student living – a factor that notably fosters student learning and builds non-cognitive skillsets that aid student success and retention. Beyond fully furnished suites, the Student Village promotes healthy living, positive social engagement, and a supportive environment via a fitness center, classroom, Skype lounge, computer labs, quiet study rooms, and a student lounge.
- Adding to both commuter and residential students' sense of belonging and connectivity is the newly renovated and re-named Student Association Café. Now known as Digital Lounge and Commons, this space features arcade games, vending machines, lounge furniture, and a large screen TV for students to use throughout the day.
- The B.C. Center provides affordable, accessible, and quality childcare for student-parents enrolled at SUNY Broome. An average of 12-14 student-parents who use the Center graduate from SUNY Broome every year.
- A new Sports Management Classroom was added to the SUNY Broome Ice Center in 2015. This 758-seat hockey arena hosts the Hornets hockey team and opens its doors to community groups such as the Southern Tier Hockey Association and Binghamton Figure Skating Club.
- The Learning Resource Center (Library) provides resources and services to meet the informational and instructional needs of SUNY Broome's students and faculty. It also serves as the South Central Regional Library Council's Bibliographic & Referral Center, a program of last-resort interlibrary loan service for member libraries and library systems.
- The Learning Assistance Department offers courses and activities to help students achieve their academic goals. Services include:
 - Deaf and Hard of Hearing Program
 - Learning Disabilities Program
 - Math Lab & Writing Center
 - Reading Comprehension & Study Strategies
 - Tutoring & Supplemental Instruction

SUNY Broome is also home to the Angelo Zuccolo Little Theater, slated for 2015-2016 priority rehabilitation; and the Edward Aswad Carriage House Collection, spanning 323 cubic feet of objects that give a visual account of the region's economic growth and decline over 115 years.

Distinct Programs and Activities

- *Distance Education:* SUNY Broome is a frontrunner in distance education. Its online Clinical Laboratory Technologies (CLT) program was the first to achieve licensure-preparing status by NYS. And it was one of the first six campuses to participate in Open SUNY.
- *International Education & Global Service Learning:* SUNY Broome enrolls over 180 international students from 41 countries and participates in Collaborative Online International Learning (COIL) initiatives. More than 60 students living overseas study SUNY Broome online course annually. The first faculty-led service learning initiative, Health for Haiti, explicitly meets the vocational and professional goals of community college students. Through this course, SUNY Broome has built strong local and global partnerships, and has proven its ability to start and maintain water filtration and education projects in Haiti.
- *Education Pipeline Initiatives:* SUNY Broome College serves on the Southern Tier Educational Pipeline United Partnership (STEPUP), and the So. Tier Pathways in Technology Early College High School (P-TECH). SUNY Broome's Fast Forward Program offers college-level experiences to students in their last years of high school and is one of only 83 U.S. colleges to be accredited by the National Alliance of Concurrent Enrollment Partnerships.
- *Collaborative Ventures:* By virtue of close proximity and shared interests in student transfer and articulation, access, completion, and, success, SUNY Broome has long considered Binghamton University (BU) its "sister university." Notable collaborations include:
 - *Bridging the Digital Divide Program (BDDP)* – SUNY Broome, BU and ten community partners are using BDDP to increase access to and training in information technology for local populations of youth living in poverty, the un/under-employed, the formerly incarcerated, immigrants, and the elderly. Since 2011, BDDP has supported computer literacy instruction for 1,668 community members; loaned 234 computers to community members; and collected, refurbished, and recycled more than 48,000 lbs. of electronics.
 - *Binghamton Advantage Program (BAP)* - This unique admissions program links SUNY Broome and BU by offering shared tracks in engineering science, computer science and liberal arts. Participating students experience student life at both campuses by living at BU while taking classes at SUNY Broome. Once their studies are finished at SUNY Broome, they transfer to BU to complete their degree. From a modest start with 40 students six years ago, BAP now enrolls more than 220 students.
- *Student Support Initiatives:* Two successful examples follow.
 - *Bridge to Success* - This initiative was piloted as a noncredit, remedial Academic Literacy Bridge program in 2012 with support from a Perkins IV Career and Technical Education (CTE) Grant. Since first serving 21 CTE students, the Academic Literacy Bridge has been institutionalized along with a Math Bridge and most recently a Writing Bridge. Together, these *Bridge to Success* programs have supported 200+ students with comprehensive services including individual tutoring, analysis, and academic counseling.
 - *Educational Opportunity Program (EOP)* - EOP is presently celebrating more than 25 years of providing access, academic support and financial aid to SUNY Broome students who show promise for succeeding in college but who may not have been admitted otherwise. The program currently serves 63 students and operates under the guidance of a director who has overseen the program since its inception.

Post-Graduation Success

At SUNY Broome, post-graduation success outcomes are assisted by a close working relationship with the Local Workforce Investment Board (LWIB), Broome-Tioga Workforce NY, and its associated One-Stop delivery system. In addition to SUNY Broome's Director of Continuing Education and Workforce Development serving as a member, the College maintains a formal

MOU with the LWIB. Many job placement-related linkages are the result of strategies arising from the LWIB/One-Stop MOU such as the SUNY Broome-Department of Labor job fair that is

held on campus annually. This event showcases 70+ employers and attracts more than 500 job seekers. College staff also assist with other local career fairs such as those sponsored by the Otsego and Greater Binghamton Chambers of Commerce as well as an on-campus Criminal Justice/ Emergency Services Career Fair that typically involves 18 or more employers.

All these initiatives enumerated above collectively contribute to sustained modest increases in enrollment, retention, completion and graduation rates, thus helping SUNY attain its overall enrollment and graduation targets.

Alumni/Philanthropy

SUNY Broome alumni and donors are a tremendous asset to the College. Their monetary contributions benefit students primarily by way of the Broome Community College Foundation. For example, in the Foundation's fiscal year 2015, donors gave more than \$4.3 million to fund a variety of opportunities for students and to award a record number of scholarships and need-based grants-in-aid to deserving students. Also by this past fiscal year's end, the Foundation's endowment fund reached a record \$26 million. As a result, a total of 1,580 student scholarships were awarded in AY2014-2015, representing a 35% increase over those scholarships awarded in AY2013-2014. The Foundation's goal is to continue on this trajectory every year so that all students will have access to SUNY Broome's high-quality public education.

Proudly, SUNY Broome is also a recipient of the Council for Advancement and Support of Education's (CASE) 2015 Educational Fundraising Award which recognizes U.S. institutions for overall performance and improvement in educational fundraising programs. This achievement is largely attributed to an \$11 million estate bequeathed by a community friend. Already, this gift has generated more than \$300,000 in merit and need-based awards for students, and it will continue to have a major impact on SUNY Broome's students and campus well into the future.

Strategic Plan/Excel Goals

SUNY Broome is now in the fifth year of implementing its five-year strategic plan which sets forth seven "Strategic Initiatives":

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

In addition to carrying out these Strategic Initiatives with objectives and activities that align well with the "Six Big Ideas" outlined in the Power of SUNY, the College shares a commitment to SUNY's Completion Agenda and the SUNY Excels Performance System as reflected in (1) the 2015-2016 Update to the Strategic Plan, and (2) the goals set in each of the SUNY Excels focus areas (Access, Completion, Success, Inquiry and Engagement) as shown in Section 2.

Environmental Factors

In recent years, the Southern Tier of NY has faced significant hurdles: A declining population and one that is aging faster than the state and nation; a similarly shrinking and aging workforce; long-term job loss and declining employment in key manufacturing industries; along with high concentrations of poverty in several distressed areas and lower average wages than the state. (All of this plus being hit by a “100-year” flood in 2005, a “500-year” flood in 2006, and Tropical Storm Lee in 2011!) At the same time, new and emerging opportunities are materializing across the region. Despite a 35% employment loss since 2000, manufacturing remains the area’s second largest employer behind healthcare, with service-related industries (i.e. hospitality, arts and entertainment) gaining momentum and strong employment growth.

Like the region as a whole, these challenges and positive trends directly impact SUNY Broome’s strategic direction and its priority areas for performance improvements such as continued physical and technology-related campus infrastructure upgrades, development of programs in new and emerging fields (i.e. the new Events Management and Casino Management programs), strengthening of existing educational offerings in current high demand industries (i.e. the new Home Health Aide MOOC, new articulation with SUNY at Delhi’s Mechatronics degree program), and expansion of cradle-to-career collaborations that target residents in the Southern Tier.

Investment Fund

SUNY Broome, in collaboration with three other SUNY campuses (BU, SUNY Cortland, SUNY at Delhi), has received approval to move forward with submitting six full proposals seeking financial support through the Expanded Investment and Performance Fund. They are:

- BU Lead Applicant Projects
 - *Increasing Graduation Rates for Binghamton Advantage Program (BAP) Students* - To develop a coordinated, integrated advising model for students enrolled in BAP, with a goal to increase graduation rates of participating students.
 - *Early College Research Collaborative* - To provide SUNY Broome students with little or no research experience the opportunity to enroll in Research Immersion programs at BU, with goals to increase enrollment, engagement, and graduation rates of SUNY Broome’s STEM majors; and increase student transfer rates to baccalaureate programs at BU.
 - *Broome County Resident Successful Degree Completion* – To leverage existing relationships with Promise Zone collaborators and establish greater clarity, support and pathways for targeted populations of Broome County residents to maneuver through the pipelines from high school or equivalency to Associate’s degree, Bachelor’s degree and beyond.
- SUNY Cortland’s *Completion Path Collaborative* - To integrate academic advising towards four-year degree completion at the very onset of two-year community college enrollment via a weekly on-campus presence of a four-year advisor, with a goal to increase completion of associate’s degrees at SUNY Broome and bachelor’s degree at SUNY Cortland.
- SUNY at Delhi’s *Facilities Management BT Degree* - To participate in planning, implementing, and monitoring SUNY at Delhi’s proposed BT in Facilities Management degree program with a goal to introduce a cost-effective, accelerated General Education completion path leading graduates with AAS degrees to pursue and complete related baccalaureate degrees.
- SUNY Broome’s *Improving EOP Program Delivery with Bridge to Success Strategies*- To expand SUNY Broome’s EOP with a summer bridge program designed specifically to boost retention and graduation rates of participating EOP students.

SECTION 2: Specific SUNY Excels Priority Areas and Metrics

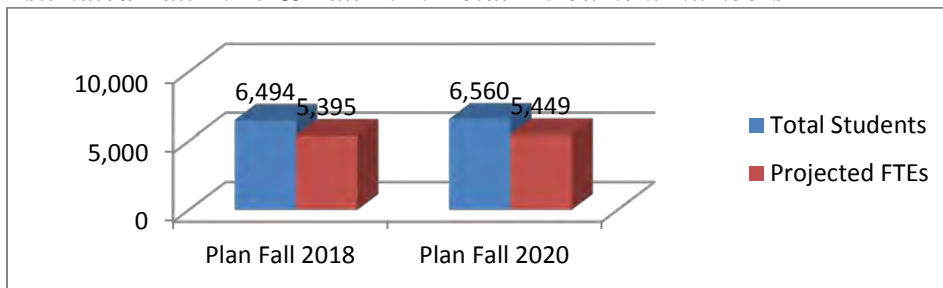
2.1 Access

1. Full Enrollment Picture

NYS Department of Education data projects a 16.5% decline in public and private high school graduation rates between 2018-2019, comparable to the declines realized in 2007-2008. The Western Interstate Commission on Higher Education (WICHE) has reported a similar decline started on a national level with the 2012 graduating high school class. Particularly in the Northeast, the declining rates of high school graduation are expected to continue at an average rate of 1% per year, from 644,000 in 2010-2012 to 576,000 by 2027-2028 (WICHE, 2008).

In light of such declining high school graduation numbers across the country - and especially in the Northeast where SUNY Broome is located - projecting ambitious, yet attainable community college enrollment growth is challenging. SUNY Broome therefore proposes modest increases to its enrollment rates, growing by 2% in 2018-19 and 1% in 2020-21.

Estimated Fall 2018 & Fall 2020 Total Enrollment Numbers



While efforts are being made to increase Broome county student enrollment at the college, enrollment is expected to increase from out-of-county New York residents as a result of availability of new on-campus student housing. Positive trends are also on the rise with student enrollment through BAP (from 40 students in 2008 to 220 students in 2014) and Fast Forward (FTEs increased 12.94% from Spring 2014 to Spring 2015). Online enrollment is expected to continue climbing as well. Due to their proven potential, these and like program pathways that offer early, concurrent, and/or distance learning options will be emphasized in outreach and marketing strategies to assure the proposed enrollment increases are met.

2. NYS Residents Served by SUNY

Of the students enrolled at SUNY Broome (Fall 2014), a total of 5,578 were NYS residents, and approximately 1,310 were local high school students concurrently enrolled via Early College or Fast Forward. Mirroring national trends, enrollment of Broome County high school graduates declined 13% between Fall 2011 and Fall 2014. Yet increased enrollment of NYS out-of-county residents helped make up for some of this decline. For example, between Fall 2013 to Fall 2014, this student population increased by 22% (from 1,644 to 2,007). In keeping with full enrollment projections, SUNY Broome proposes to target continued modest growth in the enrollment rate of out-of-county NYS residents, by 2% in 2018-2019 and 1% in 2020-2021.

3. Diversity

Momentum is building across the nation generally, and within SUNY particularly, to institutionalize a diversity agenda. In response, SUNY Broome has moved forward in Fall 2014 to appoint the President's Task Force on Diversity and Inclusion. Since then, approximately 30 individuals

from the campus community have joined the Task Force and are working to make the College “an increasingly inclusive and welcoming environment for all students, staff, and faculty.”

As reported in the *Data Brief: Diversity, Equity & Inclusion* (SUNY, 2015), Under-Represented Minority (URM) enrollment SUNY-wide has grown from 14.7% to 23.8% in the past ten years. Likewise, the percent of SUNY-wide employees identifying as URM has also shown a slight increase, from 11.9% to 12.4% over the period from Fall 2007 to Fall 2013. These trends hold true at SUNY Broome, where URM enrollment has increased by 3.8% from Fall 2005 to Fall 2015 (from 4.2% to 8%), and URM faculty and staff employment has grown by 13.2% and 26.9% respectively over a four year period Fall 2009 to Fall 2013.

Consistent with the recommendations of the SUNY Diversity Task Force and the SUNY Broome President's Task Force on Diversity and Inclusion, the College will be developing student and faculty recruitment and retention plan to assure progress towards scaling both URM student enrollment and diversity in faculty/staff employment by 2.5% on average each year to 2020.

4. Capacity

SUNY Broome is making considerable gains to expand online program delivery through Open SUNY and to initiate new academic programs in response to regional labor market demands. A total of eight new associate's degree programs and six certificate programs have been developed between 2010 and 2015. Courses that utilize online instructional technology at SUNY Broome can be divided into three basic categories: Fully Online, Blended and Web Supplemented. Current offerings include multiple online courses and more than a dozen fully online degree and certificate programs, including five Open SUNY degree programs: Human Services AS, Business Information Management AAS, Histological Technician certificate, Computer Security and Forensics AAS and Clinical Laboratory Technician AAS.

Most recently in 2015, SUNY Broome became one of four colleges in the SUNY system to offer a Massive Open Online Course (MOOC) through Coursera. Soon this MOOC will be moved to an on-demand format and accompanied by an open online textbook - an accomplishment few community colleges have endeavored. As such, SUNY Broome is a frontrunner in online education and will continue to develop online strategies to increase capacity well into the future.

2.2 Completion

5. Completions

SUNY Broome's completion rates have improved by 19.9% over a five year period (Fall 2009-Fall 2014). The three-year graduation rate for the Fall 2011 first-time, full-time student cohort was 25.8%. The national average for two-year public community colleges for the same time-frame was 19.5%.

To contribute to SUNY's goal of 150,000 degrees by 2020, SUNY Broome is implementing innovative approaches that substantially work to increase persistence/retention such as:

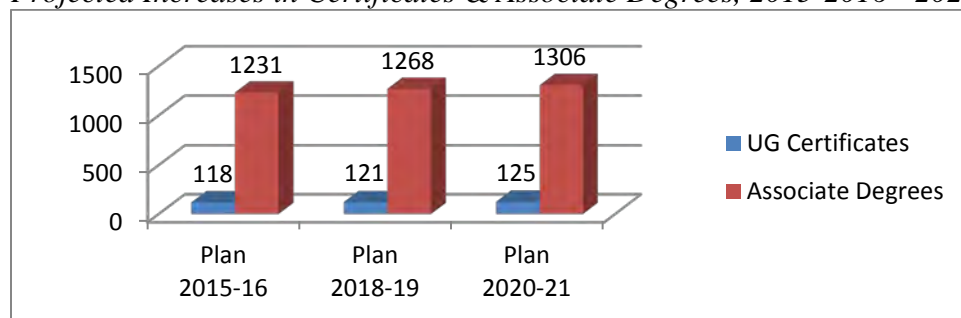
- **Imagine Success** – This 18-month initiative is designed to engage all campus resources toward a goal of assisting more students to reach their goal of success via six strategies drawn from national best practices and researched by the American Association of Community College. A retention coordinator was recently hired to drive this initiative.
- **Quantway**-- To increase completion rates and student success rates in math, the Math Department plans to pilot 3 sections of Quantway I in fall 2016, and Quantway 2 in Spring 2017. Quantway 1 is a single-semester quantitative reasoning course that fulfills the

requirements for students' developmental mathematics sequence and prepares them for success in college-level math. Quantway 2 is a college credit-bearing quantitative reasoning course. Faculty are presently working on course numbers and names, and will probably have proposals in late February 2016 for the Curriculum Committee. Six faculty have gone through the training to teach the course. When implemented, these courses will help students successfully transition into credit bearing courses for timely graduation.

- Starfish – This platform is used to scale student success programs so more students can achieve their academic and life goals. It identifies students in need of intervention, pinpoints areas of concern, connects students with valuable services, and helps assess which services and interventions will keep students on track - before they drop out or fail courses.
- Prior Learning Assessments – Expansion of these assessments is to provide credit for learning acquired through military service and other programs to best facilitate timely graduation.
- Bridge to Success - Expansion of this non-credit, remedial program is meant to increase the number of students enrolled at the College who will achieve success without the need to take developmental courses, thereby enhancing retention rates and facilitating timely graduation .

SUNY Broome’s goal is to increase first to second year retention rates by an average of 1% each year over the next five years as shown:

Projected Increases in Certificates & Associate Degrees, 2015-2016 - 2020-2021



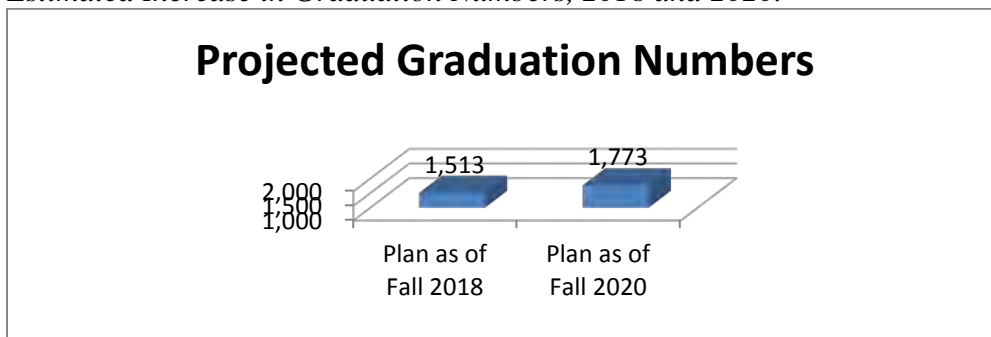
6. Student Achievement / Success (SAM)

SUNY Broome submitted data on the SAM initiative for the first time in 2014-2015. In subsequent years, it is expected that each of the measures in SAM (graduation rate, transfer out, persistence) will provide a more accurate picture of SUNY Broome’s student success. Presently, it is anticipated that student retention, persistence, graduation and transfer rates will increase based on the success of initiatives detailed prior under “Distinct Programs and Activities” and “Completions.”

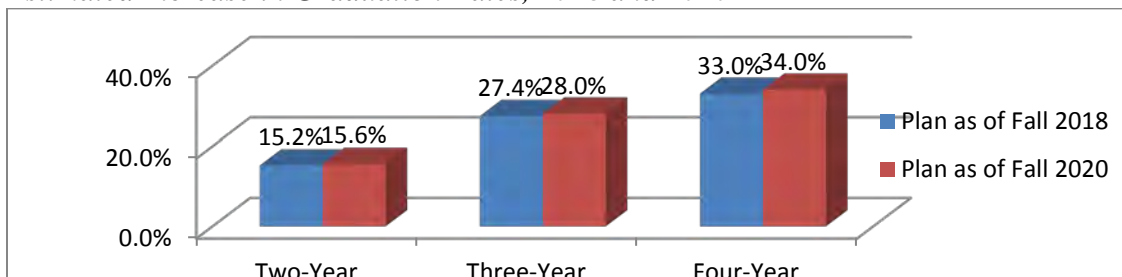
7. Graduation Rates

SUNY Broome’s three-year graduation rate (Fall 2008- Fall 2011) was 26.2% compared to a 19.8% national average for two- year public community colleges during the same timeframe. Projecting forward, the two-year graduation rates for Fall 2018 and Fall 2020, are estimated at 15.2% and 15.6% respectively. The three-year graduation rates are estimated at 27.4% and 28.0% respectively.

Estimated Increase in Graduation Numbers, 2018 and 2020.



Estimated Increase in Graduation Rates, 2018 and 2020



SUNY Broome will continue to grow its *Bridge to Success* initiative focused on helping students with developmental needs to take those courses during summer or winter sessions so they are ready for college-level courses during the Fall and Spring semesters.

More support staff will be involved in student success initiatives aimed at increasing retention and graduation rates, and a retention specialist will be hired to oversee retention initiatives. Experiential and applied learning assessments will be expanded upon to shorten the duration to degree completion for students who successfully completed prior learning experiences. Existing articulation agreements and seamless transfer partnerships (i.e. Transfer Day with typically 60 institutions participating, the popular Binghamton University Instant decision Day) other institutions will be strengthen and expanded upon.

8. Time to Degree

A myriad of existing, new and emerging initiatives are being pursued at SUNY Broome to assist students with reducing their time to degree. For example:

- An established Early Alert system is in place that now integrates with the Starfish retention platform to best encourage faculty to reach out to students and provide early intervention for those students having academic difficulties.
- The Learning Assistance Department offers mentor and tutor programs that provide supplemental instruction and accommodative services to students with special learning needs.
- The Liberal Arts program has reintroduced English 110S, a supplemental English Writing Course that meets for approx. 3.5 hours per week. Participating students do not take any other remedial courses in their first semester. They are advised to choose their courses from a targeted selection within their degree program – ones most compatible with their abilities that will provide them with the greatest chance for academic success. As a result, they are best positioned to earn a good GPA, and in turn, are more likely to return the next semester.

2.3 Success

9. SUNY Advantage

SUNY Broome has a longstanding history of offering applied and experiential learning to students across all academic divisions. These efforts are now being strengthened to help students reduce their time to graduation and cut down on student debt. To this end, a faculty workshop was held on campus in Spring 2015 to explore the processes involved in assessing students' knowledge and skills related to applied and experiential learning. The College is also slated to hire for a position that will focus on building applied learning opportunities, strengthening recognition of prior learning experiences, and placing more students in internship, civic engagement and service learning projects.

SUNY Broome is also involved in a wide variety of international education, study abroad and exchange programs. Among them is the SUNY Global Center's College Online International Learning (COIL) program, a collaboration between SUNY Broome, 22 other SUNY campuses and 17 global partners. And the aforementioned "Health for Haiti" faculty-led service learning initiative puts the College at the forefront of implementing education abroad programs that explicitly meet the vocational and professional goals of community college students.



Health for Haiti – SUNY Broome Student Rachel & Friends, July 2015

The President's Task Force on Diversity and Inclusion is exploring ways to introduce multi-cultural diversity programs to students, faculty and staff – from public deliberations and panel discussions, to a 3D (Dine Discuss Diversity) Lunch and Learn Series launched Fall 2015. Topics in this series first-time include: Supporting Men of Color on College Campuses; Supporting Islamic Students on Campus; and Trumped Up Latino Stereotypes: That's Trumped Up!

10. Financial Literacy

SUNY Broome has implemented a number of measures to increase financial awareness and reduce student default rate. The college implemented a five step plan in 2012-2013 to reduce student bad debt. As a result of this plan, student bad debt declined by 19 percent in 2014-2015. As the additional impact of the plan is fully felt, a further reduction in student bad debt is anticipated. Other measures include including:

- SUNY Smart Track workshops for faculty so they will incorporate it into the curriculum to educate students on financial literacy.
- SUNY Smart Track link on SUNY Broome's "Paying for College" webpage
- SUNY NELNET participation when it is re-launched
- Financial Aid Office presentations for College 105 classes to discuss student loan borrowing, paying interest on unsubsidized loans, and tracking overall indebtedness.
- Quarterly Financial Aid Office letters to delinquent borrowers using reports generated from the National Student Loan Data System. These letters are intended to offer assistance to borrowers to keep them from defaulting on their student loans.
- Requiring all new student loan borrowers complete student loan entrance counseling and requesting all exiting student loan borrowers complete student loan exit counseling via the federal website www.studentloans.gov.

SUNY Broome is committing to reducing the cohort default rate to 15.9% (2020), a rate that is below the 17.4% three-year default rate for community colleges.

2.4 Inquiry

11. Total Sponsored Activity

Like many community colleges, SUNY Broome has not historically pursued raising research dollars expenditures and does not currently receive research funding through the National Science Foundation (NSF). However, that trend is starting to change for SUNY Broome.

The Dean of Liberal Arts has been named SUNY Broome's point person for undergraduate research initiatives. He is working with SUNY Purchase and SUNY Cortland on an NSF STEM Replication Grant proposal that will allow SUNY Broome students to conduct research with faculty at SUNY Cortland during a paid six-week summer research program in Summer 2016.

At the same time, SUNY Broome is working with BU on an NSF Scholarship in STEM grant proposal that will provide academically talented low income students who are pursuing STEM programs at SUNY Broome with mentoring and financial support, thereby increasing student transfer rates to BU baccalaureate degree programs in STEM disciplines.

These two NSF proposals, if awarded funding, will add to the Undergraduate Research Initiative SUNY Broome is already participating in with SUNY Brockport since Spring 2015.

Also attesting to SUNY Broome's move in the direction of a more research-oriented campus is the 2015 election of two faculty to Sigma Xi Scientific Honor Society. Sigma Xi, The Scientific Research Society, is the international honor society of science and engineering. One of the oldest and largest scientific organizations in the world, Sigma Xi's mission is to enhance the health of the research enterprise, foster integrity in science and engineering, and promote understanding of science for the purpose of improving the human condition.

While fairly new to seeking out research funding, SUNY Broome does have a strong record for acquiring sponsored activities funding through federal and non-federal grants. In recent years, grant seeking activities have increased with a goal to secure enough grant funding to compensate for decreased funding from other sources. In 2014-2015, a total of 39 grant applications were submitted. Of those, 25 were approved for funding (eight are still pending). Considering the highly competitive nature in securing grant monies, the College intends to keep flat its projected sponsored activities from federal and non-federal sources. Consequently, funding from federal sources is estimated at \$1 million for 2018 and 2020 respectively. Non-federal funding estimates for 2018 and 2020 are projected to be leveled at \$1.6 million respectively.

The Sponsored Programs Office tracks and monitors all grant funded activities to ensure accountability. The Office for Institutional Effectiveness & Enrollment Planning coordinates the IRB approval process of all proposed research involving human subjects to take place on campus. Since the College is not a major research institution, information related to disclosures, patents and licenses is not available. Neither does the College have sponsored graduate research fellowships.

12. Student hands-on research, entrepreneurship, etc.

In addition to those referenced under Total Sponsored Activity above, examples of SUNY Broome's promotion of hands-on research include:

- Partnering with BU on an "Early College Research Collaborative" proposal seeking an Expanded Investment & Performance Fund award.
- SUNY Broome and BU have been collaborating for several years on an ongoing research initiative involving ticks and Lyme disease. Through this collaboration, SUNY Broome students use various field techniques to collect ticks from local "built" environments such as

college campuses and local parks. Molecular analysis of tick tissue is performed in search of pathogens such as the bacteria that cause Lyme disease.

Highlights of SUNY Broome's promotion of entrepreneurship include:

- SUNY Broome has been working for the past sixteen years with aspiring entrepreneurs and business owners looking to strengthen their business and managerial skills through its Excellence Center for Entrepreneurial Leadership. Since 2005, the College has additionally served as lead agency for the EAP Program. An increased interest in entrepreneurship throughout the region further led to SUNY Broome's development and implementation of a 30-credit certificate program through its Business & Public Services Division in 2007. This certificate program provides both a stand-alone credential as well as a career pathway with credits transferring directly towards an Associate of Applied Science (AAS) degree in Marketing, Management & Sales – Entrepreneurship Sequence.
- With a \$6m SUNY 2020 Round III grant award, SUNY Broome will be ramping up its involvement in the Southern Tier High Technology Incubator initiative by bringing to the Incubator a "Bridge to Entrepreneurial Excellence" (SUNY-BEE) program where start-up business ideas start with students. This partnership between SUNY Broome and BU will emphasize prototyping opportunities meant especially to foster creation and acceleration among the region's college students.

Liberal Arts has numerous internship opportunities available for students in the following areas: Music, Communications, Chemical Dependency, Early Childhood, Human Services and Art.

13. Scholarship, Discovery and Innovation

As noted prior, SUNY Broome's status as a two-year community college has limited its discovery and innovation abilities in research when compared with four-year research institutions in the SUNY system. Even so, faculty scholarship accomplishments are many and varied, ranging from awards; service and research; collaborative research and teaching activities with local, national and international educational institutions; major paper presentations, displays and conference appearances; book and article publications; performances, recitals, and exhibits; and community involvement and civic engagement activities.

Currently, SUNY Broome compiles a listing of faculty accomplishments every semester and departments include highlights in their annual reports. This information has not been compiled into an electronic database, and SUNY Broome has no formal measures currently in place. It is likely "discovery and innovation" could be defined differently from the perspective of the Health Sciences, STEM and Liberal Arts. It is therefore advisable that faculty from each of these fields be brought into any system-wide discussions on appropriate/acceptable definitions and measures that can be standardized, thereby allowing for like comparisons among institutions.

2.5 Engagement

14. START-UP New York and beyond

SUNY Broome's Continuing Education & Workforce Development – This Department has a strong workforce development presence throughout the region. Through its efforts, nearly 200 training programs are run for local companies annually. During 2014-2015, for example, more than 15,000 contact hours of workforce development programs were provided to 30+ area businesses and organizations. Eight companies benefitted from the SUNY Community College Workforce Development grant funds, receiving over \$125,000 worth of programs for \$25,000.

Its quarterly Workforce Advisory Council meetings bring companies together to share best practices, collaborate on consortia training opportunities, and explore shared vendor/supplier ventures. Students participating in SUNY Broome's Excelsior and Individual Studies program are sometimes introduced to local businesses through this Workforce Advisory Committee.

As referenced in "Student hands-on research, entrepreneurship, etc." above, SUNY Broome (in collaboration with the Binghamton Local Development Corporation) is also the regional provider of the NYS Entrepreneurial Assistance Program (EAP). Each year, this program helps women, minorities, disabled individuals and dislocated workers establish and retain businesses via a 60-hour business plan development course, technical assistance, training in marketing and social media, Mastermind groups, and more. EAP services results in the creation of approximately 15-20 new businesses annually.

In 2014, SUNY Broome's EAP enrolled 24 people in the 60-hour program. Of those enrollees, 17 finished the program successfully by fulfilling all the requirements, including a completed business plan. The Center also enrolled 26 new technical assistant clients. As of September 1, 2015 the Center has 27 enrolled for the 60-hour program, five of whom are military veterans.

SUNY Broome's START-UP NY - Activities to date have focused primarily on outreach to companies. Since the initial plan was developed, the College has worked with approximately 20 companies that have inquired about the program and spoken with or met with the College's START-UP New York Coordinator and Vice President for Student & Economic Development.

Most of the interest for START-UP NY has come from small, fledging companies outside the area or small, established companies investigating the opportunity to expand. Binghamton University has been an excellent, collaborative partner in referring companies who might be a better "fit" with the mission of SUNY Broome. Many of the companies have expressed a desire to work with SUNY Broome to garner interns as part of or separate from START UP NY.

SUNY Broome's START-UP NY collaborates closely with Empire State Development by meeting with interested companies and setting forth options for them. Of the companies that SUNY Broome has worked with, three are currently in the pipeline with business plan development and serious interest. Two of these companies, one in the food industry and one manufacturer, were vetted by the College's START-UP NY Advisory Council in September 2015. Presently, an additional two-three companies remain in initial contact stages.

SUNY Broome Placement Services – In 2014, this Center processed requests from local businesses for 50 internship opportunities. The April 2014 job fair was conducted as a partnership with the local Department of Labor and hosted 71 employers and organizations. Over 500 job seekers attended the event. The Placement Services Center also maintains a job posting website available to all businesses and organizations that wish to post their openings and is available to all students and alumni.

15. Alumni / Philanthropic Support

The Broome Community College Foundation and the Alumni Office, along with the College's Office of Marketing and Communications, engage 40,000+ SUNY Broome alumni through an array of activities, including:

- The semiannual alumni magazine, *BROOME*, has taken on a new design and engaging content to help alumni - whether living close to campus or across the globe – connect

personally with the current students and faculty as well as the dramatic campus enhancements SUNY Broome has undergone in recent years. Mailed to more than 32,000 alumni addresses, the impact of the magazine is evident as more and more alumni reach out to share their stories and give generous donations.

- The annual Phonathon fundraising campaign reached new heights in fiscal year 2015 by securing over \$60,000 in pledges. Phonathon callers - both alumni and current students – are diverse in age, culture, socio-economic demographics, degree programs and extracurricular activities, thereby helping to foster diversity among an expanding donorship.
- Online social media platforms such as Facebook and Twitter are helping to build the next generation of donors especially among alumni from the 1970s, 1980s, and 1990s. Through social media, these alumni are being drawn back “virtually” to campus to share in college successes – their own and those of current students. As a result, they’re providing updated contact information that can be used for event invitations, solicitation mailings, and other considerations. In addition, connections between current students and alumni are being made. Students see the benefits of giving and donors/alumni see how their funds are being used.
- Beyond social media efforts, targeted strategies involving personal visits, special events, and on-campus activities are being investigated, planned, and implemented to engage greater numbers of young alumni and to cultivate newer alumni who are likely to make a major gift to the College. Conducting focus groups helps us understand what types of events are most likely to attract large turnouts. Interestingly, one unexpected outcome has been to learn that an invitation’s wording can have a major impact on whether or not a young alumnus considers attending.
- Our Student Giving Campaign has also proved to be very successful raising over \$5,000 in two years and awarding a total of \$1,500.

In light of the recent \$11m estate gift and consistent success in fundraising for operations and capital projects, a comprehensive gifts campaign has not been embarked upon to date. Plans are to use the College’s Strategic Plan to develop goals to help meet many of the College strategic priorities that focus on student success. The campaign feasibility study will be commissioned by the Foundation and its Board of Directors, and a comprehensive gifts campaign will be a collaborative venture with support from SUNY Broome Trustees, Campus administration, faculty and staff, community friends, alumni, corporations and foundations.

16. Civic Engagement

Of the seven strategic initiatives detailed in Section 1, one directly and wholly speaks to community engagement as an institutional priority: Strategic Initiative 2. Engage the campus, local, regional, and world community in meaningful partnerships that foster innovation and excellence. The intent of this Strategic Initiative is to strengthen collaborations that deepen the student learning experience and broaden the SUNY Broome community through credible, effective partnerships. Those collaborations are further defined as ones to be carried out at local, regional and state-wide, and national and global levels.

This Strategic Initiative incorporates these specific action items related to “Citizenship”:

- Support and develop student involvement in community service and civic engagement through deliberative forums, student clubs, and volunteer activities. (SI 2.16)
- Provide students opportunities to work directly with community agencies. (SI 2.17)

Presently, SUNY Broome administration is investigating appropriate and feasible ways to infuse and measure civic/community engagement campus-wide and has referred to the Carnegie

Foundation's Elective Community Engagement Classification Documentation Framework while doing so. Many measures and definitions put forth in the Carnegie Framework are ones that are being explored at SUNY Broome, and they are recommended for potential consideration System-wide.

17. Economic Impact

SUNY Broome periodically commissions an external professional to assess its impact on the community, Southern Tier region, and the state. The most recent Economic Impact Study was conducted in 2011. Impacts were assessed from the social, tax payer, student, economic, and other perspectives.

Today, SUNY Broome values participation in START-UP NY as a means to increase its economic impact. To date, two proposals have been reviewed by SUNY Broome's START-UP NY Advisory Council and have proceeded to the next stage of the approval process.

SECTION 3: Conclusion and Expected Impact on Campus

SUNY Broome leadership, faculty and staff are committed to SUNY Excels goals of continuous improvement. Consequently, the College has set forth goals on all Excels measures to advance SUNY Broome's service to its community, state and beyond. Priority commitments include increasing *access* by enrolling more out-of-county New York State residents, efforts to increase declining Broome county enrollment, and growing the percent of minority and underrepresented minority populations; and increasing *completion* by targeting improvement in first-time, full-time retention and growing graduation rates. Progress made in all these areas positions SUNY Broome as a more diverse institution in 2020, thus better prepared to serve an increasingly diverse student population.

Summary of 2020 Goals

- SUNY Broome will increase its performance in first-time, full-time retention to 64%, thereby exceeding the most recent benchmarks available for its sector (61.9%) and national peers (58.2%). This positions more students to enter the workforce or continue their education.
- SUNY Broome will have made progress in closing the achievement gap between under-represented minority (URM) students and their non-URM peers by increasing the percent of URM students to 8.4%.
- SUNY Broome faculty will continue to increase their success rates in securing sponsored research activity and working to produce publications, citations, performances, exhibits, etc.
- SUNY Broome will have also increased its partnerships with area four-year colleges and universities, yielding a higher percentage of community college transfers, and, as a result, increased degree completion and graduation rates.
- SUNY Broome will have contributed to SUNY's overall completion goals by growing the number of Associate's degrees awarded to 1,306 and certificates awarded to 125.
- SUNY Broome will maintain its standing as a leader in Open SUNY, meeting the current demand for online Associate's programs and also moving more certificate programs online.
- Every SUNY Broome student will have access to applied learning experiences.
- SUNY Broome will continue to build on its already strong business and community partnerships and maximize the opportunities available through START-UP New York.

Projected Outcomes

Meeting the goals outlined herein will support SUNY Broome to attain its vision to be widely recognized as a preeminent institution of higher education where hope, passion, and opportunity

are fully realized. And its students, faculty and staff will best be able to apply relevant knowledge, technology, and tools from the academic disciplines in the contexts of personal, professional, and civic interactions, with sensitivity to diverse peoples and cultures.

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Appendix 3.5. Social Media Outreach

SUNY Broome has embraced a variety of communications technologies in its outreach to current and prospective students. Here is a brief overview.

Social media: The College has official [Twitter](#), [Instagram](#), [YouTube](#), [LinkedIn](#) and [Facebook](#) accounts that are used for a variety of purposes. Through social media, the College covers live events such as commencement and Convocation Day; communicates needed information to faculty and students, whether concerning new degree programs or emergency closings; and shares featured news, videos and profiles. Social media is also used to market programs and the college itself to prospective students through boosted posts and paid advertising. In addition to the College's accounts, multiple departments and programs have their own Facebook and Twitter feeds, including the [Student Village](#) and [Honors Program](#) (to name two). Departments are responsible for their own content, while Marcom maintains the main SUNY Broome accounts.

Blogs: The College maintains two WordPress blogs, [the Buzz](#) and [Focus](#), to reach out to students and faculty/staff, respectively. In addition to relevant campus information and events, these sites also include news features and profiles on students, faculty/staff and alumni, as well as programs and issues. In short, Buzz and Focus function as the two bureaus of SUNY Broome's newsroom. Other programs also use blogs, most notably [Health for Haiti](#), to highlight programs and activities.

Email: The Buzz and Focus news feeds are used to create Campus Buzz and SUNY Broome Today, emails sent respectively to students and faculty/staff. In addition to announcements and news features, these email blasts also include a list of daily events culled from the campus calendar. SUNY Broome Today comes out daily throughout the year, while Campus Buzz comes out three times a week during the Fall and Spring semesters.

Apps: The College recently created a new SUNY Broome app, featuring news, events, social media, athletics and more. Public Safety also has its own app via In Case of Crisis, which offers campus procedures in case of emergency, contact information and more. Both of these apps are informational in nature and would appeal to current students.

Website: The College recently rebuilt the SUNY Broome website to make it more attractive to prospective students. The revamped site includes large-scale features on successful students and alumni, as well as access to the information that prospective students need. While the website also contains information pertinent to current students and is, indeed, used by faculty and staff daily, MyCollege remains the official portal for student, faculty and staff information.

SUNY Broome CENSUS OF PROGRAMS REQUIRING APPLIED LEARNING, Spring 2016

Division(Department)	Programs	Degree	Optional/Required	
Business and Public Services (BPS)	Accounting	AAS	O	
	Business Administration	AS	O	
	Business Information Management	AAS	O	
	Business Skills	CRT	O	
	Casino Management	AAS	R	
	Casino Management	CRT	R	
	Criminal Justice-Corrections	AS	O	
	Criminal Justice-Police	AAS	O	
	Desktop Publishing	CRT	O	
	Emergency Medical Technology/Paramedic	AAS	O	
	Entrepreneurship	CRT	O	
	Event Management	AOS	R	
	Event Management	CRT	R	
	Financial Services	AAS	R	
	Fire Protection Technology	AAS	O	
	Homeland Security	AS	O	
	Hotel/Restaurant Management	AAS	R	
	International Business	AS	O	
	Management* Will be discontinued	AS		
	Marketing/Management/Sales	AAS	O	
	New Media Design	CRT	O	
	Office Administration	AAS	R	
	Office Technologies	CRT	O	
	Paralegal Studies	AAS	O	
	Paralegal Studies	CRT	O	
	Sports Management	AS	R	
	Website Development & Management	CRT	O	
	Health Sciences			
		Clinical Laboratory Technician	AAS	R
		Computed Tomography	CRT	O
	Dental Hygiene	AAS	R	
	Health Information Technology	AAS	R	
	Health Studies	AAS	O	
	Health Studies	AS	O	
	Histological Technician	CRT	R	
	Medical Administrative Skills	CRT	O	
	Medical Assistant	AAS	O	
	Medical Laboratory Technology	AAS	O	
	Medical Transcription	CRT	O	
	Nursing Evening Weekender	AAS	R	

	Nursing	AAS	R
	Phlebotomy	CRT	R
	Physical Therapist Assistant	AAS	R
	Radiologic Technology	AAS	R
Liberal Arts			
	Chemical Dependency Counseling	AAS	R
	Communication and Media Arts	AS	R
	Early Childhood Education	AAS	R
	Early Childhood Education	CRT	O
	General Studies: Education	AS	O
	General Studies: Sports Studies	AS	O
	General Studies: Theater	AS	R
	Human Services	AS	R
	Human Services	CRT	R
	Individual Studies	AS	O
	Individual Studies	AAS	O
	Liberal Arts	AA	O
	Liberal Arts AA1	AA	O
	Liberal Arts	CRT	O
	Liberal Arts & Sciences: General Studies		
	Music	AS	O
	New Media Design	CRT	
	Visual Communication Arts	AS	O
Science, Technologies, Engineering & Math			
	Civil Engineering Technology	AAS	O
	Computer Information Systems	AAS	O
	Computer Science	AS	O
	Computer Security and Forensics	AAS	O
	Computer Technology	AAS	O
	Electrical Engineering Technology	AAS	O
	Engineering Science	AS	O
	Environmental Science	AS	R
	Industrial Technology: Quality Assurance	AAS	O
	Industrial Technology: Quality Assurance	CRT	O
	Liberal Arts & Sciences	AS	O
	Manufacturing Technology	AAS	R
	Mechanical Engineering Technology	AAS	O
	Telecommunications Technology: Verizon	AAS	O

Appendix 4.5-1

SUNY community college enrollment analysis

Mar 2 2015

14-15 estimated student enrollment compared with prior years

Sorted by % decline from peak enrollment

	Actual student enrollment FTE							% decline from peak through 13-14	Estimated enrollment	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14		2014-15	13-14 : 14-15
Total	168,655.7	176,705.6	192,391.8	194,202.3	189,801.9	185,655.1	181,915.0		175,822.4	-3.3%
Clinton	1,374	1,414	1,550	1,627	1,569	1,483	1,303	-19.9%	1,200	-7.9%
Herkimer County	2,667	2,880	3,086	3,124	3,002	2,788	2,563	-18.0%	2,513	-2.0%
Corning	3,234	3,387	3,670	3,468	3,284	3,045	3,091	-15.8%	2,875	-7.0%
North Country	1,108	1,158	1,341	1,381	1,336	1,260	1,168	-15.4%	1,153	-1.2%
Monroe	14,260	15,131	16,246	16,047	14,686	14,496	13,869	-14.6%	13,030	-6.0%
Niagara County	4,682	4,953	5,604	5,395	5,103	4,890	4,862	-13.2%	4,738	-2.5%
Cayuga County	2,869	2,925	3,461	3,490	3,336	3,137	3,029	-13.2%	2,890	-4.6%
Jamestown	3,083	3,290	3,929	3,889	3,694	3,457	3,473	-11.6%	3,260	-6.1%
Broome	4,969	5,123	5,468	5,269	5,073	5,013	4,863	-11.1%	5,134	5.6%
Erie	12,170	12,695	13,398	13,650	13,302	12,673	12,151	-11.0%	11,271	-7.2%
Hudson Valley	8,876	9,270	10,085	10,318	9,976	9,705	9,193	-10.9%	8,600	-6.4%
Genesee	4,018	4,263	4,619	4,725	4,603	4,414	4,291	-9.2%	4,270	-0.5%
Sullivan County	1,185	1,293	1,345	1,333	1,343	1,292	1,234	-8.1%	1,191	-3.4%
Columbia-Greene	1,306	1,361	1,524	1,462	1,424	1,421	1,404	-7.8%	1,336	-4.9%
Finger Lakes	3,849	4,229	4,956	5,031	5,009	4,737	4,638	-7.8%	4,622	-0.4%
Rockland	5,587	6,058	6,645	6,935	6,866	6,759	6,395	-7.8%	6,196	-3.1%
Nassau	18,287	18,427	19,392	19,691	19,274	18,759	18,382	-6.7%	17,698	-3.7%
Tompkins-Cortland	3,451	3,627	3,968	3,954	3,999	3,894	3,758	-6.0%	3,572	-4.9%
Fulton-Montgomery	1,770	1,914	2,222	2,247	2,164	2,088	2,122	-5.6%	1,900	-10.5%
Suffolk County	17,404	18,103	19,667	20,229	19,770	19,240	19,405	-4.1%	19,327	-0.4%
Orange County	4,381	4,669	5,021	5,118	5,127	5,044	4,924	-4.0%	4,812	-2.3%
Mohawk Valley	4,559	4,812	5,401	5,714	5,880	5,767	5,688	-3.3%	5,199	-8.6%
Dutchess	5,973	6,462	7,367	7,458	7,321	7,395	7,244	-2.9%	6,902	-4.7%
Onondaga	7,603	8,034	8,743	8,788	8,904	8,874	8,649	-2.9%	8,300	-4.0%
Ulster County	2,117	2,258	2,314	2,325	2,205	2,227	2,269	-2.4%	2,134	-5.9%
Jefferson	2,195	2,274	2,549	2,803	2,873	2,891	2,830	-2.1%	2,723	-3.8%
Westchester	11,753	12,144	13,373	12,982	12,854	13,258	13,112	-2.0%	13,115	0.0%
Fashion Institute	8,635	8,913	9,126	9,105	9,124	9,068	9,089	-0.4%	9,100	0.1%
Schenectady County	2,902	3,114	3,468	3,746	3,820	3,713	3,826	0.0%	3,700	-3.3%
Adirondack	2,391	2,529	2,857	2,897	2,883	2,868	3,092	na	3,061	-1.0%

Peak enrollment

Appendix 4.5-2

SUNY community college enrollment analysis

Mar 2 2015

14-15 estimated student enrollment compared with prior years

Sorted by 14-15 anticipated growth / decline

	Actual student enrollment FTE							% decline from peak through 13-14	Estimated enrollment	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14		2014-15	13-14 : 14-15
Total	168,655.7	176,705.6	192,391.8	194,202.3	189,801.9	185,655.1	181,915.0		175,822.4	-3.3%
Broome	4,969	5,123	5,468	5,269	5,073	5,013	4,863	-11.1%	5,134	5.6%
Fashion Institute	8,635	8,913	9,126	9,105	9,124	9,068	9,089	-0.4%	9,100	0.1%
Westchester	11,753	12,144	13,373	12,982	12,854	13,258	13,112	-2.0%	13,115	0.0%
Finger Lakes	3,849	4,229	4,956	5,031	5,009	4,737	4,638	-7.8%	4,622	-0.4%
Suffolk County	17,404	18,103	19,667	20,229	19,770	19,240	19,405	-4.1%	19,327	-0.4%
Genesee	4,018	4,263	4,619	4,725	4,603	4,414	4,291	-9.2%	4,270	-0.5%
Adirondack	2,391	2,529	2,857	2,897	2,883	2,868	3,092	na	3,061	-1.0%
North Country	1,108	1,158	1,341	1,381	1,336	1,260	1,168	-15.4%	1,153	-1.2%
Herkimer County	2,667	2,880	3,086	3,124	3,002	2,788	2,563	-18.0%	2,513	-2.0%
Orange County	4,381	4,669	5,021	5,118	5,127	5,044	4,924	-4.0%	4,812	-2.3%
Niagara County	4,682	4,953	5,604	5,395	5,103	4,890	4,862	-13.2%	4,738	-2.5%
Rockland	5,587	6,058	6,645	6,935	6,866	6,759	6,395	-7.8%	6,196	-3.1%
Schenectady County	2,902	3,114	3,468	3,746	3,820	3,713	3,826	0.0%	3,700	-3.3%
Sullivan County	1,185	1,293	1,345	1,333	1,343	1,292	1,234	-8.1%	1,191	-3.4%
Nassau	18,287	18,427	19,392	19,691	19,274	18,759	18,382	-6.7%	17,698	-3.7%
Jefferson	2,195	2,274	2,549	2,803	2,873	2,891	2,830	-2.1%	2,723	-3.8%
Onondaga	7,603	8,034	8,743	8,788	8,904	8,874	8,649	-2.9%	8,300	-4.0%
Cayuga County	2,869	2,925	3,461	3,490	3,336	3,137	3,029	-13.2%	2,890	-4.6%
Dutchess	5,973	6,462	7,367	7,458	7,321	7,395	7,244	-2.9%	6,902	-4.7%
Columbia-Greene	1,306	1,361	1,524	1,462	1,424	1,421	1,404	-7.8%	1,336	-4.9%
Tompkins-Cortland	3,451	3,627	3,968	3,954	3,999	3,894	3,758	-6.0%	3,572	-4.9%
Ulster County	2,117	2,258	2,314	2,325	2,205	2,227	2,269	-2.4%	2,134	-5.9%
Monroe	14,260	15,131	16,246	16,047	14,686	14,496	13,869	-14.6%	13,030	-6.0%
Jamestown	3,083	3,290	3,929	3,889	3,694	3,457	3,473	-11.6%	3,260	-6.1%
Hudson Valley	8,876	9,270	10,085	10,318	9,976	9,705	9,193	-10.9%	8,600	-6.4%
Corning	3,234	3,387	3,670	3,468	3,284	3,045	3,091	-15.8%	2,875	-7.0%
Erie	12,170	12,695	13,398	13,650	13,302	12,673	12,151	-11.0%	11,271	-7.2%
Clinton	1,374	1,414	1,550	1,627	1,569	1,483	1,303	-19.9%	1,200	-7.9%
Mohawk Valley	4,559	4,812	5,401	5,714	5,880	5,767	5,688	-3.3%	5,199	-8.6%
Fulton-Montgomery	1,770	1,914	2,222	2,247	2,164	2,088	2,122	-5.6%	1,900	-10.5%

Peak enrollment

SUNY Broome proforma 5 year financial plan

	This year (14/15)	Next year (15/16)		16-17		17-18		18-19		19-20	
	approved budget / actual enrollment	simulated change	simulated budget	simulated change	simulated budget	simulated change	simulated budget	simulated change	simulated budget	simulated change	simulated budget
Enrollment FTE assumption:											
Total (per SUNY plan)	5,134	0.0%	5,134	2%	5,237	1%	5,289	2%	5,395	1%	5,449
Other NYS Counties	1,645	0.0%	1,645	2%	1,678	1%	1,695	2%	1,729	1%	1,746
Out-of-state	351	0.0%	351	2%	358	1%	362	2%	369	1%	373
Broome County	3,137	0.0%	3,138	net	3,200	net	3,232	net	3,297	net	3,330
Revenue assumptions:											
Tuition	\$4,108	\$104	\$4,212	3.41%	4,356	1.25%	4,410	2.68%	4,528	2.65%	4,648
State aid per FTE	\$2,497	\$100	\$2,597	100	2,697	100	2,797	100	2,897	100	2,997
State aidable space rental			\$545,000	0%	545,000	0%	545,000	0%	545,000	0%	545,000
High needs aid			\$0	0%	0	0%	0	0%	0	0%	0
Broome County support		2.0%		2%	below	2%	below	2%	below	2%	below
Miscellaneous and fee revenues				100,000		100,000		100,000		100,000	
Fund balance appropriation				-100%		0%		0%		0%	
Expense assumptions:											
Salaries		5.2%		2%		2%		3%		3%	
Fringe benefits		2.7%		3%		4%		4%		4%	
Contractual expenses		-1.5%		1%		3%		3%		3%	
Equipment		0.0%		100,591		99,655		99,545		100,344	
Other expenses / (reductions)				-		-		-		-	
Simulated revenues:											
State aid	\$12,735,583	\$952,175	\$13,687,758	703,640	\$ 14,391,398	800,596	\$ 15,191,994	675,375	\$ 15,867,369	845,930	\$ 16,713,299
Tuition	21,330,504	1,134,441	22,464,945	1,215,354	23,680,299	531,741	24,212,040	1,131,913	25,343,953	923,787	26,267,740
Broome County (sponsor)	6,978,776	139,576	7,118,352	142,367	7,260,719	145,214	7,405,933	148,119	7,554,052	151,081	7,705,133
Chargebacks to other counties	4,225,548	(80,148)	4,145,400	(413,123)	3,732,277	112,484	3,844,761	76,895	3,921,656	78,433	4,000,089
Out of state tuition	1,662,163	156,876	1,819,039	98,410	1,717,297	38,776	1,756,073	83,036	1,839,109	67,522	1,906,631
Miscellaneous revenues and fees	5,024,958	(262,136)	4,762,822	100,000	4,862,822	100,000	4,962,822	100,000	5,062,822	100,000	5,162,822
Fund balance appropriation	396,730	(246,220)	150,510	(150,510)	-	-	-	-	-	-	-
Total revenues	\$52,354,262	\$1,794,564	\$54,148,826	\$ 1,696,138	\$ 55,644,812	\$ 1,728,811	\$ 57,373,623	\$ 2,215,338	\$ 59,588,961	\$ 2,166,753	\$ 61,755,714
Simulated expenses:											
Personnel	\$28,806,225	1,496,517	\$30,302,742	\$ 806,055	\$ 31,108,797	\$ 722,176	\$ 31,830,973	\$ 1,154,929	\$ 32,985,902	\$ 1,089,577	\$ 34,075,479
Fringe benefits	15,259,943	416,477	15,676,420	510,293	16,186,713	667,469	16,854,182	714,167	17,568,349	722,734	18,291,083
Supplies and expenses	8,023,094	(118,430)	7,904,664	79,047	7,983,711	239,511	8,223,222	246,697	8,469,919	254,098	8,724,017
Equipment	265,000	0	265,000	100,591	365,591	99,655	465,246	99,545	564,791	100,344	665,135
Other expenses / (reductions)	-	0	0	-	-	-	-	-	-	-	-
Total expenses	\$52,354,262	1,794,564	\$54,148,826	\$ 1,495,986	\$ 55,644,812	\$ 1,728,811	\$ 57,373,623	\$ 2,215,338	\$ 59,588,961	\$ 2,166,753	\$ 61,755,714

Appendix 4.6-2

SUNY Broome proforma 5 year financial plan

	This year (14/15)		Next year (15/16)		16-17		17-18		18-19		19-20	
	approved budget / actual enrollment	simulated change	simulated budget	simulated change	simulated budget	simulated change	simulated budget	simulated change	simulated budget	simulated change	simulated budget	
Enrollment FTE assumption:												
Total (per SUNY plan)	5,134	0.0%	5,134	2%	5,237	1%	5,289	2%	5,395	1%	5,449	
Other NYS Counties	1,645	0.0%	1,645	2%	1,678	1%	1,695	2%	1,729	1%	1,746	
Out-of-state	351	0.0%	351	2%	358	1%	362	2%	369	1%	373	
Broome County	3,137	0.0%	3,138	net	3,200	net	3,232	net	3,297	net	3,330	
Revenue assumptions:												
Tuition	\$4,108	\$104	\$4,212	3.41%	4,356	1.25%	4,410	2.68%	4,528	2.65%	4,648	
State aid per FTE	\$2,497	\$100	\$2,597	100	2,697	100	2,797	100	2,897	100	2,997	
State aidable space rental			\$545,000	0%	545,000	0%	545,000	0%	545,000	0%	545,000	
High needs aid			\$0	0%	0	0%	0	0%	0	0%	0	
Broome County support		2.0%		2%	below	2%	below	2%	below	2%	below	
Miscellaneous and fee revenues				100,000		100,000		100,000		100,000		
Fund balance appropriation				-100%		0%		0%		0%		
Expense assumptions:												
Salaries		5.2%		2%		2%		3%		3%		
Fringe benefits		2.7%		3%		4%		4%		4%		
Contractual expenses		-1.5%		1%		3%		3%		3%		
Equipment		0.0%		100,591		99,655		99,545		100,344		
Other expenses / (reductions)				-		-		-		-		
Simulated revenues:												
State aid	\$12,735,583	\$952,175	\$13,687,758	703,640	\$ 14,391,398	800,596	\$ 15,191,994	675,375	\$ 15,867,369	845,930	\$ 16,713,299	
Tuition	21,330,504	1,134,441	22,464,945	1,215,354	23,680,299	531,741	24,212,040	1,131,913	25,343,953	923,787	26,267,740	
Broome County (sponsor)	6,978,776	139,576	7,118,352	142,367	7,260,719	145,214	7,405,933	148,119	7,554,052	151,081	7,705,133	
Chargebacks to other counties	4,225,548	(80,148)	4,145,400	(413,123)	3,732,277	112,484	3,844,761	76,895	3,921,656	78,433	4,000,089	
Out of state tuition	1,662,163	156,876	1,819,039	98,410	1,717,297	38,776	1,756,073	83,036	1,839,109	67,522	1,906,631	
Miscellaneous revenues and fees	5,024,958	(262,136)	4,762,822	100,000	4,862,822	100,000	4,962,822	100,000	5,062,822	100,000	5,162,822	
Fund balance appropriation	396,730	(246,220)	150,510	(150,510)	-	-	-	-	-	-	-	
Total revenues	\$52,354,262	\$1,794,564	\$54,148,826	\$ 1,696,138	\$ 55,644,812	\$ 1,728,811	\$ 57,373,623	\$ 2,215,338	\$ 59,588,961	2,166,753	\$ 61,755,714	
Simulated expenses:												
Personnel	\$28,806,225	1,496,517	\$30,302,742	\$ 806,055	\$ 31,108,797	\$ 722,176	\$ 31,830,973	\$ 1,154,929	\$ 32,985,902	\$ 1,089,577	\$ 34,075,479	
Fringe benefits	15,259,943	416,477	15,676,420	510,293	16,186,713	667,469	16,854,182	714,167	17,568,349	722,734	18,291,083	
Supplies and expenses	8,023,094	(118,430)	7,904,664	79,047	7,983,711	239,511	8,223,222	246,697	8,469,919	254,098	8,724,017	
Equipment	265,000	0	265,000	100,591	365,591	99,655	465,246	99,545	564,791	100,344	665,135	
Other expenses / (reductions)	-	0	0	-	-	-	-	-	-	-	-	
Total expenses	\$52,354,262	1,794,564	\$54,148,826	\$ 1,495,986	\$ 55,644,812	\$ 1,728,811	\$ 57,373,623	\$ 2,215,338	\$ 59,588,961	2,166,753	\$ 61,755,714	

Appendix 4.6-3

SUNY Broome's 6-Year Proposed Capital Improvement Plan -- 2016-2021

Capital funding source		2016	2017	2018	2019	2020	2021	Total	Comments
CORE BUILDING REHABILITATION	50% SUNY - 50% local (county-private)	6,000,000		6,000,000		7,500,000		19,500,000	Rehabilitate 45-60 year old core campus buildings in critical condition - install energy efficient windows, HVAC, and roofs, replace bathrooms, update interior, IT, and multimedia, improve exterior facade, abate hazardous materials, and improve disability access; 2016 renovation will focus on mechanical building (but may include others) - planned to be undertaken at same time as \$2.813 million grant funded simulated clean room project. Student Services, Science, and Library renovations will also be undertaken, and are tentatively planned for 2018 and 2020; Private funding is being explored as a possible funding source for this project; 1/2 of project funding is already in place: \$9.75 million SUNY share
DOWNTOWN CAMPUS PHASE II	SUNY, county, private funding, and tax incentives	8,675,000						8,675,000	Renovate historic Broome County Carnegie Public Library for use as a downtown campus to house a variety of credit and non-credit courses and activities; \$9 million in funding (of \$14.85 million total estimated project cost including both phases) is already approved: \$5 million SUNY capital, \$2.5 NYS REDC grant and \$1.5 million county support for phase I; \$1.5 million in county support for phase 2 is proposed; the total project budget (both phases) has been increased by \$2.5 million (from \$12.3 million to \$14.8 million) to include anticipated tax incentive funds
DEMOLISH BUILDING	50% SUNY - 50% County	450,000						450,000	Demolish aged unattractive building in poor condition on campus front lawn and abate hazardous materials
HVAC & ROOF CRITICAL REPLACEMENTS	50% SUNY - 50% County		540,000		435,000			975,000	Replace aged and failing boilers and roofs across campus
DISABILITIES ACCESS	50% SUNY - 50% County		500,000					500,000	Improve disabilities access where not incorporated into major building renovations: entrances to buildings, bathrooms, door handles, drinking fountains, staircase warning devices, ramp grades, railing design, et al
ROADS, PARKING, AND WALKWAY REPLACEMENTS	50% SUNY - 50% County		740,000		450,000			1,190,000	Improve traffic flow and safety into and out of largest student parking lot off Van Winkle Drive and replace other deteriorated parking lots, walkways & roads across campus
HAZARDOUS MATERIALS TESTING & ABATEMENT	50% SUNY - 50% County			500,000				500,000	Test for presence of hazardous materials in advance of renovation (new regulation) & abate in projects undergoing minor renovation.
LANDSCAPING	50% SUNY - 50% County			1,000,000				1,000,000	Replace and improve aged landscaping to improve aesthetics and safety
WATER & SEWER INFRASTRUCTURE PHASE 2	50% SUNY - 50% County				500,000			500,000	Replace original water & sewer pipes including main water line off Front Street
ATHLETIC FIELDS, TRACK & LOCKER ROOMS	50% SUNY - 50% County				2,700,000			2,700,000	Replace grass athletics fields w/turf, add lights & larger bleachers, build a track & improve or add locker rooms
IT & TELECOMMUNICATIONS INFRASTRUCTURE	50% SUNY - 50% County							tbd by master plan	Improve aged and inadequate campus IT and telecommunications infrastructure
SAFETY	50% SUNY - 50% County							tbd by master plan	Improve & upgrade campus safety infrastructure - access, emergency communication, fire notification panels, et al
GRANDTOTAL		15,125,000	1,780,000	7,500,000	4,085,000	7,500,000	-	35,990,000	

Appendix 4.7.2

NYS Community College tuition 14-15

Average	4,071
Fashion Institute	4,500
Tompkins-Cortland	4,500
Sullivan County	4,474
Jamestown	4,410
Orange County	4,400
Suffolk County	4,390
Onondaga	4,300
Rockland	4,300
Erie	4,295
Westchester	4,280
North Country	4,250
Nassau	4,234
Ulster County	4,230
Cayuga County	4,200
Corning	4,150
Broome	4,108
Columbia-Greene	4,080
Clinton	4,060
Finger Lakes	4,022
Jefferson	3,984
Hudson Valley	3,980
Niagara County	3,888
Adirondack	3,870
Genesee	3,850
Herkimer County	3,840
Mohawk Valley	3,810
Fulton-Montgomery	3,648
Schenectady County	3,456
Monroe	3,416
Dutchess	3,200
<i>surrounding NYSCCs</i>	

**Broome Community College
(A Component Unit of
Broome County, New York)**

**Financial Statements and Required Reports
Under OMB Circular A-133 as of
August 31, 2014
Together with
Independent Auditor's Report**

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

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**BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)**

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**Message from the SUNY Broome Community College
VP for Administrative and Financial Affairs**



I am pleased to present the Broome Community College financial statements for the year ended August 31st, 2014, and to report that the College finished this year in a sound financial position.

Economic, enrollment and funding challenges will continue to affect the College and its future financial position. However, I am confident that the College will effectively and strategically address these challenges, and will continue to be an affordable, accessible, quality provider of a highly trained and skilled labor force for the local economy and a low-cost alternative for the first two years of a baccalaureate degree for those wishing to transfer to the upper division college of their choice.

Regina Losinger
Vice President for Administrative and Financial Affairs
SUNY Broome Community College

INDEPENDENT AUDITOR'S REPORT

January 7, 2015

To the Board of Trustees of
Broome Community College:

We have audited the accompanying financial statements of the business-type activities and the discretely presented component units of Broome Community College (the College) (a component unit of Broome County, New York) as of and for the year end August 31, 2014, and the related notes to the financial statements, which comprise the College's basic financial statements as listed in the table of contents. We did not audit the financial statements of the discretely presented component units of the Broome Community College Foundation, Inc. and Faculty-student association of Broome Community College, Inc., which collectively represents 100% of the assets, net assets and revenues of the discretely presented component units.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the Broome Community College Foundation, Inc. or Faculty-Student Association of Broome Community College, Inc., which collectively represent 100% of the assets, net assets and revenues of the College's discretely presented component units. Those statements were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the discretely presented component units are based solely on the reports of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standard applicable to financial audits contained in the *Government Auditing Standards* issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall financial statement presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

(Continued)

INDEPENDENT AUDITOR'S REPORT

(Continued)

Opinions

In our opinion, based on our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the discretely presented component units of the College, as of August 31, 2014, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Report on Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis information on pages 5 through 15 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We and other auditors have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Report on Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the College's financial statements as a whole. The supplemental information on the message from the College Vice President for Administration and Financial Affairs and pages 39 through 41, as required by the State University of New York, which is the responsibility of management, is presented for purposes of additional analysis and is not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is also not a required part of the financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America by us and other auditors. In our opinion, based on our audit, the procedures performed as described above, and the report of the other auditors, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The supplementary information of the message from the College Vice President for Administration and Financial Affairs by the State University of New York and pages 39 through 41 have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

INDEPENDENT AUDITOR'S REPORT

(Continued)

Report on Summarized Comparative Information

We have previously audited the College's 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated December 27, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended August 31, 2014 is consistent in all material respects with the audited financial statements from which it was derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 7, 2015 on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

Bonadio & Co., LLP

Management's Discussion and Analysis *SUNY Broome Community College*



Management's Discussion and Analysis (MD&A) is intended to be an easily understood analysis of the financial activities of SUNY Broome Community College (SUNY BCC, or College). It is required by Governmental Accounting Standard Board (GASB) statements 34 and 35, and directly precedes the financial statements. The MD&A is to be used in conjunction with the College's financial statements, and responsibility for the completeness and fairness of it rests with College management.

The MD&A addresses the College financial statements. It does not address the BCC Foundation or Faculty Student Association financial statements, which are presented to meet the requirements of GASB 39. The MD&A focuses on current activities, known facts, and their impact and includes discussion of both positive and negative results. The MD&A includes information and discussion concerning:

- ✓ the overall financial position of the college
- ✓ the results of operations so that the reader can assess whether the financial position has improved or deteriorated
- ✓ reasons for significant changes from prior years
- ✓ important economic factors that significantly affected operating results
- ✓ comparisons of current year results and prior year results

One of the most important questions asked about a college's finances is "Is the college better or worse off financially as a result of this year's activities?" The financial statements help answer this question.

Other factors to consider when assessing the College's financial health include economic conditions, enrollment, local population and high school graduate trends, freshman class size, student retention, and the age and condition of campus buildings.

What's new this year

The College has adopted GASB Statement No. 65, Items Previously Reported as Assets and Liabilities. The primary impact on the College's financial statements this year is to reclassify NYS TAP aid received prior to the fiscal year-end for a future semester as a deferred inflow of resources.

Statements of Net Position

Assets

Total assets increased by \$3,895,451 (6%) this year primarily as a result of new construction and continuing improvements to restore campus facilities.

As of August 31

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Current assets	\$ 14,357,819	\$ 15,619,671	\$ 16,161,244	\$ (1,261,852)	-8%
Non-current assets (except for capital)	-	-	-	\$ -	na
Non-current assets (capital)	49,826,503	44,669,200	28,778,432	\$ 5,157,303	12%
Total assets	\$ 64,184,322	\$ 60,288,871	\$ 44,939,676	\$ 3,895,451	6%

Cash

Cash and cash equivalents held by the College decreased by \$1,758,310 (12%) this year primarily as the result of financial aid disbursements being changed from the start of the semester to after the census date and subsequent reporting of attendance (approximately week six). As a result of the later disbursement financial aid funds were not drawn down until October. Unrestricted cash decreased by 14% while restricted cash increased by 76% also due to the change in financial aid disbursement.

Disbursement of financial aid is now tied to confirmed attendance. Nearly all of our peer NYS community colleges disburse funds this way and the practice was further confirmed as a good one by NYS OSC during an audit this past summer. The old disbursement practice had financial consequences that impacted both our students and the college.

Cash reserves are anticipated to be adequate to meet College needs. Our biweekly payrolls average \$1 million, and it is anticipated that adequate cash will continue to be available to meet payrolls and other expenses.

Cash held by BCC

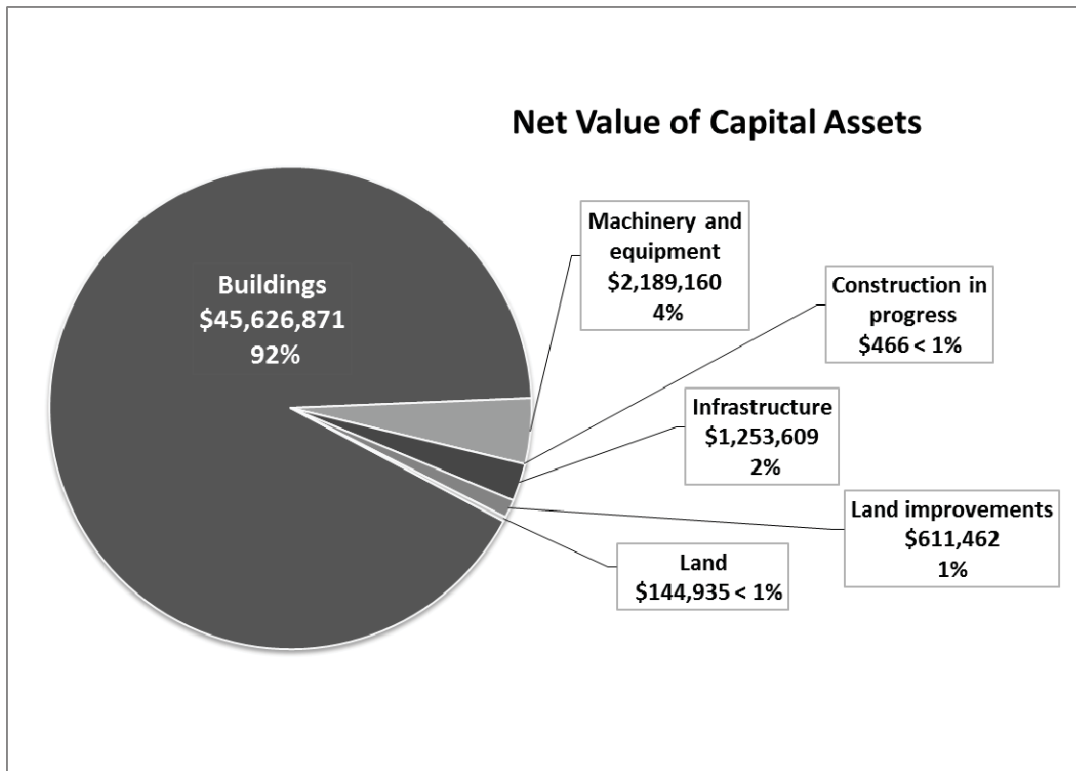
	2014	2013	2012	2013 to 2014	
				\$ change	% change
Unrestricted (current)	\$ 12,122,957	\$ 14,101,201	\$ 14,901,661	\$ (1,978,244)	-14%
Restricted (current)	509,802	289,868	236,945	\$ 219,934	76%
Total cash and cash equivalents	\$ 12,632,759	\$ 14,391,069	\$ 15,138,606	\$ (1,758,310)	-12%

Capital Assets

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

There has been an increasing use of Foundation and other fundraised dollars as well as investments made by private companies doing business on campus to provide the required local match for capital projects in the past year.

92% of the net value of BCC's capital assets is in buildings, 4% is in machinery and equipment, and 4% is in infrastructure, land and land improvements.



College capital assets increased by \$7,460,847 (9%) primarily as the result of the renovation of our Darwin R. Wales Center along with other capital improvements.

Accumulated depreciation increased by \$2,303,544 (6%). These changes together resulted in a \$5,157,303 increase in the net value of capital assets to \$49,826,503, a 12% increase.

Capital assets and accumulated depreciation

As of August 31

	2014		2013		2012		2013 to 2014		
							\$ change	% change	
Buildings	\$	80,024,663	\$	71,838,521	\$	52,805,875	\$	8,186,142	11%
Machinery and equipment		7,327,472		6,947,075		6,411,109		380,397	5%
Infrastructure		2,767,216		2,525,842		2,187,000		241,374	10%
Land improvements		1,414,795		1,406,325		1,322,624		8,470	1%
Construction in progress		466		1,356,002		3,461,632		(1,355,536)	-100%
Library books		-		-		-		-	na
Land		144,935		144,935		144,935		-	<1%
Total capital assets	\$	91,679,547	\$	84,218,700	\$	66,333,175	\$	7,460,847	9%
Less accumulated depreciation		(41,853,044)		(39,549,500)		(37,554,741)		(2,303,544)	6%
Total capital assets net of accumulated depreciation	\$	49,826,503	\$	44,669,200	\$	28,778,434	\$	5,157,303	12%

46% of SUNY BCC's capital assets are fully depreciated. This is an ongoing positive trend as more campus facilities are restored or replaced.

Net value of capital assets

	Capital asset (at original cost)	Accumulated depreciation	Net value of capital assets	% asset depreciated
Buildings	\$ 80,024,663	\$ 34,397,792	\$ 45,626,871	43%
Machinery and equipment	7,327,472	5,138,312	2,189,160	70%
Construction in progress	466	-	466	na
Infrastructure	2,767,216	1,513,607	1,253,609	55%
Land improvements	1,414,795	803,333	611,462	57%
Land	144,935	-	144,935	na
Total	\$ 91,679,547	\$ 41,853,044	\$ 49,826,503	46%

Liabilities

Liabilities decreased by \$215,171 (1%) to \$27,682,044 this year, details of which are discussed below.

As of August 31

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Current liabilities	\$ 8,638,193	\$ 11,598,922	\$ 11,026,339	\$ (2,960,729)	-26%
Non-current liabilities	17,014,751	16,244,293	16,093,258	\$ 770,458	5%
Total liabilities	\$ 25,652,944	\$ 27,843,215	\$ 27,119,597	\$ (2,190,271)	-8%

Current Liabilities

Current liabilities changed as the result of several factors that, when added together, resulted in a \$2,960,729 (26%) decrease. The most notable decrease is the reclassification of NYS TAP received prior to the fiscal year-end for a future semester. The TAP has been reclassified as a deferred inflow of resources from deferred revenue due to the implementation of GASB 65. A \$300,763 (19%) increase - in 'due to retirement systems' is due to continuing significant rises in NYS ERS and TRS retirement rates.

As of August 31

sorted from highest to lowest liability

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Deferred revenue	-	-	7,707,555	\$ -	na
Unearned tuition and fees	4,534,239	6,290,562	-	\$ (1,756,323)	-28%
Accounts payable and accrued liabilities	\$ 2,199,124	\$ 2,029,965	\$ 1,866,635	\$ 169,159	8%
Due to retirement systems	1,904,830	1,604,067	1,412,238	\$ 300,763	19%
Due to other governments	-	72,068	39,911	\$ (72,068)	-100%
Total current liabilities	\$ 8,638,193	\$ 9,996,662	\$ 11,026,339	\$ (1,358,469)	-14%

Deferred Inflows of Resources

As of August 31

	2014	2013	2013 to 2014	
			\$ change	% change
Deferred revenue on TAP aid	\$ 1,975,100	\$ 1,602,260	\$ 372,840	23%
Other deferred revenue	-	-	\$ -	na
Total Deferred Inflows	\$ 1,975,100	\$ 1,602,260	\$ 372,840	23%

Non-current Liabilities

At fiscal year-end, \$17,014,751 in non-current liabilities is outstanding, a 5% increase over last year. 94% of the liability relates to accounting pronouncement GASB 45, which requires the recognition of the College's liability for post-employment (retiree health) benefits over 30 years. The liability has been calculated by an actuarial firm contracted by Broome County Government – our health coverage provider.

The GASB 45 liability is *not* required to be funded, and is currently *not* being funded by the College and the vast majority of other New York State Community Colleges. The liability reduces reported net position accordingly. See the footnote in the financial statements for an in-depth discussion of GASB 45.

As of August 31

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Liability for post-employment benefits (Net OPEB obligation)	16,045,534	15,352,838	15,330,143	\$ 692,696	<1%
Compensated absences	969,217	891,455	763,115	\$ 77,762	9%
Total non-current liabilities	\$ 17,014,751	\$ 16,244,293	\$ 16,093,258	\$ 770,458	5%

Net Position

Net position increased by \$6,085,722 (34%) this year primarily as the result of the completion of our renovation of the Darwin R. Wales Center and several other capital improvements. \$49,826,503 - the majority of net position, is invested in capital facilities and is presented net of accumulated depreciation. A discussion of unrestricted net position follows.

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Invested in capital assets	\$49,826,503	\$44,669,200	\$28,778,432	\$5,157,303	12%
Restricted for capital	-	-	-	-	na
Unrestricted	(13,270,225)	(12,223,544)	(10,958,353)	(1,046,681)	9%
Total	\$36,556,278	\$32,445,656	\$17,820,079	\$4,110,622	13%

Unrestricted Net Position

Unrestricted net position decreased this year primarily as the result of using fund balance for operations. \$545k of the budgeted \$565k fund balance was used (96%).

College unrestricted net position is negative as the result of the continued implementation of accounting pronouncement GASB 45, which requires the recognition of the College's liability for post-employment (retiree health) benefits over 30 years. Our financial statements look similar to those of our peer NYS community colleges and SUNY system in this regard.

The liability is not required to be funded, and is currently not being funded by the College and the vast majority of other New York State Community Colleges. See the non-current liabilities section of the MD&A and the notes in the financial statements for an in-depth discussion of GASB 45.

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Designated for encumbrances	\$221,523	\$30,049	\$248,031	\$191,474	637%
Undesignated	2,553,786	3,099,243	4,123,759	(545,457)	-18%
Liability for post-retirement benefits	(16,045,534)	(15,352,838)	(15,330,143)	(692,696)	5%
Total unrestricted net position	\$ (13,270,225)	\$ (12,223,546)	\$ (10,958,353)	\$ (1,046,679)	9%

At \$2,553,786, the college undesignated fund balance represents approximately 5.4% of the College's 2014-15 net operating budget (total budget less miscellaneous revenues). SUNY and GASB recommend an undesignated fund balance equal to 5% to 15% of the net operating budget.

\$397k of the undesignated fund balance was budgeted to be used in 2014-15, but is not anticipated to be used due to enrollment growth and favorable health insurance and retirement rates. Planned use of fund balance for operations continues to be reduced to a sustainable level.

The College undesignated fund balance was purposefully built up a half decade ago by making conscious decisions to take favorable budget developments "to the bank" in anticipation of state aid reductions and enrollment declines related to the number of local high school graduates declining and our local economy recovering. The use of fund balance for operations is balanced with a competing need to retain a sufficient balance and provide for responsible management of the College's operations. NYS Education Code 602.1d requires that fund balance be "maintained at a level consistent with sound cash management procedures."

Statement of revenues, expenses, and changes in net position

The statement of revenues, expenses, and changes in net position consolidates all College funds together - unrestricted, restricted, loan, and plant funds. In accordance with GASB reporting requirements, several significant sources of College operating budget revenue - state operating aid, Broome County government operating aid, and charges to other NYS county governments for their residents attending BCC - are accounted for as non-operating revenues, resulting in large reported operating losses.

A discussion of the revenue and expense components of the statement of revenues, expenses, and changes in net position report follows. See the unrestricted net position section of the MD&A and note 6 of the financial statements for additional information on the change in net position.

Operating Revenues

This year's operating revenues were very close to last year's with the exception of exchange grant and contract revenues, which declined by 8% (\$194,052).

For the years ended August 31

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Tuition and fees <i>not</i> funded by student aid	\$ 13,676,232	\$ 13,731,201	\$ 13,633,223	\$ (54,969)	0%
Exchange grants and contracts	2,103,359	2,297,411	2,452,301	\$ (194,052)	-8%
Other sources	24,630	15,740	-	\$ 8,890	<1%
Total operating revenues	\$ 15,804,221	\$ 16,044,352	\$ 16,085,524	\$ (240,131)	<1%

Operating Expenses

Operating expenses (without student aid) were 4% more than last year as the result of the required \$693k adjustment to *the annual required contribution related to the College liability for retiree health insurance under GASB 45*. *This adjustment shows in the institutional support expense category. See the non-current liabilities section of the MD&A and note 8 of the financial statements for an in-depth discussion of GASB 45.*

In 2013-14, College expenditures were brought in line with actual revenues by carefully managing vacancy savings and curtailing spending during the summer to balance the spending to revenues once the summer enrollment declines emerged.

*Sorted from high to low
For the years ended August 31*

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Instructional	\$ 24,865,514	\$ 25,094,792	\$ 24,897,030	\$ (229,278)	-1%
Institutional support	11,248,352	9,936,731	12,012,934	\$ 1,311,621	13%
Academic support	5,691,624	5,485,059	5,178,867	\$ 206,565	4%
Operation and maintenance of plant	5,256,528	5,055,311	4,737,543	\$ 201,217	4%
Student services	3,709,254	3,556,231	3,431,826	\$ 153,023	4%
Depreciation expense	2,448,502	2,063,038	1,772,311	\$ 385,464	19%
Other operating expenses	-	-	-	\$ -	na
Total operating expenses without student aid	\$ 53,219,774	\$ 51,191,162	\$ 52,030,511	\$ 2,028,612	4%
Student aid (distributed to students)	6,247,970	6,361,263	6,166,281	(113,293)	-2%
Total operating expenses	59,467,744	57,552,425	58,196,792	1,915,319	3%

Financial aid distributed to students for books and personal expenses is included in operating expenses in accordance with accounting requirements. It is presented separately here to differentiate operating expenses of the College from personal expenses of our students.

Non-operating Revenues and Expenses

Non-operating revenues net of expenses decreased by \$8,359,505 (15%) this year. The decrease is primarily the result of a decrease in capital project spending, funded by Broome County government and is accounted for within 'County appropriations'.

For the years ended August 31

	2014	2013	2012	2013 to 2014	
				\$ change	% change
State operating aid	\$ 12,604,507	\$ 12,110,576	\$ 11,345,213	\$ 493,931	4%
Federal grants and contracts	12,080,228	11,765,341	11,459,185	\$ 314,887	3%
ARRA Federal Awards (State Appropriations - Operating Aid)	-	-	-	\$ -	na
County appropriations	17,456,661	27,108,594	13,135,512	\$ (9,651,933)	-36%
State grants and contracts	4,460,838	4,104,713	4,188,341	\$ 356,125	9%
Other non-operating revenues (expenses)	1,171,911	1,044,426	672,424	\$ 127,485	12%
Net non-operating revenues	\$ 47,774,145	\$ 56,133,650	\$ 40,800,675	\$ (8,359,505)	-15%

Financial Outlook

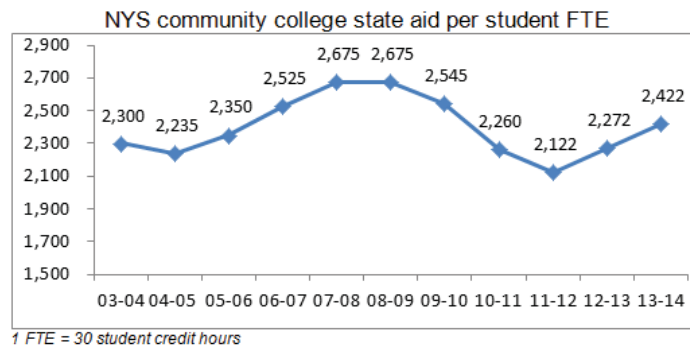
Funding and Student Enrollment Challenges

...and SUNY BCC's plan to address them

The College is currently in a sound financial position and has prepared well for anticipated continuing financial challenges by budgeting and planning conservatively with a long-term strategic perspective, building and using its reserves in a planned way, and strategically reducing operating and personnel costs.

State funding challenge

Several years ago state operating revenues to Broome Community College were reduced by \$2.6 million – nearly 20% - as part of a NYS deficit reduction plan to close a multi-billion multi-year budget deficit linked to a weak economy. While some of the state aid has been restored, the amount received per student full-time equivalent is still less than it was seven years ago and nearly 10% less than it was at its' peak five years ago.



The NYS community college presidents and SUNY Chancellor are working to convince the Governor and NYS legislators to restore the remainder of the funding over the next few years as a key part of an overall rational funding plan.

Enrollment challenge

With 3/4 of BCC operating revenues linked to student enrollment, and with the number of local high school graduates declining significantly in the next 5 years, BCC is faced with a continuing significant funding challenges in the coming years.

Plan to meet the funding and enrollment challenges

College management has implemented a multifaceted, multi-year strategic approach to meet the challenges by:

- Gaining increasing support from our County sponsor by building strong relationships with county leadership
- Growing existing and creating new auxiliary revenue streams such as our book store, food services and facilities rental
- Building and opening a 366 bed student housing village
- Growing online and Binghamton Advantage Programs

Plan to meet the funding and enrollment challenges (Continued)

- Taking further advantage of burgeoning international college-student markets
- Adding new academic programs where there is workforce and enrollment demand
- More aggressively attracting dual enrollment partners in the high schools as evidenced by 30% anticipated enrollment growth in 14-15.
- More aggressively marketing the college as evidenced in the name change to SUNY Broome Community College to strengthen branding along with more use of social media and also hosting major community events on campus demonstrate firsthand what we have to offer prospective students

Requests for Information

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to:

*SUNY Broome Community College
Regina Losinger
Vice President for Administrative and Financial Affairs
PO Box 1017
Binghamton, NY 13902*

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

STATEMENTS OF NET POSITION - PRIMARY INSTITUTION

AUGUST 31, 2014

(with summarized comparative totals for 2013)

	<u>2014</u>	<u>2013</u>
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 12,122,957	\$ 14,101,201
Restricted cash	509,802	289,868
Student accounts receivable, net of allowance for doubtful accounts of \$1,976,115 and \$2,143,142, respectively	1,346,670	921,810
Other accounts receivable	174,545	55,690
Due from State government	56,723	61,890
Due from other governments	141,083	165,446
Prepaid expenses and other current assets	<u>6,039</u>	<u>23,766</u>
Total current assets	<u>14,357,819</u>	<u>15,619,671</u>
NONCURRENT ASSETS:		
Capital assets, net of accumulated depreciation	<u>49,826,503</u>	<u>44,669,200</u>
Total noncurrent assets	<u>49,826,503</u>	<u>44,669,200</u>
Total assets	<u>64,184,322</u>	<u>60,288,871</u>
LIABILITIES		
CURRENT LIABILITIES:		
Accounts payable and accrued liabilities	2,199,124	2,029,965
Due to retirement systems	1,904,830	1,604,067
Due to other governments	-	72,068
Unearned tuition and fees	<u>4,534,239</u>	<u>6,290,562</u>
Total current liabilities	<u>8,638,193</u>	<u>9,996,662</u>
NONCURRENT LIABILITIES:		
Other postemployment benefit	16,045,534	15,352,838
Compensated absences	<u>969,217</u>	<u>891,455</u>
Total noncurrent liabilities	<u>17,014,751</u>	<u>16,244,293</u>
Total liabilities	<u>25,652,944</u>	<u>26,240,955</u>
DEFERRED INFLOWS OF RESOURCES		
Deferred revenue on TAP aid	<u>1,975,100</u>	<u>1,602,260</u>
NET POSITION		
Invested in capital assets	49,826,503	44,669,200
Unrestricted	<u>(13,270,225)</u>	<u>(12,223,544)</u>
Total net position	<u>\$ 36,556,278</u>	<u>\$ 32,445,656</u>

The accompanying notes are an integral part of these statements.

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION - PRIMARY INSTITUTION
FOR THE YEAR ENDED AUGUST 31, 2014
(with summarized comparative totals for 2013)

	<u>2014</u>	<u>2013</u>
OPERATING REVENUES:		
Student tuition and fees (Net of Scholarship allowances of \$11,162,969 and \$10,433,468, respectively)	\$ 13,676,232	\$ 13,731,201
Federal grants and contracts	724,779	853,220
State and County grants and contracts	284,098	332,322
Nongovernmental grants and contracts	1,094,482	1,111,869
Other revenue	<u>24,630</u>	<u>15,740</u>
 Total operating revenues	 <u>15,804,221</u>	 <u>16,044,352</u>
OPERATING EXPENSES:		
Instruction	24,865,514	25,094,792
Academic support	5,691,624	5,485,059
Student services	3,709,254	3,556,231
Institutional support	11,248,352	9,936,731
Maintenance and operation of plant	5,256,528	5,055,311
Scholarships and fellowships	6,247,970	6,361,263
Depreciation	<u>2,448,502</u>	<u>2,063,038</u>
 Total operating expenses	 <u>59,467,744</u>	 <u>57,552,425</u>
 Operating loss	 <u>(43,663,523)</u>	 <u>(41,508,073)</u>
NONOPERATING REVENUE:		
Federal and state financial aid	12,080,228	11,765,341
State grants and contracts	4,460,838	4,104,713
State appropriations - operating aid	12,604,507	12,110,576
County appropriations-operating aid	10,362,092	9,598,526
County appropriations-capital	7,094,569	17,510,068
Other non operating revenues	<u>1,171,911</u>	<u>1,044,426</u>
 Total nonoperating revenue	 <u>47,774,145</u>	 <u>56,133,650</u>
 CHANGE IN NET POSITION	 4,110,622	 14,625,577
 NET POSITION - beginning of year	 <u>32,445,656</u>	 <u>17,820,079</u>
 NET POSITION - end of year	 <u>\$ 36,556,278</u>	 <u>\$ 32,445,656</u>

The accompanying notes are an integral part of these statements.

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

STATEMENTS OF CASH FLOWS - PRIMARY INSTITUTION
FOR THE YEAR ENDED AUGUST 31, 2014
(with summarized comparative totals for 2013)

	<u>2014</u>	<u>2013</u>
Cash Flows from Operating Activities:		
Tuition and fees	\$ 22,912,002	\$ 24,164,669
Grants, contracts and scholarships	2,103,359	2,246,034
Other sources	40,252	-
Payments for salaries and wages	(27,817,886)	(28,385,992)
Payments for fringe benefits	(14,229,312)	(13,296,515)
Payments for contractals	(7,699,674)	(7,449,159)
Payment for scholarships and fellowships	(17,410,939)	(16,794,731)
	<u>(42,102,198)</u>	<u>(39,515,694)</u>
Net Cash Flow from Operating Activities		
Cash Flows from noncapital financing activities		
Federal Grants and contracts- nonoperating	12,129,540	11,765,341
State Grants and contracts- nonoperating	4,444,012	4,104,717
State appropriations	12,554,432	12,110,576
County appropriations	6,978,776	6,841,937
Chargebacks	3,356,519	2,756,589
Private gifts, grants and contracts	115,022	83,998
Other nonoperating revenue	938,279	1,044,426
Agency transactions	219,934	52,923
	<u>40,736,514</u>	<u>38,760,507</u>
Net cash flow from noncapital financing activities		
Cash flows from capital financing activities:		
Capital appropriations	7,527,434	17,510,068
Purchase of capital assets	(7,924,778)	(17,533,962)
	<u>(397,344)</u>	<u>(23,894)</u>
Net cash flow from capital and related financing activities		
Cash flows from investing activities:		
Interest Income	4,718	7,650
	<u>4,718</u>	<u>7,650</u>
Net cash flow from investing activities		
Change in cash and cash equivalents	(1,758,310)	(771,431)
Cash and cash equivalents - beginning of year	<u>14,391,069</u>	<u>15,138,606</u>
Cash and cash equivalents - end of year	<u>\$ 12,632,759</u>	<u>\$ 14,391,069</u>

The accompanying notes are an integral part of these statements.

(Continued)

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

STATEMENTS OF CASH FLOWS - PRIMARY INSTITUTION
FOR THE YEAR ENDED AUGUST 31, 2014

(with summarized comparative totals for 2013)

(Continued)

	<u>2014</u>	<u>2013</u>
Reconciliation of operating loss to net cash flow from operating activities:		
	\$ (43,663,523)	\$ (41,508,073)
Adjustments to reconcile operating loss to net cash flow from operating activities:		
Depreciation and amortization	2,448,502	2,063,038
OPEB liability	692,696	22,695
Income recognized from adjustment of allowance for doubtful accounts	(1,976,115)	18,175
Changes in assets and liabilities:		
Accounts receivable	1,432,400	(218,653)
Prepaid expenses and other current assets	17,727	(19,125)
Grant, contract and other receivables	2,266	(6,652)
Accounts payable and accrued liabilities	(122,172)	163,330
Accrued liabilities	436,150	352,326
Tuition and fees	(1,383,484)	(382,755)
Other operating liabilities	<u>13,355</u>	<u>-</u>
Net cash flow from operating activities	<u>\$ (42,102,198)</u>	<u>\$ (39,515,694)</u>

The accompanying notes are an integral part of these statements.

BROOME COMMUNITY COLLEGE FOUNDATION, INC.
(A Component Unit of Broome Community College)

STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2014

(with summarized comparative totals for 2013)

	<u>2014</u>	<u>2013</u>
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 8,334,692	\$ 1,326,882
Miscellaneous receivables	1,432	3,076
Contributions, bequests and miscellaneous receivable	349,558	664,213
Prepaid expenses	11,327	13,730
Loans receivable- related parties	20,957	20,957
Investments	<u>15,827,916</u>	<u>12,841,007</u>
Total current assets	<u>24,545,882</u>	<u>14,869,865</u>
NONCURRENT ASSETS:		
Contributions and bequests receivable	316,000	426,400
Construction in progress	13,311,718	1,033,376
Beneficial interest in trusts	5,039,559	4,625,111
Capital assets, net of accumulated depreciation	<u>13,833</u>	<u>6,256</u>
Total noncurrent assets	<u>18,681,110</u>	<u>6,091,143</u>
Total assets	<u>43,226,992</u>	<u>20,961,008</u>
LIABILITIES		
CURRENT LIABILITIES:		
Accounts payable	\$ 1,622,774	\$ 18,764
Accrued liabilities	21,357	20,238
Annuity liability	39,835	42,157
Loans payable- related party	20,779	20,779
Deferred revenue	-	550,000
Housing deposits	<u>91,825</u>	<u>-</u>
Total current liabilities	<u>1,796,570</u>	<u>651,938</u>
NONCURRENT LIABILITIES		
Construction loan payable	<u>12,184,851</u>	<u>1,012,597</u>
Total noncurrent liabilities	<u>12,184,851</u>	<u>1,012,597</u>
Total liabilities	<u>13,981,421</u>	<u>1,664,535</u>
NET ASSETS		
Unrestricted	4,716,254	4,115,247
Restricted	9,701,446	8,059,321
Permanently restricted	<u>14,827,871</u>	<u>7,121,905</u>
Total net assets	<u>\$ 29,245,571</u>	<u>\$ 19,296,473</u>

The accompanying notes are an integral part of these statements.

BROOME COMMUNITY COLLEGE FOUNDATION, INC.
(A Component Unit of Broome Community College)

STATEMENTS OF ACTIVITIES AND CHANGES IN NET POSITION
FOR THE YEARS ENDED JUNE 30, 2014
 (with comparative totals for 2013)

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total 2014	Total 2013
PUBLIC SUPPORT REVENUE:					
Contributions	\$ 155,830	\$ 948,375	\$ 237,071	\$ 1,341,276	\$ 1,707,645
Income from trusts	-	278,170		278,170	179,214
Bequests	-		7,500,000	7,500,000	637,049
Income from fines and penalties	-		-	-	280,000
	<u>155,830</u>	<u>1,226,545</u>	<u>7,737,071</u>	<u>9,119,446</u>	<u>2,803,908</u>
OTHER REVENUE:					
Investment income	\$ 84,948	\$ 159,421	-	244,369	223,434
Realized gain (loss) on investments	9,873	17,152	-	27,025	19,572
Unrealized gain(loss) on investments	835,225	1,922,400	-	2,757,625	1,661,145
Change in split interest agreements, net	-	5,564	-	5,564	7,410
Administrative fee income	162,385	-	-	162,385	140,090
Donated services, facilities and supplies	51,767	-	-	51,767	44,484
Miscellaneous	146	22,953	-	23,099	26,255
	<u>1,144,344</u>	<u>2,127,490</u>	<u>-</u>	<u>3,271,834</u>	<u>2,122,390</u>
Total other revenue	<u>1,144,344</u>	<u>2,127,490</u>	<u>-</u>	<u>3,271,834</u>	<u>2,122,390</u>
Total public support and other revenue	1,300,174	3,354,035	7,737,071	12,391,280	4,926,298
NET ASSETS RELEASED FROM RESTRICTIONS					
Satisfied by payments/time expirations/restriction changes	1,743,015	(1,711,910)	(31,105)	-	-
EXPENSES:					
Grants-in-aid	436,495	-	-	436,495	428,830
Merit scholarships	211,865	-	-	211,865	177,300
President's discretionary	3,975	-	-	3,975	6,866
College enhancement	7,333	-	-	7,333	9,193
Faculty development/recognition	17,574	-	-	17,574	13,253
Other grants	1,007,902	-	-	1,007,902	363,109
BCC departmental fund expenses	24,716	-	-	24,716	22,221
Salaries and fringe benefits	372,251	-	-	372,251	354,075
Operating	90,483	-	-	90,483	59,881
Depreciation	1,831	-	-	1,831	1,617
Investment management fees	41,620	-	-	41,620	38,518
Administrative fees	162,385	-	-	162,385	140,090
Pledge write offs	11,985	-	-	11,985	5,670
Donated services, facilities and supplies	51,767	-	-	51,767	44,484
	<u>2,442,182</u>	<u>-</u>	<u>-</u>	<u>2,442,182</u>	<u>1,665,107</u>
Total expenses	<u>2,442,182</u>	<u>-</u>	<u>-</u>	<u>2,442,182</u>	<u>1,665,107</u>
CHANGE IN NET ASSETS	601,007	1,642,125	7,705,966	9,949,098	3,261,191
NET ASSETS - beginning of year	<u>4,115,247</u>	<u>8,059,321</u>	<u>7,121,905</u>	<u>19,296,473</u>	<u>16,035,282</u>
NET ASSETS - end of year	<u>\$ 4,716,254</u>	<u>\$ 9,701,446</u>	<u>\$ 14,827,871</u>	<u>\$ 29,245,571</u>	<u>\$ 19,296,473</u>

The accompanying notes are an integral part of these statements.

BROOME COMMUNITY COLLEGE FOUNDATION, INC.
(A Component Unit of Broome Community College)

STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2014
(with comparative totals for 2013)

	<u>2014</u>	<u>2013</u>
Cash flows from operating activities:		
Change in net assets	\$ 9,949,098	\$ 3,261,191
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	1,831	1,617
Realized loss on investments, net	(27,025)	(19,572)
Donation of beneficial interest in trust	-	(647,636)
Unrealized (Gain) loss on investments and beneficial interest in trusts, net	(2,757,625)	(1,661,145)
(Increase) Decrease in miscellaneous receivables	1,644	(2,982)
(Increase) Decrease in contributions and bequests receivables	314,655	(136,410)
(Increase) Decrease in pledges receivable, noncurrent	110,400	(254,400)
(Increase) Decrease in Prepaid Expenses	2,403	1,915
(Increase) Decrease in loans receivable- related parties	-	(20,957)
Increase (Decrease) in accounts payable	1,604,010	(104,396)
Increase (Decrease) in accrued payroll and vacation	11,119	(3,310)
Increase (Decrease) in loan payable - related party	-	20,779
Increase (Decrease) in annuity liability	(2,322)	(2,279)
Increase (Decrease) in constructing loan payable	11,172,254	1,012,597
Increase (Decrease) in housing deposits	91,825	-
Increase (Decrease) in deferred revenue	<u>(550,000)</u>	<u>550,000</u>
Net cash flow from operating activities	<u>19,922,267</u>	<u>1,995,012</u>
Cash flows from investing activities:		
Purchase of Fixed Assets	(9,408)	(1,250)
Construction in progress payments	(12,278,342)	(1,033,376)
Purchases of investments, net of proceeds from sales of investments	<u>(616,707)</u>	<u>(1,279,992)</u>
Net cash flow from investing activities	<u>(12,904,457)</u>	<u>(2,314,618)</u>
Change in cash and cash equivalents	7,017,810	(319,606)
Cash and cash equivalents - beginning of year	<u>1,326,882</u>	<u>1,646,488</u>
Cash and cash equivalents - end of year	<u>\$ 8,344,692</u>	<u>\$ 1,326,882</u>

The accompanying notes are an integral part of these statements.

FACULTY-STUDENT ASSOCIATION OF BROOME COMMUNITY COLLEGE, INC.
(A Component Unit of Broome Community College)

STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2014
(with comparative totals for 2013)

	<u>2014</u>	<u>2013</u>
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 157,827	\$ 27,919
Accounts receivable	41,062	36,497
Receivable - related party	20,779	20,779
Prepaid expenses	8,239	8,776
Due from agency	<u>43</u>	<u>-</u>
Total current assets	<u>227,950</u>	<u>93,971</u>
ASSETS WHOSE USE IS LIMITED:		
Temporarily restricted cash	19,414	-
Designated cash	75,000	75,000
Assets held for agency accounts	414,753	298,162
Assets held for student activity fee account	<u>345,790</u>	<u>347,077</u>
Total assets whose use is limited	<u>854,957</u>	<u>720,239</u>
EQUIPMENT AND IMPROVEMENTS:		
Temporarily restricted capital assets, net of accumulated depreciation	65,483	-
Capital assets, net of accumulated depreciation	<u>9,339</u>	<u>4,596</u>
Total assets	<u>1,157,729</u>	<u>818,806</u>
LIABILITIES		
CURRENT LIABILITIES:		
Accounts payable and accrued expenses	54,019	32,445
Payable - related party	20,779	20,779
Deferred revenue - child care	4,929	3,184
Due to agency	<u>-</u>	<u>363</u>
Total current liabilities	<u>79,727</u>	<u>56,771</u>
NONCURRENT LIABILITIES:		
Assets held for agency accounts	414,753	298,162
Assets held for student activity fee account	<u>345,790</u>	<u>347,077</u>
Total noncurrent liabilities	<u>760,543</u>	<u>645,239</u>
Total liabilities	<u>840,270</u>	<u>702,010</u>
NET ASSETS		
Unrestricted:		
Board designated	75,000	75,000
Current operating	157,562	41,796
Temporarily restricted net assets	<u>84,897</u>	<u>-</u>
Total net assets	<u>\$ 317,459</u>	<u>\$ 116,796</u>

The accompanying notes are an integral part of these statements.

FACULTY-STUDENT ASSOCIATION OF BROOME COMMUNITY COLLEGE, INC.
(A Component Unit of Broome Community College)

STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2014
 (with comparative totals for 2013)

	2014			2013
	Unrestricted	Temporarily Restricted	Total	Total
REVENUES:				
Sales - Bookstore	\$ -	\$ -	\$ -	\$ 317,107
Bookstore commissions	270,374	-	270,374	281,873
Vending, video and café income	3,175	-	3,175	70,707
Dining commissions	80,000	-	80,000	-
Child care program	282,219	-	282,219	353,638
Donated facilities/utilities	65,000	-	65,000	67,000
Interest income	70	-	70	24
Bookkeeping service	23,421	-	23,421	22,119
Photocopy income	1,020	-	1,020	1,028
Contributions	-	90,850	90,850	-
Loss on disposition of capital assets	-	-	-	(928)
Miscellaneous income	75,555	-	75,555	50,694
Total support	800,834	90,850	891,684	1,163,262
EXPENSES:				
Bookstore	-	-	-	356,401
Child Care	418,479	-	418,479	449,708
Administrative	238,863	5,953	244,816	245,159
Support and assistance	27,726	-	27,726	14,844
Total operating expenses	685,068	5,953	691,021	1,066,112
CHANGE IN NET ASSETS	115,766	84,897	200,663	97,150
NET ASSETS - beginning of year	116,796	-	116,796	19,646
NET ASSETS - end of year	\$ 232,562	\$ 84,897	\$ 317,459	\$ 116,796

The accompanying notes are an integral part of these statements.

FACULTY-STUDENT ASSOCIATION OF BROOME COMMUNITY COLLEGE, INC.
(A Component Unit of Broome Community College)

STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2014
 (and comparative totals for 2013)

	<u>2014</u>	<u>2013</u>
Cash flows from operating activities:		
Increase in net assets	\$ 200,663	\$ 97,150
Adjustments to reconcile changes in net assets to net cash provided by (used in) operating activities		
Depreciation	1,771	918
Temporarily restricted depreciation	5,953	-
Loss on disposition of capital assets	-	928
Changes in operating assets and liabilities:		
Accounts receivable	(4,565)	61,490
Inventories	-	256,508
Prepaid expenses	537	7,988
Due from agency	(43)	15
Accounts payable and accrued expenses	21,574	(220,598)
Deferred revenue- child care	1,745	3,184
Due to agency	(363)	363
Temporarily restricted cash	<u>(19,414)</u>	<u>-</u>
Total Adjustments	<u>7,195</u>	<u>110,796</u>
Net cash provided by (used in) operating activities	<u>207,858</u>	<u>207,946</u>
Cash flows used in investing activities		
Purchase of fixed assets	(6,514)	(2,423)
Purchase of temporarily restricted fixed assets	<u>(71,436)</u>	<u>-</u>
Net cash used in investing activities	(77,950)	(2,423)
Cash flows provided by (used in) financing activities		
Proceeds from (payment on) line of credit- bank, net	<u>-</u>	<u>(220,000)</u>
Decrease in cash and cash equivalents- undesignated	129,908	(14,477)
Cash and cash equivalents - beginning of year	<u>27,919</u>	<u>42,396</u>
Cash and cash equivalents - end of year	<u>\$ 157,827</u>	<u>\$ 27,919</u>

The accompanying notes are an integral part of these statements.

**BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)**

**NOTES TO FINANCIAL STATEMENTS
AUGUST 31, 2014**

1. THE ORGANIZATION

Broome Community College (the College) was organized in 1946 when the State University of New York trustees approved its establishment as a two-year community college of the State University of New York. Established under the sponsorship of Broome County pursuant to the New York State Education Law, the operations of the College are funded principally by New York State, Broome County, and the College's students.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The College - Primary Institution

Basis of Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States, as prescribed by the Governmental Accounting Standards Board (GASB).

The College reports as a special purpose government engaged in business-type activities, as defined by generally accepted accounting principles to include public colleges and universities. Business-type activities are those that are financed in whole or in part by fees charged to external parties for goods or services. The financial statements of the College consist of management's discussion and analysis; classified statements of net position; statements of revenues, expenses, and changes in net position that distinguishes between operating and nonoperating revenues and expenses; and statements of cash flows, using the direct method of presentation.

The College's policy for defining operating activities in the statements of revenues, expenses, and changes in net position are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as nonoperating activities in accordance with generally accepted accounting principles. Those nonoperating activities include the College's operating and capital appropriations from the State and County, federal and state financial aid, and net investment income.

Financial Dependency

The College is economically dependent on appropriations from New York State and Broome County, New York, to carry out its operations. These appropriations represented significant nonoperating revenue sources for the year ended August 31, 2014.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Financial Reporting Entity

In evaluating how to define the College for financial reporting purposes, management has considered all potential component units. The decision to include a potential component unit was made by applying the criteria set forth in accounting principles generally accepted in the United States of America. A component unit is a legally separate entity that meets any one of the following requirements:

- The primary government appoints the voting majority of the Board of the potential component unit and is able to impose its will on the entity and/or is in a relationship of financial benefit or burden with the entity.
- The potential component unit is fiscally dependent upon the primary government, or
- The financial statements of the primary government would be misleading if data from the potential component unit were not included.

There are additional criteria to be considered in determining the nature and significance of a relationship with the primary government. These criteria include:

- The economic resources received or held by an organization are entirely or almost entirely for the direct benefit of the College,
- The College is entitled to, or has the ability to otherwise access a majority of the economic resources received or held by the organization, and
- The economic resources received or held by an organization that the College is entitled to, or has the ability to otherwise access, are significant to the College.

Based on application of these criteria, the College is a component unit of Broome County and includes the following component units: Broome Community College Foundation, Inc., and Faculty-Student Association of Broome Community College, Inc.

Broome Community College Foundation, Inc. (the Foundation), is a legally separate, non-profit corporation conducting fund raising activities for the College. The primary purposes of the Foundation are to raise and administer funds and build and maintain relationships that assist needy students; recognize and honor high-achieving students; help faculty and staff to provide the best instructional environment; and encourage innovation and achievement at the College. The Foundation has elected to present its financial statements in accordance with Accounting Standard Codification (ASC) No. 958-205. Under ASC 958-205, the Foundation is required to report information regarding its financial position and activities are reported according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Audited financial statements are available upon request from Foundation's office.

The Faculty-Student Association of Broome Community College, Inc. (FSA) is a legally separate, non-profit organization that provides auxiliary services and financial support for the benefit of the College. FSA promotes and cultivates educational and social relations between the students and faculty of the College. FSA has elected to present its financial statements in accordance with Accounting Standards Codification (ASC) No. 958-205. Under ASC No. 958-205, the FSA is required to report information regarding its financial position and activities are reported according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Audited financial statements are available upon request from FSA's office.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Measurement Focus and Basis of Accounting

Measurement focus refers to what is being measured, whereas basis of accounting refers to when revenues and expenditures are recognized. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

The accounts of the College are organized on the basis of funds, each of which is considered a separate accounting entity. The operations of each fund are accounted for in a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. College resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Cash and Cash Equivalents

The College's cash and cash equivalents consist of cash on hand, demand deposits, and short-term investments with original maturities of three months or less from date of acquisition. New York State law governs the College's investment policies. Resources must be deposited in FDIC insured banks. Permissible investments include obligations of the United States Treasury, United States Agencies, repurchase agreements and obligations of New York State or its localities. Collateral is required for demand and time deposits and certificates of deposit not covered by FDIC insurance.

Cash held in the custodial (agency fund) account is considered restricted as these funds are custodial in nature, are limited to cash held for use by others, and cannot be used to support the College directly. The funds in this account are designated for specific purposes and are held by the college for that defined use. Currently the restricted cash in the custodial account is comprised of outside scholarships and SEED Program grant funds.

Accounts Receivable

Accounts receivable are comprised of three major receivable categories: students, governments, and other.

- **Student Receivables** - This account includes amounts owed by students primarily for tuition and fees. Delinquent student accounts are written off after two years. Additionally, the College records a provision for uncollectible accounts receivable each year based on the estimated probability of collection.
- **Government Receivables** - The majority of the funds reflected in this account consists of appropriations made at the state and local governmental levels for sponsorships of various academic and other programs and for student aid.
- **Other Receivables** - All accounts receivable not identified above are included in this account. This includes private sponsorship of students, academic and other programs, and rental revenues, etc.

An allowance for uncollectible accounts has been provided for certain amounts which may not be collectible within 30 days.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Capital Assets

Campus Facilities and Equipment - The County of Broome and the State of New York share the primary cost of campus facilities equally. Pursuant to New York State Education Law relative to community colleges, title to real property rests in and is held by the local sponsor (County of Broome) in trust for the uses and purpose of the College.

Capital assets include property, plant equipment, and infrastructure assets, such as roads, parking lots and sidewalks. Capital assets are defined by the College as assets with an initial unit cost of \$5,000 or more and an estimated life in excess of four years. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend the assets' lives are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed and depreciated when placed in service.

Property, plant and equipment of the College are depreciated using the straight-line method over the following useful lives. In the year placed in service, additions are depreciated using the straight-line half year convention method. Depreciation on all assets is provided on the straight-line basis over the following estimated useful lives:

Buildings	50 years
Building- Roofs, Plumbing, etc.	15-20 years
Land Improvements	20 years
Equipment	7-10 years
Vehicles	5 years
Computer Equipment	5 years

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fringe Benefits

The College provides fringe benefit programs to eligible faculty and staff, including health and life insurance, unemployment, retirement and workers' compensation benefits. Health insurance, life insurance, unemployment, and pension costs are billed directly to the College by external agencies/carriers. Workers' compensation costs are assessed based on several factors including the College's actual experience.

Insurance Coverage

Broome County provides the College's insurance coverage. Self-insurance expenditures are recognized when paid or based on estimated exposure rather than actuarial computations. On a pro rata basis, the County charges the College, along with County Departments, for claims arising from property damage and public liability on the basis of claims paid. The County also charges for employee health insurance and workers compensation coverage based upon estimated claims to be incurred.

Compensated Absences

Employees earn the right to be compensated during absences for vacation leave and sick leave. Accrued vacation is the amount earned by all eligible employees through August 31, 2014.

Unearned Revenues

The College reports deferred revenues on its combined statement of net position. Deferred revenue arises when potential revenue does not meet both the measurable and available criteria for recognition in the current period. Unearned revenue also arises when resources are received by the College before it has a legal claim to them, as when grant monies are received prior to the incurrence of qualifying expenditures.

Deferred Outflows and Inflows of Resources

In addition to assets, the statements of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then.

In addition to liabilities, the statements of financial position will sometimes report a separate section for deferred of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then.

The College reported deferred inflows of resources of \$1,975,100 and \$1,602,260 as of August 31, 2014 and 2013, respectively on the statement of net position for a deferred gain on payments related to financial aid received from the State received in advance of and related to subsequent fiscal years.

Other Postemployment Benefits

The College provides post-employment health insurance coverage to its retired employees and their survivors in accordance with the provisions of the employment contract negotiated between Broome County and its employee groups. Substantially all of the College's employees may become eligible for these benefits if they reach normal retirement age while working for the College and are vested with ten years or more of service.

Health care benefits are provided through Broome County, which allocates charges to the College. During the current and previous fiscal periods, approximately 276 retirees met the eligibility requirements for health care benefits.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Net Position

Generally accepted accounting principles require the College to report its classification of net position into the following three categories:

- **Invested in capital assets** - Capital assets, net of accumulated depreciation. Beginning in fiscal 2012, the College began retroactively recognizing capital appropriations for the full amount of the assets funded by the State and the County and the State and County debt is no longer recorded in the College's financial statements. Capital assets include land and improvements, buildings and improvements, infrastructure, equipment, furnishing, vehicles, and construction-in-progress.
- **Restricted** - Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of the College or by the passage of time.
- **Unrestricted** - All other categories of net position. Unrestricted net position may be designated by actions of the College's board of trustees.

Revenues

Substantially all revenues are accrued. Nonoperating revenues include operating aid and investment income. Operating revenues include tuition, fees, and noncapital grants. The College recognizes receivables and revenue when the applicable eligibility requirements, including time requirements, are met. Resources transmitted before the eligibility requirements are met are reported as advances by the provider and deferred revenue by the College.

Student Tuition

Student tuition is presented net of scholarships and allowances applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to, the student and are generally reflected as expenses.

Appropriations

Government appropriations are reported on an accrual basis. Appropriations for capital projects are recorded when capital assets are purchased by the State or the County.

Expenses

Expenses are recognized when the related liability is incurred.

Interfund Activity

Interfund activity is reported as either loans, services provided or reimbursements. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefitting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers or are offset.

Income Taxes

The College is a unit of the SUNY, which is a unit of the State of New York and is, therefore, generally exempt from income taxes under Section 115 of the Internal Revenue Code.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Newly Adopted Accounting Standards

During the year ended August 31, 2014, the College adopted:

GASB Statement 65, *Items Previously Reported as Assets and Liabilities*, which establishes accounting and financial reporting standards that reclassify, as deferred outflows of resources or deferred inflows of resources, certain items that were previously reported as assets and liabilities and recognizes, as outflows of resources or inflows of resources, certain items that were previously reported as assets and liabilities;

GASB Statement No. 66, *Technical Corrections-2012-an amendment of GASB Statements No. 10 and No. 62* that improves accounting and financial reporting by clarifying guidance regarding risk financing, operating lease payments, and accounting for loans; and

GASB Statement No. 69, *Government Combinations and Disposals of Government Operations* establishing accounting and financial reporting standards related to government combinations and disposals of government operations. The term *government combinations* include a variety of transactions referred to as mergers, acquisitions, and transfers of operations.

Future Changes in Accounting Standards

In June 2012, the GASB issued Statements No. 67, *Financial Reporting for Pension Plans – an amendment of GASB Statement No. 25*, and No. 68 *Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27*. The objective of Statement No. 67 is to improve financial reporting by state and local governmental pension plans. Statement No. 67 replaces the requirements of Statements No. 25 and No. 50 as they relate to pension plans that are administered through trusts or equivalent arrangements that meet certain criteria.

Future Changes in Accounting Standards (Continued)

Statement No. 68 establishes accounting and financial reporting requirements related to pensions for governments whose employees are provided with pensions through pension plans that are covered by the scope of Statement No. 68, as well as for non-employer governments that have a legal obligation to contribute to those plans. The College is currently studying the statement and plans on adoption when required, which will be for the August 31, 2015 financial statements, with early adoption encouraged.

In November 2013, the GASB issued Statement No. 71, *Pension Transitions for Contributions Made Subsequent to the Transition Date – an amendment of GASB Statement No. 68*. The objective of this Statement is to address an issue regarding application of the transition provisions of Statement No. 68, *Accounting and Financial Reporting for Pensions*. The issue relates to amounts associated with contributions, if any, made by a state or local government employer or non-employer contributing entity to a defined benefit pension plan after the measurement date of the government's beginning net pension liability. The College is required to adopt the provisions of this Statement in conjunction with GASB Statement No. 68, for the year ending August 31, 2015, with early adoption encouraged.

Reclassification

Certain amounts from the 2013 financial statements have been reclassified to conform to the 2014 reporting format.

3. CUSTODIAL CREDIT, CONCENTRATION OF CREDIT, INTEREST RATE, AND FOREIGN CURRENCY RISKS

Custodial credit risk is the risk that in the event of a bank failure, the College's deposits may not be returned to it. While the College does not have a specific policy for custodial credit risk, New York State statutes govern the College's investment policies, as discussed previously in these Notes. GASB Statement No. 40 directs that deposits be disclosed as exposed to custodial credit risk if they are not covered by depository insurance and the deposits are either:

- Uncollateralized,
- Collateralized with securities held by the pledging financial institution in the College's name, or
- Collateralized with securities held by the pledging financial institution's trust department or agent, but no in the College's name.

The College's aggregate bank balances (disclosed in the financial statements), were entirely covered by depository insurance at August 31, 2014.

The College does not purchase investments denominated in a foreign currency and is not exposed to foreign currency risk.

With respect to the component units (Broome Community College Foundation, Inc. and Faculty-Student Association of Broome Community College, Inc.,) the risk categories for deposits and investments are the same as those stated above for the primary government. Each of these component units have their own investment policies and are not subject to state statutes.

4. CAPITAL ASSETS

The following table presents the changes in the various capital asset categories for the fiscal year ended August 31, 2014.

	September 1, 2013		August 31, 2014	
	Balance	Additions	Retirements	Balance
Capital assets that are not depreciated:				
Land	\$ 144,935	\$ -	\$ -	\$ 144,935
Construction-in-progress	<u>1,356,002</u>	<u>7,413,541</u>	<u>(8,769,077)</u>	<u>466</u>
Total non-depreciable cost	<u>1,500,937</u>	<u>7,413,541</u>	<u>(8,769,077)</u>	<u>145,401</u>
Capital assets that are depreciated:				
Buildings	71,838,521	8,186,142		80,024,663
Land improvements	1,406,325	8,470	-	1,414,795
Machinery and equipment	6,947,073	844,330	(463,931)	7,327,472
Infrastructure	<u>2,525,844</u>	<u>241,372</u>	<u>-</u>	<u>2,767,216</u>
Total depreciable historical cost	<u>82,717,763</u>	<u>9,280,314</u>	<u>(463,931)</u>	<u>91,534,146</u>
Total investment in capital assets	<u>84,218,700</u>	<u>16,693,855</u>	<u>(9,233,008)</u>	<u>91,679,547</u>
Less accumulated depreciation:				
Buildings	32,511,989	1,885,803	-	34,397,792
Land improvements	744,890	58,443	-	803,333
Machinery and equipment	4,878,702	404,569	(144,959)	5,138,312
Infrastructure	<u>1,413,919</u>	<u>99,688</u>	<u>-</u>	<u>1,513,607</u>
Total accumulated depreciation	<u>39,549,500</u>	<u>2,448,503</u>	<u>(144,959)</u>	<u>41,853,044</u>
Capital assets, net	<u>\$ 44,669,200</u>	<u>\$ 14,245,352</u>	<u>\$ (9,088,049)</u>	<u>\$ 49,826,503</u>

5. OPERATING CHARGEBACKS

Funding regulations require adjustments to reflect the difference between the budgeted chargeback rate (the rate charged to other counties for students who attend Broome Community College) and the rate calculated based on the actual costs.

6. UNEARNED REVENUE

The unearned revenue represents student tuition and fees collected through the fiscal year end of the College, applicable to the subsequent academic year and excess student revenues, if any. Excess student revenues represents the difference between the amounts of student tuition charged for the year and the amount allowed by the New York State formula which substantially restricts student tuition revenue to one third of net operating expenses. These excess student revenues are recognized as revenue in subsequent years in which they are budgeted by the College. Under the agreement between the sponsor, Broome County, and New York State, if the sponsor maintains effort as defined in the agreement, the College can use current year tuition revenues as well as student tuition reserves in excess of the one-third net operating cost limitation. For the year ended August 31, 2014, the sponsor maintained the level of effort required.

7. LONG-TERM LIABILITIES

The following is a summary of long term liabilities as of August 31, 2014:

	Beginning Balance	Additions	Deletions	Ending Balance
Other liabilities:				
Other post employment benefits	15,352,838	2,031,663	1,338,967	16,045,534
Compensated absences	<u>891,455</u>	<u>77,762</u> *	<u>-</u>	<u>969,217</u>
Total long-term liabilities	<u>\$ 16,244,293</u>	<u>\$ 2,109,425</u>	<u>\$ 1,338,967</u>	<u>\$ 17,014,751</u>

*Amounts are recorded net as it is not practical to determine gross amounts.

8. EMPLOYEE BENEFITS

Retirement Benefits

There are three major retirement plans for College employees. The New York State and Local Employees' Retirement System (ERS), the New York State Teachers' Retirement System (TRS), and the Teachers Insurance and Annuity Association – College Retirement Equities Fund (TIAA/CREF). ERS is a cost-sharing, multiple-employer, defined benefit public plan administered by the State Comptroller. TRS is a cost-sharing, multiple-employer, defined benefit public plan separately administered by a nine-member board. TIAA/CREF is a multiple-employer, defined contribution plan administered by separate boards of trustees. Substantially all full-time employees participate in the plans. The College also participates in an Optional Retirement Plan (ORP), a privately operated defined contribution plan, which provides benefits to certain employees of the College. The College assumes no liability for the financial status of ORP members' accounts other than payment of contributions.

Obligations of employers and employees to contribute, and related benefits, are governed by the New York State Retirement and Social Security Law (NYSRSSL) and Education Law. These plans offer a wide range of programs and benefits.

8. EMPLOYEE BENEFITS (Continued)

Retirement Benefits (Continued)

ERS and TRS benefits are related to years of credited service and final average salary, vesting of retirement benefits, death and disability benefits, and optional methods of benefit payments. TIAA/CREF is a College Optional Retirement Program (ORP) and offers benefits through annuity contracts.

NYSERS provides retirement benefits as well as death and disability benefits. New York State Retirement and Social Security Law govern obligations of employers and employees to contribute, and benefits to employees. The System issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to the New York State and Local Retirement System, Governor Alfred E. Smith State Office Building, Albany, New York, 12244.

The Systems are noncontributory for the employees who joined prior to July 27, 1976. For employees who joined the Systems after July 27, 1976, and prior to January 1, 2010, employees contribute 3% of their salary, except that employees in the Systems more than ten years are no longer required to contribute. For employees who joined after January 1, 2010 and prior to April 1, 2012, employees in NYSERS contribute 3% of their salary throughout their active membership and those in NYSTRS contribute 3.5% throughout their active membership. For employees who joined after April 1, 2012, employees in NYSERS contribute 3% of their salary until April 1, 2013 and then contribute 3% to 6% of their salary throughout their active membership and those in NYSTRS contribute 3.5% of their salary until April 1, 2013 and then contribute 3% to 6% of their salary throughout their active membership.

For NYSERS, the Comptroller certifies the rates expressed as proportions of members' payroll annually which are used in computing the contributions required to be made by employers to the pension accumulation fund. Pursuant to Article 11 of the Education Law, the New York State Teachers' Retirement Board establishes rates annually for NYSTRS.

TIAA/CREF provides benefits through annuity contracts and provides retirement and death benefits to those employees who elected to participate in the ORP. Benefits are determined by the amount of individual accumulations and the retirement income option selected. All benefits generally vest after the completion of one year of service if the employee is retained thereafter. TIAA/CREF is contributory for employees who joined after July 27, 1976 who contribute 2-3% of their salary. Employer contributions range from 8% to 15% depending upon when the employee was hired. Employee contributions are deducted from their salaries and remitted on a current basis to TIAA/CREF.

The College's ORP provides retirement and death benefits for or on behalf of those full-time, professional employees and faculty members electing to participate in this optional retirement program. Participation eligibility, as well as contributory and noncontributory requirements, is established by NYSRSSL. Benefits are determined by the amount of individual accumulations and the retirement income option selected. All benefits vest after the completion of one year of service if the employee is retained thereafter. Individually owned annuity contracts that provide for full ownership of retirement and survivor benefits are purchased at the time of vesting. Employees have a choice of four vendors: VALIC, ING, Met Life, and TIAA-CREF.

The College is required to contribute at an actuarially determined rate. The required contributions for the current year and two preceding years were:

		<u>ERS</u>	<u>TRS</u>
2014	\$	1,678,267	\$ 962,162
2013	\$	1,541,182	\$ 713,216
2012	\$	1,307,774	\$ 588,781

8. EMPLOYEE BENEFITS (Continued)

Retirement Benefits (Continued)

The employer contributions are equal to 100% of the required contributions under each of the respective plans.

Since 1989, the ERS's billings have been based on Chapter 62 of the Laws of 1989 of the State of New York. This legislation requires participating employers to make payments on a current basis, while amortizing existing unpaid amounts relating to the System's fiscal years ending March 31, 1988 and 1989 over a 17-year period, with an 8.75% interest factor added. Local governments were given the option to prepay this liability. The College made the full payment in 1989.

Faculty and guild members may elect ORP participation. Unlike NYSTRS, ORP is transferable to educational institutions outside of New York State in the event that the member relocates. The system is noncontributory except for employees who joined ORP after July 1, 1976, and have less than ten years of service who contribute 3% of their salary. Employee contributions are deducted by the College from employees' paychecks and are sent currently with the College's contribution to ORP.

The College's expense for ORP for the last three years was:

2014	\$	1,306,358
2013	\$	1,368,776
2012	\$	1,420,825

In addition, the College offers its employees various deferred compensation plans created in accordance with Internal Revenue Code and New York State Education Law. The plans permit employees to defer a portion of their salary until future years. Participation in the plans is optional.

Other Postemployment Benefits

The Post Retirement Health Care Benefits Plan (PHCBP) is a multi-employer defined benefit healthcare plan administered by Broome County. The PHCBP provides coverage to eligible retirees and their survivors. The County issues a publicly available financial report that includes financial statements and required supplementary information for (PHCBP). That report may be obtained by writing to the County at PO Box 1766, Binghamton, New York 13902-1766.

This liability is not required to be funded, and is currently not being funded by the College.

Annual OPEB Cost and Net OPEB Obligations: The College's annual other postemployment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities (or funding excess) over a period not to exceed thirty years.

8. EMPLOYEE BENEFITS (Continued)

Postemployment Benefits Other than Pensions

The following tables shows the components of the College's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in the College's OPEB obligation to the Plan:

	<u>2014</u>	<u>2013</u>
Annual required contribution	\$ 2,243,815	\$ 3,870,074
Interest on net OPEB obligation	663,799	593,917
Adjustment to ARC	<u>(875,951)</u>	<u>(2,856,216)</u>
Annual OPEB cost	2,031,663	1,607,775
Contributions made	<u>(1,338,967)</u>	<u>(1,585,080)</u>
Increase in net OPEB obligation	692,696	22,695
Net OPEB obligation - beginning of year	<u>15,352,838</u>	<u>15,330,143</u>
Net OPEB obligation - end of year	<u>\$ 16,045,534</u>	<u>\$ 15,352,838</u>

Percentage of Annual OPEB Cost

Contributed	66%	99%
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Actuarial Valuation Date	Actuarial Value of Assets	Actuarial Liability (AAL) - Entry Age	Unfunded AAL (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
01/01/14	\$ -	\$ 30,554,067	\$ 30,554,067	0.0%	\$ 27,880,468	109.6%
12/31/12	\$ -	\$ 36,530,430	\$ 36,530,430	0.0%	\$ 28,096,793	130.0%
01/01/12	\$ -	\$ 36,381,092	\$ 36,381,092	0.0%	\$ 28,047,164	130.0%

The following tables shows the components of the College's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in the College's OPEB obligation to the Plan:

Actuarial Methods and Assumptions

Measurement date	1/1/2014
Discount rate	5%
Salary scale	4%
Inflation rate	3%
Valuation method	Entry age normal
Amortization period	30 years
Amortization method	Level percent of pay
Amortization basis	Open basis

	<u>Annual OPEB Costs</u>	<u>Percentage of Annual OPEB Cost Contributed</u>	<u>Net OPEB Obligation</u>
August 31, 2014	\$ 2,031,663	65.90%	\$ 16,045,534
August 31, 2013	\$ 1,607,775	98.59%	\$ 15,352,838
August 31, 2012	\$ 3,651,174	37.88%	\$ 15,330,143

9. RELATED PARTY TRANSACTIONS

Broome Community College is affiliated with several non-profit organizations all of which serve to meet the needs of the College's students.

Broome Community College Foundation, Inc. (Foundation) is a non-profit entity which actively solicits donations for the purpose of making scholarships to eligible students or assisting the College with certain expenses. The Foundation is the sole member of the BCC Housing Development I LLC (LLC). The Foundation created this entity for the sole purpose of building, owning and managing student housing on the SUNY Broome Community College Campus, and plans to transfer the entity to the BCC Housing Development Corporation (BCCHDC) once the BCCHDC attains 501(c)(3) status.

The Faculty-Student Association of Broome Community College, Inc. (FSA) is a non-profit entity which promotes and cultivates educational, social, cultural, and recreational activities among the students, alumni, and faculty of Broome Community College.

10. COMMITMENTS AND CONTINGENCIES

The College has various commitments with contractors for the completion of capital projects.

The College has received grants, which are subject to audit by agencies of the State and Federal governments. Such audit may result in disallowances and a request for a return of federal funds. Based on prior audit, the College's administration believes disallowances, if any, will be minimal.

SUPPLEMENTARY INFORMATION

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

**RECONCILIATION OF REVENUES AND EXPENSES AS REFLECTED IN THE ANNUAL
REPORT TO THE AUDITED FINANCIAL STATEMENTS (UNAUDITED)
FOR THE YEAR ENDED AUGUST 31, 2014**

	<u>Revenues</u>	<u>Expenses</u>	
Totals By Fund:			
Unrestricted current funds (per annual report)	\$ 48,867,295	\$ 49,199,287	
Restricted current funds (per annual report)	18,801,465	18,801,465	
Plant funds	<u>7,094,569</u>	<u>-</u>	
Totals (all funds)	74,763,329	68,000,752	
Adjustments to reconcile to financial statements:			
Scholarship allowances	(11,162,969)	(11,162,969)	
Expended for plant facilities	-	(511,327)	
Depreciation	-	2,448,502	
Miscellaneous adjustments	(21,994)	90	
GASB 45 OPEB costs not recognized in the annual report	<u>-</u>	<u>692,696</u>	
Adjusted totals	<u>\$ 63,578,366</u>	<u>\$ 59,467,744</u>	
Per audited financial statements:			
Operating revenue / expenses	\$ 15,804,221	\$ 59,467,744	
Nonoperating revenue / expenses	<u>47,774,145</u>	<u>-</u>	
Totals per financial statements	<u>\$ 63,578,366</u>	<u>\$ 59,467,744</u>	
	<u>Annual Report</u>	<u>Unrestricted Current Fund</u>	<u>Reconciled Difference</u>
2014 Total unrestricted expenses	\$ 49,199,287	\$ 49,199,287	\$ -
Less:			
2014 Total revenues - offset to expense plus costs not allowable for state-aid	<u>(4,054,819)</u>	<u>-</u>	<u>(4,054,819)</u>
2014 net operating costs	<u>\$ 45,144,468</u>	<u>\$ 49,199,287</u>	<u>\$ (4,054,819)</u>
Description of reconciled differences			
1) Service fees in tuition & Fees Line			\$ 2,985,878
2) Student Revenue - Non State Aidable in Tuition & Fees Line			352,594
3) Private Grants			71,877
4) Service and User Fees			48,370
5) Indirect Cost Receivable - Grants			125,099
6) Parking Fees and Fines			44,600
7) Total Other Sources in Other Sources Line			<u>426,401</u>
			<u>\$ 4,054,819</u>
<u>Net Position / Fund Balance Reconciliation:</u>	<u>Reported Amounts</u>		
Current Unrestricted Fund Balance *	\$ 2,797,300		
GASB 45 Liability (per financial statement)	(16,045,534)		
Excess of maximum budgeted rental aid	(21,994)		
Miscellaneous adjustment	<u>3</u>		
Unrestricted Net Position (per financial statements)	<u>\$ (13,270,225)</u>		

* Line 113 (column C) of annual report

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

SCHEDULE OF STATE OPERATING AID (UNAUDITED)
FOR THE YEAR ENDED AUGUST 31, 2014

Total Operating Costs	\$ 49,199,287			
Total Revenue - Offset to Expense	(4,052,258)			
Costs Not Allowable for State Aid	<u>-</u>			
Net Operating Costs	<u>\$ 45,147,029</u>	@	40% =	<u>\$ 18,058,812 (a)</u>
Rental Costs - Physical Space	\$ 370,721	@	50% * =	<u>\$ 185,361</u>
Low Enrollment Aid				<u>\$ -</u>
Next Generation NY Job Linkage Program				<u>\$ 110,300</u>
Funded FTE Students - Basic Aid			Net FTE Allowable	
2010-2011 Actual			5,269.0 x 0.20	= 1,053.8
2011-2012 Actual			5,072.6 x 0.30	= 1,521.8
2012-2013 Actual			5,013.0 x 0.50	= 2,506.5
2013-2014 Calculated FTE (20-30-50% Rule)				5,082.1
2013-2014 Funded FTE (Greater of 20-30-50% Rule or Prior Year Actual)				5,082.1
Funded FTE Students - Basic Aid	5,082.1	@ \$	2,422.00 * =	<u>12,308,846</u>
Funded FTE, Rental Costs, Small College and High Needs				<u>\$ 12,604,507 (b)</u>
Basic Aid - Lesser of (a) or (b)				<u>\$ 12,604,507</u>

The accompanying notes are an integral part of these schedules.

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

SCHEDULE OF STATE-AIDABLE FTE TUITION RECONCILIATION (UNAUDITED)
FOR THE YEAR ENDED AUGUST 31, 2014

Calculated tuition based on State-aidable FTE per Annual Report:

	Headcount Credit Hours and FTE	Rate	Equated Tuition
<u>Full-time Student Headcount</u>			
Fall 2013 full-time students per End of Term SDF	4,192.00	\$ 1,977	\$ 8,287,584
Winter 2014 full-time students per SDF	-	\$ 1,977	-
Spring 2014 full-time students per SDF	3,527.00	\$ 1,977	6,972,879
Summer 2014 full-time students per SDF	<u>32.00</u>	\$ 1,977	63,264
Total full-time headcount	<u>7,751.00</u>		
Total credit hours of full-time students	<u>110,832.00</u>		
<u>Part-time Student Credit Hours</u>			
Fall 2013 part-time credits per End of Term SDF	13,748.50	\$ 165	2,268,503
Winter 2014 part-time credits per SDF	1,123.00	\$ 165	185,295
Spring 2014 part-time credits per SDF	12,821.00	\$ 165	2,115,465
Summer 2014 part-time credits per SDF	6,463.00	\$ 165	1,066,395
Fall 2013 State-aidable learning center activity per Form 24	457.07	\$ 165	75,417
Winter 2014 State-aidable learning center activity per Form 24	-	\$ -	-
Spring 2014 State-aidable learning center activity per Form 24	405.00	\$ 165	66,825
Summer 2014 State-aidable learning center activity per Form 24	<u>48.70</u>	\$ 165	8,035
Total part-time credit hours	<u>35,066.27</u>		
Total credit hours	<u>145,898.00</u>		
Total state-aidable FTE	<u>4,863.28</u>		
Total calculated tuition based headcount and credit hours			\$ 21,109,662
Reconciliation to Annual Report and Audited Financial Statements:			
Less: Bad debt allowance charged to tuition			(781,100)
Difference in tuition for discounted classes			(525,871)
Learning centers - credits generated - no tuition charged			(150,277)
Other - miscellaneous			(6,884)
Other - Prior year revenue adjustments			(12,833)
Add: Forfeited tuition due to withdrawals - FTEs not claimed			159,495
Other - miscellaneous			-
Other - Forfeited Tuition Deposits			<u>2,800</u>
Tuition revenue reported on annual report (lines 206-208)			19,794,992
Add: Charges to non-resident students			-
Out-of-state resident tuition			1,708,297
Service fees			2,983,318
Student revenue - non state aidable courses			352,594
Less: Scholarship Allowance			<u>-11,162,969</u>
Tuition and fee revenue per audited financial statements			<u>\$ 13,676,232</u>

The accompanying notes are an integral part of these schedules.

REQUIRED REPORTS UNDER OMB CIRCULAR A-133

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

January 7, 2015

To the Board of Trustees of
Broome Community College:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities and the discretely presented component units of Broome Community College (College), (a component unit of the County of Broome, New York), as of and for the year ended August 31, 2014, and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and have issued our report thereon dated January 7, 2015. Our report includes a reference to other auditors who audited the discretely presented component units, as described in the College's report. The financial statements of the discretely presented component units audited by others were not audited in accordance with *Government Auditing Standards*.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.

(Continued)

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

(Continued)

Compliance and Other Matters (Continued)

However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Bonadio & Co., LLP

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY WITH OMB CIRCULAR A-133

January 7, 2015

To the Board of Trustees
Broome Community College:

Report on Compliance for Each Major Federal Program

We have audited Broome Community College's (College), (a component unit of Broome County, New York) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the College's major federal programs for the year ended August 31, 2014. The College's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the College's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the College's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the College's compliance.

Opinion on Each Major Federal Program

In our opinion, the College complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2014.

Report on Internal Control Over Compliance

Management of the College is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the College's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance.

(Continued)

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE
(Continued)

Report on Internal Control Over Compliance - Continued

Accordingly, we do not express an opinion on the effectiveness of the College's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Bonadio & Co., LLP

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2014**

Federal Grantor/Pass-Through Grantor/Program Title	Contract Number	Federal CFDA Number	Expenditures
<u>U.S. Department of Education</u>			
Student Financial Aid Cluster -			
Federal Direct Student Loans	N/A	84.268	\$ 15,574,820
Federal Pell Grant Program	N/A	84.063	11,989,785
Federal Work-Study Program	N/A	84.033	113,204
Federal Supplemental Educational Opportunity Grants	N/A	84.007	<u>118,358</u>
Total Student Financial Aid Cluster			<u>27,796,167</u>
TRIO Cluster -			
Student Support Services	PO42A100355-12	84.042	<u>252,580</u>
Passed through New York State Department of Education			
Career and Technical Education - Basic Grants to States	8000-14-6050	84.048	222,722
Career and Technical Education - Basic Grants to States	8000-15-6050	84.048	<u>23,284</u>
			<u>246,006</u>
Total U.S. Department of Education			<u>28,294,753</u>
<u>U.S. Department of Health and Human Services</u>			
Passed through New York State Department of Social Services:			
CCDF Cluster:			
Child Care and Development Block Grant	DSS-3101	93.575	43,199
Medicaid Cluster:			
Medical Assistance Program	DSS-3101	93.778	10,143
TANF Cluster			
Temporary assistance for Needy Families	DSS-3101	93.558	9,721
Other programs:			
Child Support Enforcement	DSS-3101	93.563	1,394
Foster Care (Title IV-E)	DSS-3101	93.658	3,689
Social Services Block Grant	DSS-3101	93.667	<u>5,065</u>
Total U.S. Department of Health and Human Services			<u>73,211</u>
<u>U.S. Agency for International Development</u>			
Passed through New York State Department of Education			
Scholarships for Education and Economic Development	BRME-RX-2050-705-12-B	98.001	35,198
Scholarships for Education and Economic Development	BRME-RX-2050-705-13-A	98.001	<u>3,563</u>
Total U.S. Agency for International Development			<u>38,761</u>
<u>U.S. Department of Agriculture, Food and Nutrition Service</u>			
Passed through New York State Department of Agriculture			
SNAP Cluster			
Supplemental Nutrition Assistance Program	CA-13-380	10.561	<u>570</u>
<u>U.S. Department of Labor</u>			
TAA-CCCT Team	TC-23772-12-60-A-36	17.282	<u>597</u>
			<u>597</u>
<u>Department of Homeland Security</u>			
Disaster Assistance	PA#007, PW-1902	97.036	<u>401,166</u>
Total Expenditures of Federal Awards			<u>\$ 28,809,058</u>

The accompanying notes are an integral part of these schedules.

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
AUGUST 31, 2014

1. GENERAL

The schedule of expenditures of federal awards presents the activity of all federal financial assistance programs of Broome Community College. Broome Community College's reporting entity is defined in the basic financial statements. All federal financial assistance received directly from federal agencies, as well as federal assistance passed through from other governments, is included in the schedule.

2. BASIS OF ACCOUNTING

The schedule of expenditures of federal awards is presented using the modified accrual basis of accounting, as described in the College's basic financial statements. The information is presented in accordance with the requirements of OMB Circular A-133, *Audit of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in the financial statements.

3. STUDENT LOANS

The College also participates in the Guaranteed Student Loan program which offers low-interest loans to students and parents. The College is partly responsible for administering the loan program. During the fiscal year 2013-2014, total loans under this program amounted to \$15,574,820 including supplemental loans to students.

**BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2014**

Section I—Summary of Auditor’s Results

Financial Statements

Type of auditors’ report issued Unmodified

Internal control over financial reporting:

Material weakness(es) identified? yes No

Significant deficiency(ies) identified not considered to be material weaknesses? yes No

Noncompliance material to financial statements noted? yes No

Federal Awards

Internal control over major programs:

Material weakness(es) identified? yes No

Significant deficiency(ies) identified not considered to be material weaknesses? yes none reported

Type of auditor’s report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510(a)? yes no

Identification of major programs:

CFDA Number(s)

Name of Federal Program or Cluster

Student Financial Aid Cluster

84.268	Federal Direct Student Loans
84.063	Federal Pell Grant Program
84.033	Federal Work-Study Program
84.007	Federal Supplemental Educational Opportunity Grants
97.036	Disaster Grants – Public Assistance (Presidentially Declared Disasters)

Dollar threshold used to distinguish between Type A and Type B programs: \$ 300,000

Auditee qualified as low-risk auditee? yes no

**BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2014 (Continued)**

Section II—Financial Statement Findings

None.

Section III—Federal Award Findings and Questioned Costs

There were no instances of significant deficiencies, material weaknesses, or noncompliance, including questioned costs that are required to be reported under OMB Circular A-133.

Section IV—Status of Prior Year Findings

There were no prior year findings.

Broome Community College

CORRECTIVE ACTION PLAN

FOR THE YEAR ENDED AUGUST 31, 2014

Corrective Action Plan

For the year ended August 31, 2014, there were no findings required to be reported under *Government Auditing Standards* or OMB Circular A-133. Accordingly, a corrective action plan is unnecessary.

B · R · O · O · M · E

COMMUNITY COLLEGE



PROPOSED BUDGET
2013 - 2014

B · R · O · O · M · E

COMMUNITY COLLEGE

BCC ADMINISTRATION

Dr. Kevin E. Drumm
President

Dr. Francis Battisti
*Acting Executive Vice President
& Chief Academic Officer*

Regina Losinger
*Vice President for
Administrative & Financial Affairs*

Debra A. Morello
*Acting Vice President for
Student & Community Engagement*

Richard David
Public Affairs Officer

BCC BOARD OF TRUSTEES

Timothy Grippen
Chairperson

James Orband
Vice Chairperson

George F. Akel, Jr.

Margaret T. Coffey

Angelo Mastrangelo

Nancy A. LaBare

Marc Newman

Anthony Paniccia

Nicholas G. Serafini, Jr.

Willie T. Murray, Jr.
Student Trustee

PROPOSED BUDGET

2013 - 2014

May 1, 2013

To: Members of the Board of Trustees
Broome Community College

Honorable Debra Preston
Broome County Executive

Honorable Members of the
Broome County Legislature

From: Kevin E. Drumm, Ph.D.
President
Broome Community College

Enclosed is Broome Community College's proposed 2013-2014 operating budget for consideration by Debra Preston, the Honorable Broome County Executive, and the Broome County Legislature.

I would like to start out by emphasizing how deeply appreciative we at BCC are for both the operational and capital support we have received from the County. Now beginning my fourth year at BCC's helm, I continue to marvel at just what a strong academic institution BCC is. Our key student and college outcomes continue to be atop SUNY measures, placing BCC on par with nation's best performing colleges. Our graduation, persistence and transfer success rates are among the best nationally in no small part thanks to your support. Our greatest challenge going forward remains not sacrificing the excellent academic quality BCC provides as we struggle through the slow economic recovery.

Your increased support will help us guarantee our excellence and in the future your support will also have a much greater impact on our budget due to pending changes to the State Funding Formula, changes that will be based primarily on Sponsor Contribution including changes to both Chargebacks and what we may charge for Out of State Tuition in the future. More on this as we begin to plan for future budgets in light of the proposed changes to the State Funding Formula but your growing support will mitigate the impact and so we appreciate it all the more as we plan for the future of Broome's community college.

If you have any questions regarding this budget, please do not hesitate to contact either myself or Regina Losinger, our Vice President for Administrative and Financial Affairs.

In conclusion, we ask that you consider a slight increase in your investment in Broome County's top economic development engine. We are proposing a modest 2% increase at this time and it would a difference for us now and especially in future budgets as I alluded to above.

As always, thank you for your support of BCC and for your service to Broome County and the State of New York!

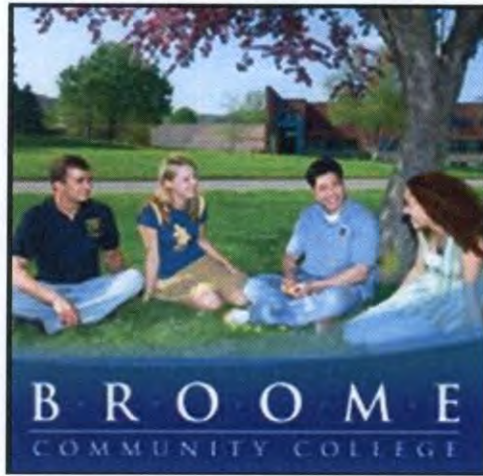
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2013-14 Broome Community College proposed operating budget

	2012-13 approved budget	2013-14 proposed change	2013-14 proposed budget	% change	% budget
ASSUMPTIONS:					
Student enrollment FTE	4,992	(100)	4,892	-2.0%	
State aid per FTE	\$2,272	\$150	\$2,422	6.6%	
Tuition	\$3,820	134	\$3,954	3.5%	
Broome County support		136,839		2%	
EXPENSES:					
Personnel	\$27,173,552	\$582,300	\$27,755,852	2.1%	54.9%
Fringe benefits	13,215,629	1,285,070	14,500,699	9.7%	28.7%
Contractual expenses	7,388,801	373,500	7,762,301	5.1%	15.3%
Equipment	565,000	-	565,000	0.0%	1.1%
Total expenses	\$48,342,982	\$2,240,870	\$50,583,852	4.6%	100.0%
REVENUES:					
State aid	\$12,182,598	388,757	\$12,571,355	3.2%	24.9%
Broome County (sponsor)	6,841,937	136,839	6,978,776	2.0%	13.8%
Tuition	19,773,441	344,333	20,117,774	1.7%	39.8%
Chargebacks to other counties	2,547,478	1,043,973	3,591,451	41.0%	7.1%
Out of state tuition	1,442,433	288,244	1,730,677	20.0%	3.4%
Miscellaneous revenues	4,227,949	732,000	4,959,949	17.3%	9.8%
Fund balance appropriation	1,327,146	(693,276)	633,870	-52.2%	1.3%
Total revenues	\$48,342,982	\$2,240,870	\$50,583,852	4.6%	100.0%

Student enrollment highlights



Student enrollment is budgeted to decline by 2% next year despite significant growth in some areas. Enrollments are declining in nearly every SUNY community college, some at a greater rate than BCC – and part of a national trend.

With 75% of BCC operating revenues – state aid, tuition, out-of-state tuition, chargeback revenues and student fees – being directly driven by student enrollment, and each percentage bringing in \$330,000 in revenues, sustaining and growing enrollment is a major key to BCC's financial viability.

In the past few years our distance learning enrollments have grown significantly, and we have attracted a greater percentage of a declining number of local high school graduates. Our Fast Forward high school enrollments doubled this year, out-of-county NYS enrollments and out-of-state enrollments grew, and our Binghamton Advantage joint admissions program with Binghamton University continues to grow, all positively impacting enrollment. Our enhanced website and portal, ramped up marketing efforts, and improved communication with students and amongst departments are also helping.

However, our enrollment gains have been offset by increased competition from nearby community colleges with student housing, fewer non-traditional age students taking classes, and a declining, aging local population. Our student housing, expected to be under construction very soon and planned to open Fall 2014, will attract students from other areas and keep some in the area who might have gone elsewhere.

All about BCC students and graduates



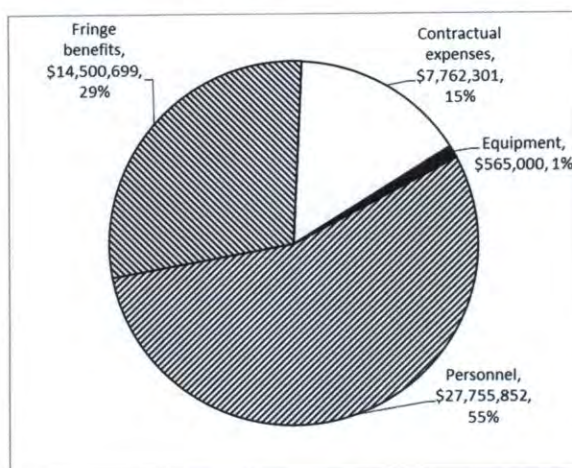
- 45,000+ Alumni, 1,125 graduates in 2011-12, 819 (73%) from Broome County
- 259 Business & Public Services, 270 Health Sciences, 455 Liberal Arts, and 141 STEM graduates in 2011-12
- 72% graduates transferred or found employment related directly to their major (as reported in 2012 Job Placement and Transfer Survey)
- 53 associate degree and 17 certificate programs offered
- 10,000+ registrations in non-credit continuing education and workforce development courses
- 36% of the local 2012 high school graduates attend BCC
- 67% students are Broome County residents, 24% are from other New York counties, and 9% are from out-of-state including international students from 36 countries
- 3% students are younger than 18, 65% are 18-24, and 32% are at least 25 years old
- 55% students female, 45% male
- 6,864 students were enrolled in credit courses in Fall 2012 including Fast Forward and Early College programs – a 3% increase from prior Fall
- Student graduation rate and retention is above the median in the SUNY Community College system
- Over 924 high school students are enrolled in Fast Forward college courses offered at their schools, a one year increase of 95%
- 8,343 student registrations in 574 fully online sections last academic year
- 947 registrants in 69 “blended” online / classroom sections last year
- 2,700 student service learning hours and 1,800 student community service hours annually

Expense Highlights

Broome Community College's budget is proposed to increase for the first time in three years. For the past two years it has declined as costs were strategically reduced by several million dollars in the face of significant state aid cuts and enrollment decline.

It is necessary to increase the budget next year to fund increases in fringe benefit costs, to sustain quality instruction and improve student retention and success, and to better maintain our facilities, which had fallen into a state of disrepair over the years.

28 full-time positions (7% of campus positions) – 17 teaching and 11 non-teaching, are being held vacant next year due to enrollment decline and associated revenue challenges. Personnel costs are \$276,000 less than they otherwise would've been as the result of a BCC Board of Trustee Voluntary Separation Incentive Program that broke even in 11 months.



BCC continues to be faced with an unprecedented and daunting challenge – striving to identify ample, sustainable resources that will enable us to continue to provide open and affordable access and quality education and support services to our current and future students in the face of enrollment decline.

Funds are budgeted next year for the following fringe benefit rate increases and critical priorities...

- ✓ \$ 479k TRS and ERS retirement rate increases that increased costs by 20%
- ✓ \$ 461k Health insurance 8.5% tentative rate increase and additional retirees
- ✓ \$ 450k Fill 9 of 26 vacant teaching positions in areas of critical need, leaving 17 (10%) vacant
- ✓ \$ 324k 1% salary increase
- ✓ \$ 164k (New) Natural Science Center custodial staff (3)
- ✓ \$ 151k Student housing – manager, peace officers, billing software
- ✓ \$ 100k Natural Science Center utilities
- ✓ \$ 115k Fast Forward enrollment growth
- ✓ \$ 100k Fill 2 recently vacated facilities positions (current staff is well below recommended levels)
- ✓ \$ 88k Improve student access by moving IT systems to the Cloud and adding 24/7 services
- ✓ \$ 65k Expand advising to increase student retention

How Does BCC Spending Compare With Other SUNY community colleges?

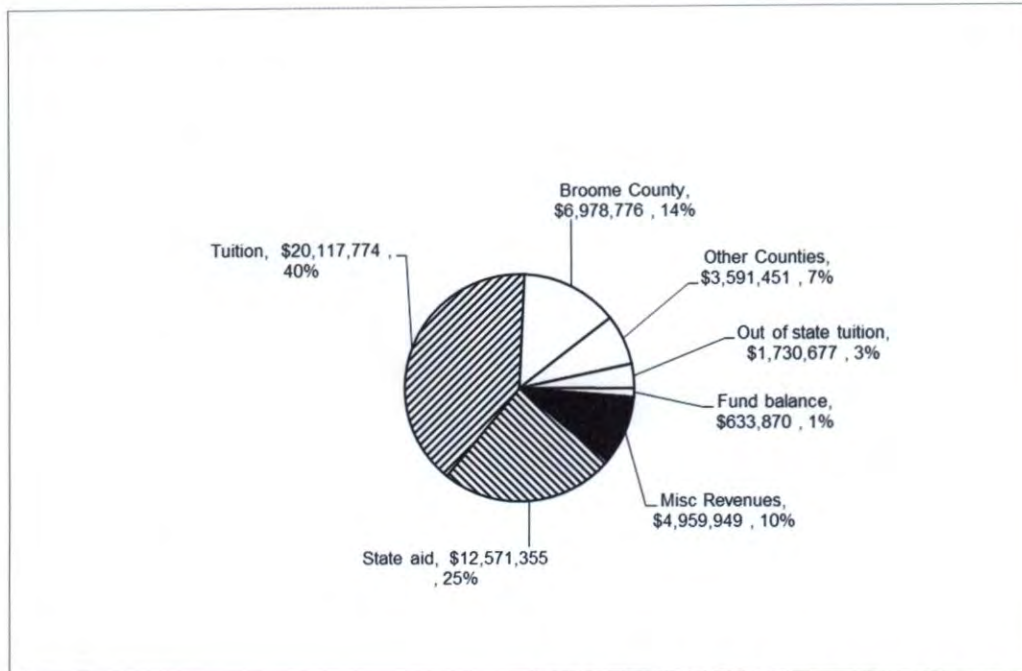
Favorably!

BCC spending is “right-side up” – we spend more on instruction and less on administration as a percentage of our budget than most of SUNY’s 30 community colleges, and we have made significant progress in the past two years in the percentage of our operating budget spent on facilities, moving up 7 places from ‘dead last’ two years ago.

% Budget Spent	Instruction <i>Fall/Spring</i>	Administration	Facility maintenance
<i>High</i>	52%	17%	21%
<i>Average</i>	44%	8%	14%
<i>Low</i>	34%	5%	8%
BCC	49%	6%	11%
	<i>(4th highest of 30)</i>	<i>(6th lowest of 30)</i>	<i>(7th lowest of 30, up from lowest in 2 years)</i>



Revenue highlights

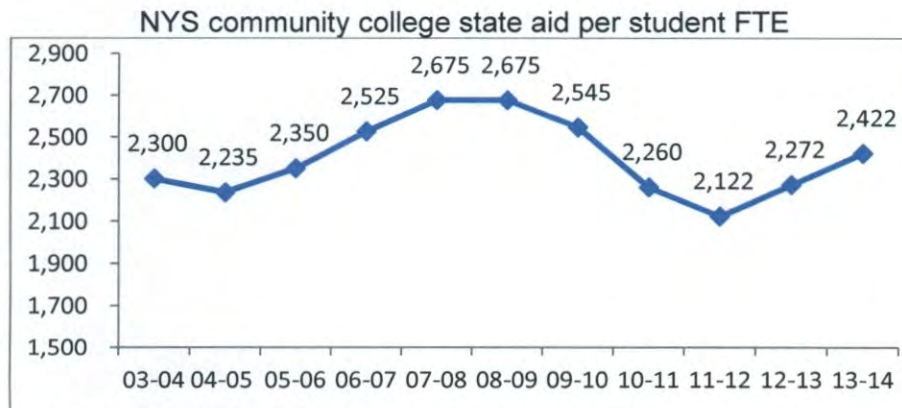


Slices in white referred to as "sponsor share"

State aid increases \$389k, restoring part of \$2.7 million prior year cut

State aid per student FTE is budgeted to increase by \$150 (6.6%) per student full-time equivalent, increasing revenues by \$388,757 next year and restoring part of the \$2.7 million cut several years ago.

From 2008-09 to 2011-12 – over 3 years - state aid per student full-time equivalent was cut 21% - \$553 per FTE from \$2,675 to \$2,122, reducing college aid per student to the level received a dozen years earlier. Next year's funding restores aid to the level received seven years earlier.



1 FTE = 30 student credit hours

State aid funds 25% of next year's proposed budget, \$2.6 million less than the full one-third originally envisioned when community colleges were formed and far less than the 40% cap set by SUNY regulations.

Broome County funding proposed to increase by 2%

Next year's budget proposes to increase county support by 2% to help sustain instructional quality in the face of rising health and retirement costs, and to help meet critical needs. We hope you will consider this as an investment in Broome County's top economic development engine. Your support is very much appreciated.

Broome County funding

Year	Broome County support	Increase	% change	% budget funded by Broome County
09-10	6,791,937			13.9%
10-11	6,791,937	-	0.0%	13.9%
11-12	6,791,937	-	0.0%	14.0%
12-13	6,841,937	50,000	0.7%	14.2%
13-14	6,978,776	136,839	2.0%	13.8%

Tuition planned to increase by 3.5% - \$67 a semester

A 3.5% tuition rate increase is planned for next year - \$67 a semester. This increase is necessary to sustain quality instruction in the face of climbing health and retirement costs, and to provide funding for critical needs.

Tuition and fees are set by the BCC Board of Trustees and approved by the SUNY Board of Trustees. BCC's full-time annual tuition rate is in the bottom half of New York State community colleges, and is currently lower than all surrounding community colleges.

As a result of continuing state financial constraints, most NYS Community Colleges budget to fund more than one-third of their net operating budgets with student tuition. Under New York State regulations, tuition may fund more than one-third of the net operating budget only if the sponsor (Broome County Government) "*maintains effort*" – contributes at least as much in total to the operating budget when enrollments are level or increasing and per resident FTE when they are not. Broome County's contributions to BCC capital projects are very much appreciated and are helping return our campus to good condition, but they are *not* a part of the operating budget maintenance of effort calculation.

\$5.1 million in BCC tuition revenue is related to Broome County Government maintaining effort.

Charges to other NY Counties budgeted to increase by \$1 million per SUNY formula

Charges to other NYS County Governments for their residents attending BCC are budgeted to increase next year by over a million dollars. The budgeted increase is due to three things: 3.8% growth in out-of-county NYS enrollments, increased college spending – which drives the rate per student up, and a \$647,000 favorable swing in the adjustment based upon two years prior actual expenses being less than budgeted.

The charges are based upon a SUNY formula that takes into consideration budgeted revenues, expenses, and enrollments, adjusted for prior year actuals. These charges are not negotiable - all county governments are required under SUNY regulations to pay the billed charges for their residents attending other county-sponsored community colleges. 24% of BCC's students reside in other New York State counties.

Out-of-state tuition increase due to enrollment growth and rising tuition

Out-of-state tuition is budgeted to increase following our planned rise in the annual tuition rate and due to enrollment growth. The out-of-state tuition rate is set by the BCC Board of Trustees and approved by the SUNY Board of Trustees. It is currently set at double the in-state tuition rate. 9% of BCC students are from out-of-state - a growing number, including students from 36 other countries.

Miscellaneous revenues reflect student fee changes

Miscellaneous revenues are a significant source of funding for BCC – they fund \$4.9 million (10%) of next year's budget. The largest revenues included in this area are student fees, non-credit continuing education and ice center revenues, indirect grant revenues, and interest earnings.

Miscellaneous revenues are budgeted to rise by \$732k (17%) next year. In our current environment of reduced state aid and declining enrollment, it is unfortunately necessary to increase our student laboratory, matriculation, technology, and distance learning fees to adequately fund these costs.

In addition, the student vehicle registration fee is being increased and changed to a transportation fee, our students will be provided with BC Transit bus passes, and on campus vehicle related costs will be more fully funded. And lastly, a course add/drop fee is being added to encourage students to seek advisement and register carefully for courses, and a reregistration fee is being added to encourage our students to pay their bills on time so they won't be dropped from courses they registered for.

Fund balance use reduced to \$634k as BCC returns to a sustainable level

\$634k, an amount equal to 1.3% of the proposed budget and half of what is budgeted this year, is planned for use in next year's budget, returning the College to a sustainable level of planned use.

It is currently forecast that this level of use will leave the college with an amount equal to 5% of budgeted net operating costs (total budget less miscellaneous revenues) in its fund balance at the end of next year. This is the minimum that SUNY advises – they recommend a range of 5% to 15%.

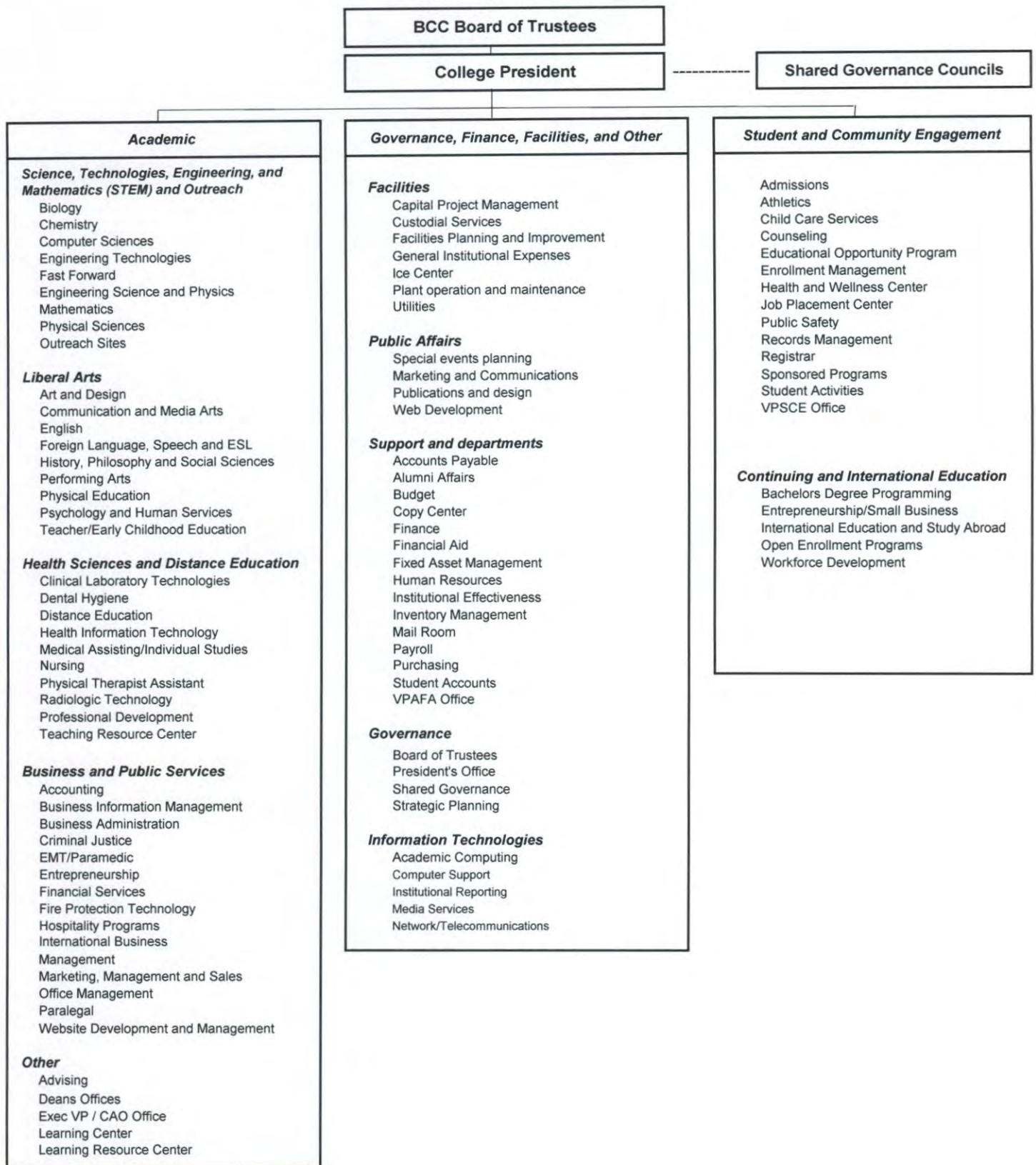
Unreserved fund balance trend

Year	Unreserved Fund Balance	Unreserved Fund balance as % Net Operating Costs (SUNY advises 5% - 15%)
01/02	\$ 1,354,169	5%
02/03	2,286,532	7%
03/04	3,410,008	10%
04/05	1,651,388	5%
05/06	2,050,201	6%
06/07	3,508,287	10%
07/08	4,873,493	12%
08/09	6,619,205	17%
09/10	7,116,333	17%
10/11	5,884,028	14%
11/12	4,123,759	9%
12/13 budget	2,747,000	6%
13/14 budget	2,113,000	5%

The use of fund balance for operations is balanced with a competing need to retain sufficient it for responsible management of the College's operations. New York State Education Code 602.1d requires that fund balance be "maintained at a level consistent with sound cash management procedures." Most New York State community colleges budget to use fund balance.

A decision was made several years ago to take revenues associated with enrollment growth and all cost savings to the fund balance rather than spending them for other purposes to prepare for anticipated state aid cuts. A 21% \$2.7 million was made, and the reserves have been used as planned while the College reduced operating costs to fall into line with available revenues.

BCC Organizational Chart



BCC full-time regular positions

403 full-time positions are approved 2013-14. 28 (7%) - 17 teaching, 11 non-teaching - are not funded.

Positions are approved by the College Board of Trustees

Title	Unit	Grade	2011-12	2012-13	2013-14
Counselor - 10 month	Faculty	8	1	1	1
Librarian - 10 month	Faculty	8	1	1	1
Professor	Faculty	8	63	54	58
Programmer Analyst II	Faculty	7A	3	4	4
Senior Instructional Designer	Faculty	7	1	1	1
Systems Analyst	Faculty	7A	2	2	2
Associate Counselor - 10 month	Faculty	6	1	1	1
Associate Counselor	Faculty	6A	1	1	2
Associate Librarian - 10 month	Faculty	6	1	1	1
Associate Professor	Faculty	6	45	38	40
Clinical nursing skills center instructional specialist	Faculty	5	2	2	2
Learning Specialist - 10 month	Faculty	5	3	3	3
Clinical Radiologic tech instructional specialist	Faculty	5A	2	2	2
Instructional Designer	Faculty	5A	2	2	2
Learning Specialist	Faculty	5A	1	1	1
Network Telecommunications Specialist	Faculty	5A	2	2	2
Programmer Analyst I	Faculty	5A	2	1	1
Staff Associate	Faculty	5A	6	7	8
Learning disabilities specialist - 10 month	Faculty	5	1	1	1
Assistant Counselor	Faculty	4A	3	2	2
Assistant Librarian - 10 month	Faculty	4	1	1	1
Assistant Librarian	Faculty	4A	2	2	2
Assistant Professor	Faculty	4	49	67	62
Academic advisor	Faculty	3A	5	5	5
Publications assistant	Faculty	3A	1	-	-
Instructor	Faculty	3	3	2	1
Technical Assistant II - 10 month	Faculty	2	5	5	4
Technical Assistant IIA	Faculty	2A	9	8	11
Technical Assistant IA	Faculty	1A	1	1	-
Director of Campus Operations	Guild	13	1	1	1
Dir. Cont.Ed & Worforce Development	Guild	11	-	-	1
Director of Financial Aid	Guild	11	1	1	1
Director of Information Technology	Guild	11	1	1	1
Director of LRC and LAC	Guild	10	1	1	1
Director of Admissions	Guild	9	1	1	1
Director of Athletics	Guild	9	1	2	2
Director of Campus Safety and Security	Guild	9	1	1	1

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Title	Unit	Grade	2011-12	2012-13	2013-14
Director of Health and Wellness Center	Guild	9	1	1	1
Director of Ice Center	Guild	9	1	1	1
Director of Networking / Telecommunications	Guild	9	1	1	1
Director of Student Activities	Guild	9	1	1	1
Registrar	Guild	9	1	1	1
Assistant Director Administrative Information Systems	Guild	8	-	1	1
Banner project manager	Guild	8	1	-	-
Director of International Education	Guild	8	1	1	1
Director of Placement	Guild	8	1	1	1
Director of Educational Opportunity Program	Guild	7	1	1	1
Director of Institutional Research and Planning	Guild	7	1	-	-
Director of Sponsored Programs	Guild	7	1	1	1
Director of Web and Media Resources	Guild	7	1	1	1
Director of Workforce Development	Guild	7	1	1	-
Asst. Dir. For Technology Services	Guild	7	-	-	1
Assistant Controller	Guild	6	1	1	1
Assistant Director Campus Safety and Security	Guild	6	1	1	1
Assistant Director of Network/Telecommunications	Guild	6	1	1	1
Assistant Registrar	Guild	6	2	1	1
Assistant to Director of Campus Operations for Custodial Services	Guild	6	1	1	1
Assistant to Director of Campus Operations for Physical Plant	Guild	6	1	1	1
Assistant to Director of Campus Operations for Technical Services	Guild	6	1	1	1
Assistant to President for Institutional Initiatives	Guild	6	-	1	1
Assistant Director of Financial Aid	Guild	6	2	-	-
Assistant Director of Financial Aid - Operations	Guild	6	-	1	1
Assistant Director of Financial Aid - Veteran's Affairs	Guild	6	-	1	1
Bursar	Guild	6	1	1	1
Director of Publications	Guild	6	1	1	-
Assistant Director of the Ice Center	Guild	5	1	1	1
Assistant Bursar	Guild	4	1	1	1
Assistant Director of Admissions	Guild	4	1	1	1
Assistant Director of Admissions / International Student Services	Guild	4	-	1	1
Assistant Director of Athletics	Guild	4	1	1	1

BCC full-time regular positions

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Title	Unit	Grade	2011-12	2012-13	2013-14
Staff Assistant	Guild	2	7	6	6
President	Mgmt Conf	15	1	1	1
Executive Vice President and Chief Academic Officer	Mgmt Conf	14	-	1	1
Vice President for Academic Affairs	Mgmt Conf	14	1	-	-
VP for Administrative and Financial Affairs	Mgmt Conf	14	1	1	1
Vice President for Student and Community Engagement	Mgmt Conf	14	1	1	1
Assoc. VP & Controller	Mgmt Conf	12	-	-	1
Dean	Mgmt Conf	11	2	2	2
Dean of Business and Public Services	Mgmt Conf	11	1	-	-
Dean of Continuing Education	Mgmt Conf	11	1	1	1
Dean of Liberal Arts	Mgmt Conf	11	1	-	-
Associate VP and Dean	Mgmt Conf	10	-	2	2
Institutional Effectiveness Officer	Mgmt Conf	10	-	1	1
Controller	Mgmt Conf	9	1	1	-
Budget Officer	Mgmt Conf	7	1	-	-
Human Resources Officer	Mgmt Conf	6	1	1	1
Human Resources Assistant	Mgmt Conf	5	1	1	1
Public Affairs Officer	Mgmt Conf	5	1	1	1
Personnel Specialist	Mgmt Conf	4	-	1	1
Secretary to the President	Conf Clerical	17	1	1	1
Benefits Assistant	Conf Clerical	16	1	1	1
Secretary	Conf Clerical	15	3	3	3
Senior Clerk	Conf Clerical	14	1	1	1
Stenographic Secretary	Conf Clerical	14	1	1	1
Personnel Clerk	Conf Clerical	9	1	-	-
Purchasing Agent	ESPA	20	1	1	1
Senior Accountant	ESPA	18	1	1	1
Payroll Supervisor	ESPA	17	1	1	1
Accountant	ESPA	16	1	1	1
Campus Peace Officer	ESPA	16	2	3	3
Office Manager	ESPA	16	3	3	3
Senior Computer Operator	ESPA	16	1	1	1
Senior Data Entry Operator	ESPA	14	1	1	-
Audio Visual Services Manager	ESPA	13	1	1	-
Campus Safety Officer	ESPA	13	2	2	2
Principal Account Clerk	ESPA	13	1	1	1
Secretary	ESPA	13	19	20	19

BCC full-time regular positions

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Positions are approved by the College Board of Trustees

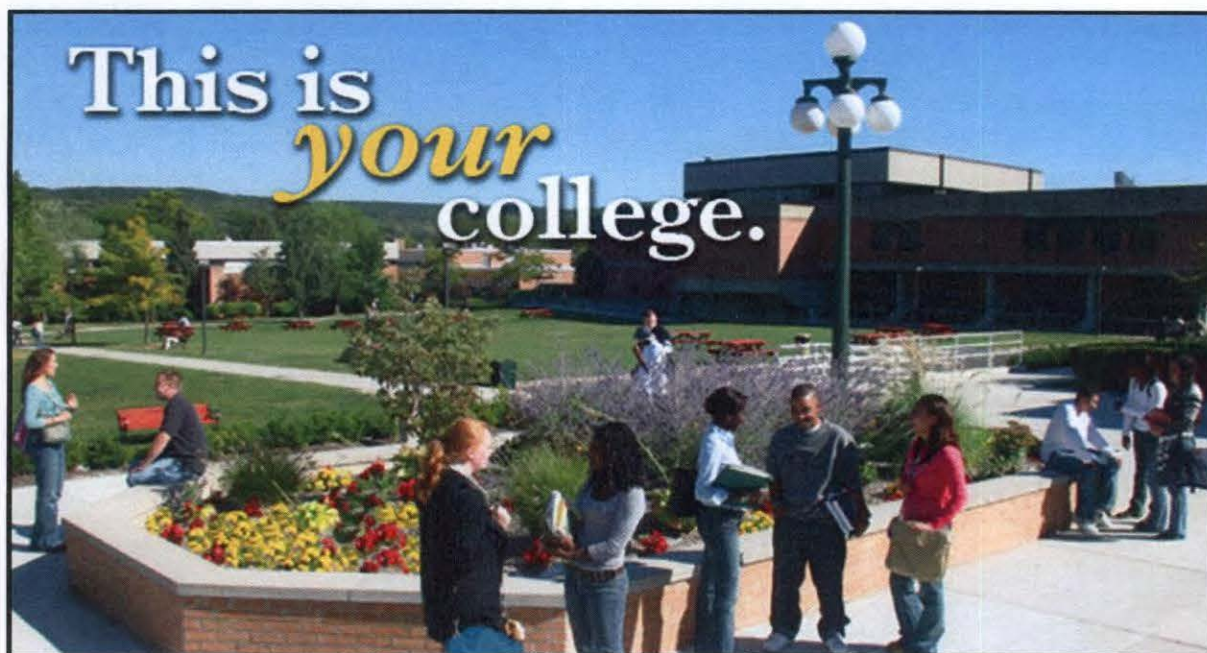
Title	Unit	Grade	2011-12	2012-13	2013-14
Senior Duplicating Center Worker	ESPA	13	-	-	1
Senior Duplicating Machine Operator	ESPA	13	1	1	-
Stenographic Secretary	ESPA	13	8	7	7
Student Accounts Specialist	ESPA	13	4	4	4
Custodial Supervisor	ESPA	11	1	1	1
Senior Recorder	ESPA	11	1	2	2
Maintenance Mechanic	ESPA	10	4	4	4
Painter	ESPA	10	1	1	1
Courier	ESPA	9	3	3	3
Recorder	ESPA	9	3	2	2
Senior Account Clerk	ESPA	9	6	6	6
Student Records Specialist	ESPA	9	5	5	6
Data Entry Machine Operator	ESPA	8	1	1	-
Keyboard Specialist	ESPA	8	4	4	4
Senior Clerk	ESPA	8	-	-	1
Senior Library Clerk	ESPA	8	1	1	1
Account Clerk	ESPA	7	3	3	3
Account Clerk Typist	ESPA	7	1	1	1
Duplicating Center Worker	ESPA	7	1	2	1
Junior Offset Duplicating Machine Operator	ESPA	7	1	-	-
Maintenance Worker	ESPA	7	5	5	5
Telephone Operator	ESPA	7	1	1	1
Custodial Worker	ESPA	6	27	27	27
Library Clerk	ESPA	6	3	3	3
Total full-time positions			403	403	403

BCC Operating Budget Approvals

Who Approves What

In accordance with New York State and SUNY regulations, four governing bodies approve the following components of the BCC operating budget:

Broome County Government	Approves bottom line of the budget and their contribution
New York State Government	Approves state aid
BCC Board of Trustees	Approves the budget, student tuition and fees, Broome County Government services, student enrollment FTE, and full-time position count
SUNY Board of Trustees	Approves budget, tuition and fees, and state aid



SUNY BROOME



Proposed Budget

2014-2015

SUNY BROOME

SUNY BROOME ADMINISTRATION

Dr. Kevin E. Drumm
President

Dr. Francis Battisti
*Executive Vice President
& Chief Academic Officer*

Regina Losinger
*Vice President for
Administrative & Financial Affairs*

Debra A. Morello
*Vice President for
Student & Economic Development*

Jesse Wells
Communications & Marketing Officer

SUNY BROOME BOARD OF TRUSTEES

James Orband
Chairperson

Margaret T. Coffey
Vice Chairperson

George F. Akel, Jr.

Angelo Mastrangelo

Nancy A. LaBare

Marc Newman

Anthony Paniccia

Nicholas G. Serafini, Jr.

Aishia Mortenson
Student Trustee

Proposed Budget


————— *2014-2015* —————

May 1, 2014

To: Members of the Board of Trustees
SUNY Broome Community College

Honorable Debra Preston
Broome County Executive

Honorable Members of the
Broome County Legislature

From: Kevin E. Drumm, Ph.D. 
President
SUNY Broome Community College

Enclosed is SUNY Broome Community College's proposed 2014-2015 operating budget for consideration by Debra Preston, the Honorable Broome County Executive, and the Broome County Legislature.

I would like to start out by emphasizing how deeply appreciative we at SUNY Broome are for both the operational and capital support we have received from the County. Now in my fifth year at SUNY Broome's helm, I continue to be immensely proud of what a strong institution SUNY Broome is. Our key student and college outcomes continue to be atop SUNY measures, placing the College on par with nation's best performing colleges. Our graduation, persistence and transfer success rates are among the best nationally in no small part thanks to your support. Our greatest challenge going forward remains in not sacrificing the excellent academic quality SUNY Broome provides as we struggle through the continued economic recovery and our Southern Tier's demographic and industry challenges.

Your increased support will help us to safeguard our excellence and in the future your support will have a much greater impact on our budget due to pending changes by SUNY in the county Chargeback Formula, changes that will base even more of our budget on Sponsor Contribution in the future. We have included some data on Chargebacks for you in the attached budget document so that we can begin a dialogue in earnest on the impending impact.

If you have any questions regarding this budget, please do not hesitate to contact either myself or Regina Losinger, our Vice President for Administrative and Financial Affairs.

In conclusion, we ask that you consider a slight increase in your investment in Broome County's top economic development engine. We are proposing a modest 2% increase at this time. It would make a difference for us now and especially in the future when SUNY changes the rules on Chargebacks.

As always, thank you for your support of SUNY Broome and for your service to Broome County and the State of New York!

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2014-15 SUNY Broome Community College Proposed Operating Budget

		2013-14 approved budget	2014-15 proposed change	2014-15 proposed budget		
ASSUMPTIONS:						
Student enrollment FTE	budget	4,892				
	forecast	4,908	147	5,055	3.0%	
State aid per FTE		\$2,422	\$75	\$2,497	3.1%	
Tuition		\$3,954	116	\$4,070	2.9%	
Broome County support			139,576		2.0%	
EXPENSES:						
					% change	% budget
Personnel		\$27,755,852	\$1,050,373	\$28,806,225	3.8%	55.0%
Fringe benefits		14,500,699	759,244	15,259,943	5.2%	29.1%
Contractual expenses		7,762,301	260,793	8,023,094	3.4%	15.3%
Equipment		565,000	(300,000)	265,000	-53.1%	0.5%
Total expenses		\$50,583,852	\$1,770,410	\$52,354,262	3.5%	100.0%
REVENUES:						
State aid		\$12,571,355	164,228	\$12,735,583	1.3%	24.3%
Broome County (sponsor)		6,978,776	139,576	7,118,352	2.0%	13.6%
Tuition		20,117,774	1,285,573	21,403,347	6.4%	40.9%
Chargebacks to other counties		3,591,451	209,365	3,800,816	5.8%	7.3%
Out of state tuition		1,730,677	140,888	1,871,565	8.1%	3.6%
Miscellaneous revenues		4,959,949	65,009	5,024,958	1.3%	9.6%
Fund balance appropriation		633,870	(234,229)	399,641	-37.0%	0.8%
Total revenues		\$50,583,852	\$1,770,410	\$52,354,262	3.5%	100.0%

Student Enrollment Highlights



Student enrollment is budgeted to increase by 3.3% next year after several years of decline. On campus housing for 336 students is under construction and planned to open this fall. Student applications, acceptances, and fall registrations are on the rise.

In the past few years our online course enrollments have grown significantly, and we have attracted a greater percentage of a declining number of local high school graduates. There has been growth in our Fast Forward (high school based) program and Binghamton Advantage joint admissions program with Binghamton University. Exciting new programs with great potential for growth have been added, and our marketing efforts have been ramped up concomitant with our naming move to SUNY Broome, all helping to increase enrollment.

Growing enrollment, within the current economic and public subsidy environment, is virtually the only avenue to SUNY Broome's financial viability. Three-quarters of SUNY Broome's operating revenues – state aid, tuition, out-of-state tuition, chargeback revenues and student fees – are directly linked to student enrollment. Therefore, as operating and labor costs increase, enrollment growth must cover 75% of the cost, or we must continue to trim operations, which of course is not sustainable indefinitely.

- 1% growth in enrollment adds \$350,000 to our annual revenues
- 1 additional student from Broome County adds \$70,000 to our annual revenues
- 1 additional student from another New York State county adds \$10,000 to our annual revenues within the current chargeback formula which will be going away soon
- 1 additional student from out-of-state adds \$11,000 to our annual revenues

All About SUNY Broome Community College Students and Graduates



- 45,000+ Alumni, 1,230 degrees awarded to graduates 2012-13, 894 graduates (73%) from Broome County
- 285 Business & Public Services, 345 Health Sciences, 472 Liberal Arts, and 128 STEM graduates in 2012-13
- 77% graduates transferred or found employment related directly to their major
- 48 registered associate degrees and 17 certificate programs offered
- 10,000+ registrations in non-credit continuing education and workforce development courses
- 38% of the local 2013 high school graduates attend SUNY Broome
- 68% students are Broome County residents, 25% are from other New York counties, and 7% are from out-of-state including international students from 37 countries.
- 14% students are younger than 18, 46% are 18-21, 29% are 22-29, and 11% are at least 30 years or older
- 56% students female, 44% male
- 6,697 students were enrolled in credit courses in Fall 2013 including Fast Forward and Early College programs which were 855 students or about 13% of total enrollment
- Student graduation rate and retention is above the median in the SUNY Community College system
- Over 795 high school students are enrolled in 65 Fast Forward college courses offered at 23 partnering schools.
- 9,047 student registrations in 629 fully online sections last academic year, 2012-13
- 1,373 registrants in 95 “blended” online / classroom sections last year
- 2,700 student service learning hours and 1,800 student community service hours annually
- 141 full-time teaching faculty, and 283 adjunct faculty, and a 20 to 1 student to faculty ratio for fall 2013

Expense Highlights

SUNY Broome Community College's 2014-15 operating budget is proposed to increase by 3.5% to sustain quality instruction, improve student retention and success, and continue to improve the condition of our core aged facilities.

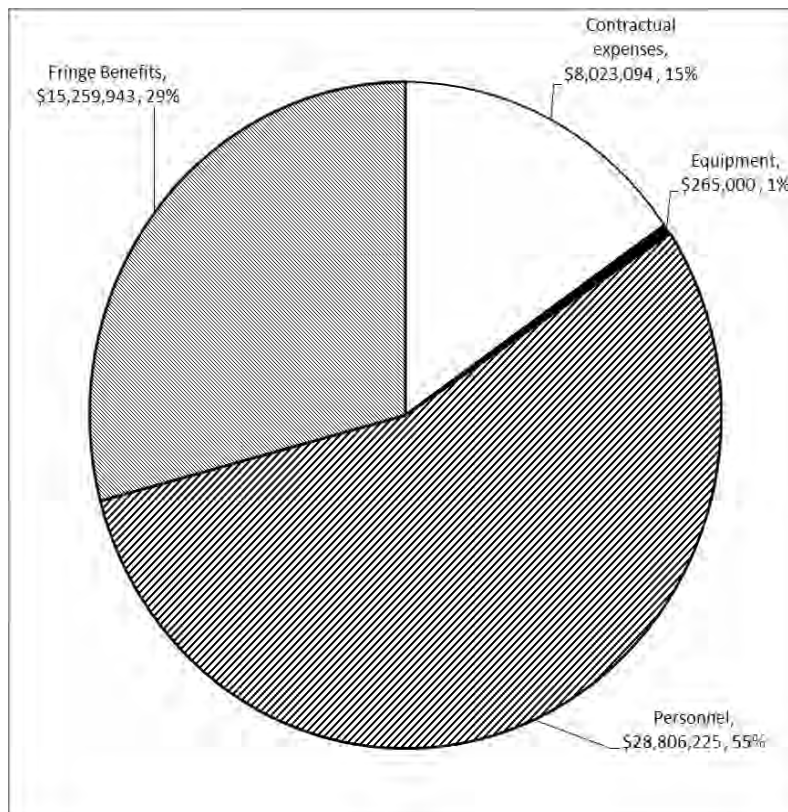
For two of the past three years, the budget declined as costs were strategically reduced by several million dollars in the face of significant state aid cuts and enrollment decline.

There are 403 full-time positions approved in the 2014-15 budget, and 383 positions (95%) are being funded. Due to continuing financial challenges, 20 (5%) - 13 teaching and 7 non-teaching positions are not being funded.

The proposed \$1,770,410 3.5% budget increase funds the following:

- ✓ \$ 700k 2% negotiated salary increase (following ½% in 12/13 and 1% in 13/14)
- ✓ \$ 540k Enrollment growth
- ✓ \$ 400k Fringe benefit rate increases - retirement and (tentative 5%) health insurance rate increase
- ✓ \$130k Deferred maintenance, small facility restorations, and faculty development for programming

This budget also shifts \$300,000 of funding for small equipment to contractual expenses as a result of the equipment capitalization threshold being increased.



How Does SUNY Broome Spending Compare?

Favorably!

SUNY Broome spending is “right-side up” – we continue to spend more on instruction and less on administration as a percentage of our budget than most of SUNY’s 30 community colleges.

% Spending On...	Instruction <i>Fall/Spring</i>	Administration	Facilities
<i>High</i>	55%	15%	22%
<i>Average</i>	47%	10%	14%
<i>Low</i>	35%	5%	8%
SUNY Broome	51%	6%	11%
	<i>(6th highest of 30)</i>	<i>(3^d lowest of 30)</i>	<i>(6th lowest of 30*)</i> <i>*up from lowest 3 years ago</i>

Significant Progress Made to Improve Facilities with Plans in Place to Continue

In addition, we have made excellent progress in the past three years restoring some of our campus facilities to significantly improved condition after a 50 year decline. Part of the restoration was accomplished by providing additional funding to the facilities operating budget to address deferred maintenance concerns, put preventative maintenance plans in place, and make many small space improvements. This funding shift moved SUNY Broome from „dead last“ in facility operating budget spending three years ago to 6th lowest of SUNY’s 30 community colleges.

The facilities operating funds, when combined with current and proposed capital projects, are anticipated to restore our campus to good condition within a six year timeframe once the local matching funds are in place for the \$9.75 million recently approved in state capital funding. The proposed 2015-2020 capital plan has been submitted under separate cover.

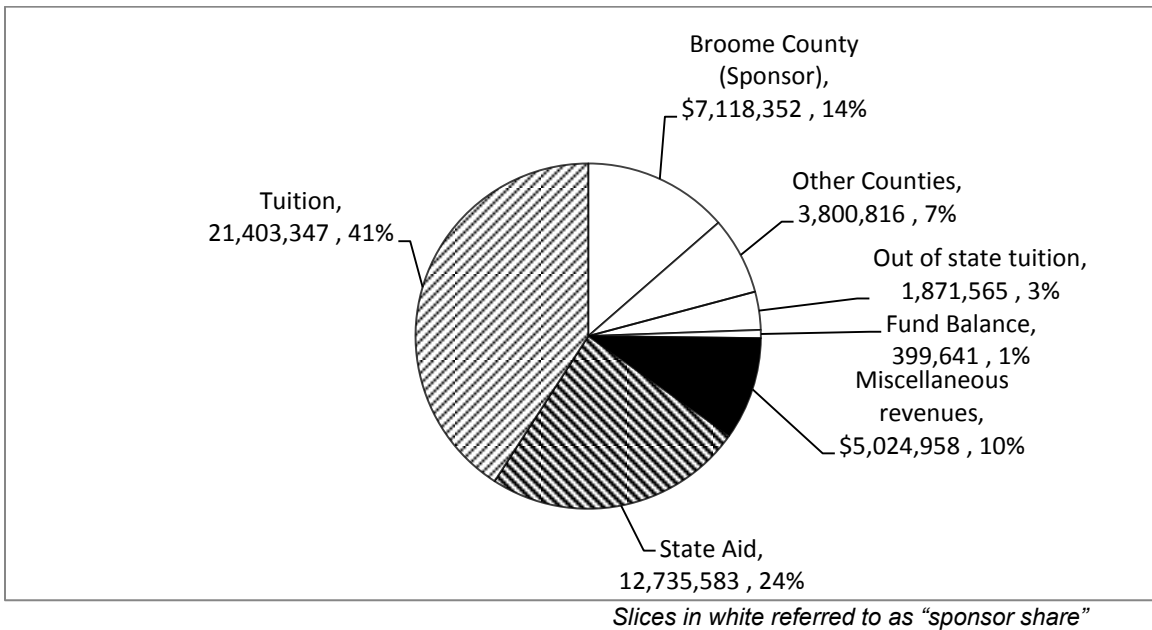


New Natural Science Center



Renovated Darwin R. Wales Center

Revenue Highlights

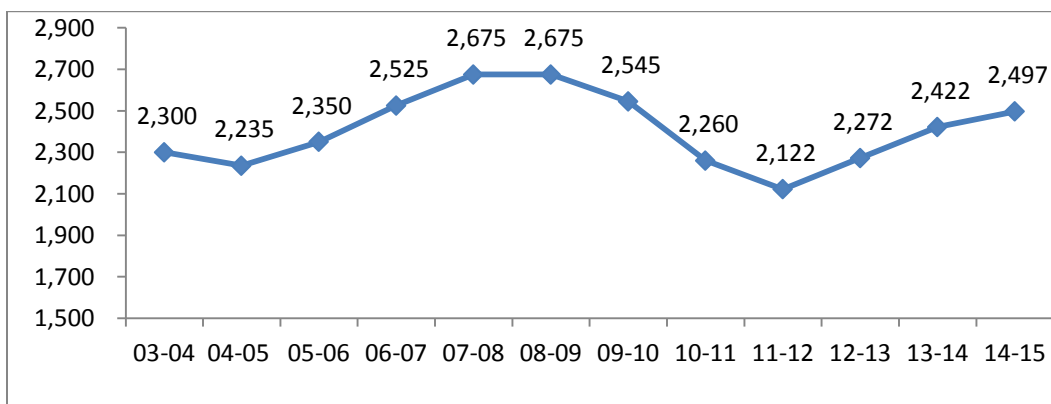


State aid approved to increase \$75 (3.1%) per student

... restoring \$164k (6%) of \$2.7 million cut

State aid is increasing by \$75 (3.1%) per student full-time equivalent next year, restoring just \$164,228 (6%) of the \$2.7 million 19% cut in state subsidy of four years ago. The amount of state aid to be received next year is still \$885,000 less than it was 6 years ago.

NYS Community College State Aid per Full-Time Equivalent Student



1 FTE = 30 student credit hours

State aid funds 24% of next year's proposed budget, \$3 million less than the one-third „equal sharing of costs between state, students, and sponsors“ envisioned when New York State community colleges were formed six decades ago and far less than the 40% cap set by SUNY regulations.

Tuition Planned to Increase by 2.9% - \$58 a Semester

A 2.9% tuition rate increase is planned for next year - \$58 a semester. This increase is essential to sustain quality instruction in the face of climbing health and retirement costs, and to provide funding for critical needs.

Tuition and fees are set by the SUNY Broome Board of Trustees and approved by the SUNY Board of Trustees. SUNY Broome’s full-time annual tuition rate will remain in the bottom half of New York State community colleges at the 40th percentile, and will remain lower than all surrounding community colleges in spite of next year’s proposed increase.

As a result of continuing state financial constraints, most NYS Community Colleges budget to fund more than one-third of their net operating budgets with student tuition. Student tuition funds 40.9% of our proposed budget for next year.

Under New York State regulations, tuition may fund more than one-third of the net operating budget only if the sponsor (Broome County Government) “*maintains effort*” – contributes at least as much in total to the operating budget when enrollments are level or increasing and per resident FTE when they are not. Approximately \$5.6 million in SUNY Broome tuition revenue is related to Broome County Government maintaining effort.

Broome County’s contributions to SUNY Broome capital projects are very much appreciated and are helping return our campus to good condition, but they are *not* allowed by the State as part of the operating budget maintenance of effort calculation.

Broome County Funding Proposed to Increase by 2%

... amount contributed per resident student anticipated to cap amount billable to other counties

Next year’s budget proposes to increase county support by 2%. However, it is important to note, in the wake of formal discussions between SUNY and the State Legislature that discussion on the level of Broome County operating budget support has taken on a critically important new dimension recently relative to the future amount that we will be allowed to charge other NYS counties when their students attend Broome. The discussion follows in the next section...

Broome County Funding

Year	Broome County support	Increase	% change	% budget funded by Broome County
10-11	6,791,937			13.9%
11-12	6,791,937	-	0.0%	14.0%
12-13	6,841,937	50,000	0.7%	14.2%
13-14	6,841,937	136,839	2.0%	13.8%
14-15	7,118,352	139,576	2.0%	13.6%

Chargebacks to Other NY Counties Increasing due to Housing Enrollment Growth

Charges to other NYS County Governments for their residents attending SUNY Broome are budgeted to increase next year by \$209,365 (5.8%) as the result of student housing related enrollment growth. One quarter of SUNY Broome's students reside in other New York State counties, and their attendance greatly boosts our budget within the current chargeback formula and this was a major factor in bringing housing to the campus.

The charges to other NYS counties are based upon a very longstanding SUNY formula that takes into consideration budgeted revenues, expenses, and enrollments, adjusted for prior year actuals. The charges have historically not been negotiable - all county governments are required under SUNY regulations to pay the billed charges for their residents attending other county-sponsored community colleges.

Impending Change in Chargeback Regulations May Result in \$958k (25%) Loss

The only antidote within the proposed new chargeback formula would be to increase Broome County's contribution per resident FTE over an implementation period. The new formula was to go into effect this year, but thanks to efforts by Senator Libous and Assemblywoman Lupardo we were able to delay it for at least a year.

For 2014-15, it is anticipated that NYS community colleges will be allowed for only one or two more years at most to use the historical SUNY Chargeback Formula to determine the amount that can be billed to other NYS Counties for their resident students attending another county's college.

In 2013, a NYS regulation was passed along with the New York State budget limiting what can be charged to other NYS county governments for their residents attending other county-sponsored community colleges to the amount the sponsoring county government contributes per resident student FTE.

SUNY Broome is amongst the hardest hit by the impending limit on the amount that can be charged to other NYS county governments for their residents attending our college:

- (\$958k) Total annual chargeback revenue loss when fully implemented
- (\$815) / FTE Chargeback revenue loss per student when fully implemented
- \$2,840 Current 13/14 billing rate per student FTE to other counties
- \$2,025 Impending billing cap/student FTE to Broome County contribution per resident student
- 29% revenue loss

Statistical Comparison with Other NYS Community Colleges in the New Formula:

- 3rd highest loss per student FTE,
- 5th highest revenue loss per student FTE
- 5th highest total revenue loss
- Only 1/3 of NYS community colleges will be able to increase charges to other counties under the new formula, based on their support per resident FTE
- SUNY Broome ranks 17 out of the 30 NYS community colleges in sponsor support per resident FTE

Chargeback to Other County Billing Formula Revision Implementation Timeline

Fortunately, a recent legislative revision to the 2013 regulations requiring this change allows for a new timeline, so those schools standing to be most greatly harmed will have more time to adjust to the potentially large income losses. A report on how to phase-in the required change in the Chargeback Formula now is required from SUNY in June of next year (2015).

Antidote to Impending Nearly \$1 Million Revenue Loss:

Short of a very large tuition increase, the only antidote to the impending \$958k revenue loss is to increase Broome County contribution per resident student FTE by 29% (\$2 million) over the chargeback formula revision implementation period. Recent discussions in Albany have indicated this likely will be over 5 years once implemented but actually 6 now with at least a one-year delay in implementation. It is anticipated that the phase-in period will be determined in the coming year but it is expected to be 5 years plus the 1 year delay period or at most 2 years.

SUNY Broome Community College is very thankful for the funding support it receives from Broome County Government, and we will be discussing this chargeback revision and the potential impact of possible increased Broome County support in the coming years. We are sensitive to Broome County's financial situation but wanted you to be aware of the chargeback debate in Albany which heated up with this spring's state budget discussion in the legislature.

Additional Out-Of-State Tuition Revenues from Enrollment Growth and Student Housing

Out-of-state tuition is budgeted to increase by \$140,888 (8.1%) due to student housing related enrollment growth as well as our planned increase in annual tuition.

The out-of-state tuition rate is set by the SUNY Broome's Board of Trustees and approved by the SUNY Board of Trustees. It is currently set at double the in-state tuition rate. 7% of SUNY Broome students are from out-of-state, including students from 37 countries.

Student Fees Held Flat in Miscellaneous Revenue Budget

Miscellaneous revenues are a significant source of funding for SUNY Broome – they fund \$5 million (9.6%) of next year’s budget. The largest revenues included in this area are student fees, non-credit continuing education and ice center revenues, indirect grant revenues, and interest earnings.

Student fees are being held at this year’s level in the proposed 2014-15 budget. This is the first time in memory that student fees are not planned to increase.

Miscellaneous revenues are budgeted to rise by 65,009 (1.3%) next year as the result of a greater portion of the student health fee being retained in the operating budget as part of a recent reorganization and consolidation of the health and safety offices.

Fund Balance use Reduced to \$399k as SUNY Broome Returns to a Sustainable Level

Of the proposed budget, \$399k (.8%) and one-third less than what is budgeted this year, is planned for use in next year’s budget, returning the College to a sustainable level of planned use.

It is currently forecast that this level of use will leave the college with an amount equal to 5% of budgeted net operating costs (total budget less miscellaneous revenues) in its fund balance at the end of next year. This is the minimum that SUNY advises – they recommend a range of 5% to 15%.

Unreserved Fund Balance Trend

Year	Unreserved Fund Balance	Unreserved Fund Balance as % Net Operating Costs
01/02	\$ 1,354,169	5%
02/03	2,286,532	7%
03/04	3,410,008	10%
04/05	1,651,388	5%
05/06	2,050,201	6%
06/07	3,508,287	10%
07/08	4,873,493	12%
08/09	6,619,205	17%
09/10	7,116,333	17%
10/11	5,884,028	14%
11/12	4,123,759	9%
12/13	2,747,000	6%
13/14 budget	2,932,000	5%
14/15 budget	2,500,000	5%

The use of fund balance for operations is balanced with a competing need to retain sufficient for responsible management of the College's operations. New York State Education Code 602.1d requires that fund balance be "maintained at a level consistent with sound cash management procedures." Most New York State community colleges budget to use fund balance.

A decision was made several years ago to take revenues associated with enrollment growth and all cost savings to the fund balance rather than spending them for other purposes to prepare for anticipated state aid cuts. A 21% \$2.7 million cut in state aid was made, and the reserves have been used as planned over the past four years while the College reduced operating costs to fall into line with available revenues.

SUNY Operating Budget Approvals

Who Approves What

In accordance with New York State and SUNY regulations, four governing bodies approve the following components of the SUNY Broome operating budget:

Broome County Government	Approves bottom line of the budget and their contribution
New York State Government	Approves state aid
SUNY Broome Board of Trustees	Approves the budget, student tuition and fees, Broome County Government services, student enrollment FTE, and full-time position count
SUNY Board of Trustees	Approves budget, tuition and fees, and state aid



THANK YOU

Once again, we appreciate the support of Broome County, and we look forward to working with you on the budgeting challenges facing all of us in the years to come.

SUNY Broome Community College Organizational Chart

SUNY Broome Board of Trustees

College President

Shared Governance Councils

Academic

Science, Technologies, Engineering, and Mathematics (STEM)

Biology
Chemistry
Computer Sciences
Engineering Technologies
Engineering Science and Physics
Mathematics
Physical Sciences

Liberal Arts

Art and Design
Communication and Media Arts
English
Foreign Language, Speech and ESL
History, Philosophy and Social Sciences
Performing Arts
Physical Education
Psychology and Human Services
Teacher/Early Childhood Education

Health Sciences

Clinical Laboratory Technologies
Dental Hygiene
Health Information Technology
Medical Assisting/Individual Studies
Nursing
Physical Therapist Assistant
Radiologic Technology

Business and Public Services

Accounting
Business Information Management
Business Administration
Criminal Justice
EMT/Paramedic
Entrepreneurship
Financial Services
Fire Protection Technology
Hospitality Programs
International Business Management
Office Management
Paralegal
Website Development and Management

Academic support

Academic Advising
Counseling
Deans Offices
Distance Education
Early College
Educational Opportunity Program
Exec VP / CAO Office
Fast Forward (high school programming)
Learning Assistance
Library
Outreach sites
Professional Development
Teaching Resource Center

Governance, Finance, Facilities, & Support

Facilities

Capital Project Management
Custodial Services
Facilities Planning
Facilities Improvement
Ice Center
Plant operation and maintenance
Utilities

MARCOM

Events planning
Marketing and Communications
Publications and design
Web Development

Finances

Accounts Payable
Budget
Finance
Financial Aid
Fixed Asset & Inventory Management
Payroll
Purchasing
Student Accounts
VPAFA Office

Governance

Board of Trustees
President's Office
Shared Governance
Strategic Planning

Support

Alumni Affairs
Copy Center
Employee Wellness
General Institutional Expenses
Human Resources
Mail Room
Purchasing
Retiree benefits
VPAFA Office

Institutional Effectiveness and Enrollment Planning

Academic Computing
Administrative Computing
Assessment
Enrollment Management
Institutional Effectiveness
Institutional Reporting
Media Services
Network/Telecommunications
Registrar

Student and Economic Development

Admissions
Athletics
Child Care Services
Health and Safety
Job Placement
Records Management
Sponsored Programs
Student Activities
Student housing liaison
VPSED Office

Continuing and International Education

Bachelors Degree Programming
Entrepreneurship/Small Business
International Education and Study Abroad
Open Enrollment Programs
Workforce Development

SUNY Broome Full-Time Regular Positions

403 full-time positions are approved 2014-15. 20 (5%) - 13 teaching and 7 non-teaching are not funded.

Personnel positions are approved by the College Board of Trustees

Title	Unit	Grade	2012-13	2013-14	2014-15
Counselor - 10 month	Faculty	8	1	1	2
Librarian - 10 month	Faculty	8	1	1	1
Professor	Faculty	8	54	58	54
Programmer Analyst II	Faculty	7A	4	4	4
Senior Instructional Designer	Faculty	7	1	1	1
Systems Analyst	Faculty	7A	2	2	2
Associate Counselor - 10	Faculty	6	1	1	-
Associate Counselor - 12	Faculty	6A	1	2	2
Associate Librarian - 10	Faculty	6	1	1	1
Associate Professor	Faculty	6	38	40	39
Clinical nursing skills center instructional specialist	Faculty	5	2	2	2
Learning Specialist - 10	Faculty	5	3	3	3
Clinical Radiologic tech instructional specialist	Faculty	5A	2	2	2
Instructional Designer	Faculty	5A	2	2	2
Learning Specialist	Faculty	5A	1	1	1
Network Telecommunications Specialist	Faculty	5A	2	2	2
Programmer Analyst I	Faculty	5A	1	1	1
Staff Associate - 10	Faculty	5	1	1	1
Staff Associate - 12	Faculty	5A	6	7	7
Staff Associate - Special Events	Faculty	5A	-	-	1
Staff Associate - Web & Graphic Design	Faculty	5A	-	-	1
Learning disabilities specialist - 10	Faculty	5	1	1	1
Assistant Counselor - 12	Faculty	4A	2	2	1
Assistant Librarian - 10	Faculty	4	1	1	1
Assistant Librarian - 12	Faculty	4A	2	2	2
Assistant Professor	Faculty	4	67	62	67
Academic advisor	Faculty	3A	5	5	5
Instructor	Faculty	3	2	1	1
Technical Assistant II - 10	Faculty	2	5	4	4
Technical Assistant IIA - 12	Faculty	2A	8	11	9
Technical Assistant IA - 10	Faculty	1A	1	-	-
Director of Campus Operations	Guild	13	1	1	1
Dir. Cont.Ed & Worforce Development	Guild	11	-	1	1
Director of Financial Aid	Guild	11	1	1	1
Director of Information Technology	Guild	11	1	1	1
Director of LRC and LAD	Guild	10	1	1	1
Director of Admissions	Guild	9	1	1	1

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Personnel positions are approved by the College Board of Trustees

Title	Unit	Grade	2012-13	2013-14	2014-15
Director of Athletics	Guild	9	2	2	1
Director of Campus Safety and Security	Guild	9	1	1	1
Director of Health and Wellness Center	Guild	9	1	1	1
Director of Ice Center	Guild	9	1	1	1
Director of Networking / Telecommunications	Guild	9	1	1	1
Director of Student Activities	Guild	9	1	1	1
Registrar	Guild	9	1	1	1
Director Marketing, Communications, & Public Information	Guild	9	-	-	1
Assistant Director Administrative Information Systems	Guild	8	1	1	1
Banner project manager	Guild	8	-	-	-
Director of International Education	Guild	8	1	1	1
Director of Placement	Guild	8	1	1	1
Director of Educational Opportunity Program	Guild	7	1	1	1
Director of Institutional Research and Planning	Guild	7	-	-	-
Director of Sponsored Programs	Guild	7	1	1	1
Director of Web and Media Resources	Guild	7	1	1	-
Director of Workforce Development	Guild	7	1	-	-
Director of Marketing & Communications	Guild	7	1	1	1
Assistant Director Technology Services	Guild	7	-	1	1
Assistant Controller	Guild	6	1	1	1
Assistant Director Campus Safety and Security	Guild	6	1	1	1
Assistant Director of Network/Telecommunications	Guild	6	1	1	1
Assistant Registrar	Guild	6	1	1	1
Assistant to Director of Campus Operations for Custodial Services	Guild	6	1	1	1
Assistant to Director of Campus Operations for Physical Plant	Guild	6	1	1	1
Assistant to Director of Campus Operations for Technical Services	Guild	6	1	1	1
Assistant to President for Institutional Initiatives	Guild	6	1	1	1
Assistant Director of Financial Aid	Guild	6	-	-	-
Assistant Director of Financial Aid - Operations	Guild	6	1	1	1
Assistant Director of Financial Aid - Veteran's Affairs	Guild	6	1	1	1
Bursar	Guild	6	1	1	1
Director of Publications	Guild	6	1	-	-
Assistant Director Ice Center	Guild	5	1	1	1

SUNY Broome Full-Time Regular Positions

403 full-time positions are approved 2014-15. 20 (5%) - 13 teaching and 7 non-teaching are not funded.

Personnel positions are approved by the College Board of Trustees

Title	Unit	Grade	2012-13	2013-14	2014-15
Assistant Bursar	Guild	4	1	1	1
Assistant Director of Admissions	Guild	4	1	1	1
Assistant Director of Admissions / International Student Services	Guild	4	1	1	1
Assistant Director of Athletics	Guild	4	1	1	1
Staff Assistant	Guild	2	6	6	6
President	Mgmt Conf	15	1	1	1
Executive Vice President and Chief Academic Officer	Mgmt Conf	14	1	1	1
VP for Administrative and Financial Affairs	Mgmt Conf	14	1	1	1
Vice President for Student and Community Engagement	Mgmt Conf	14	1	1	1
Assoc. VP & Controller	Mgmt Conf	12	-	1	1
Dean of Institutional Effectiveness & Enrollment Planning	Mgmt Conf	11	-	-	1
Dean	Mgmt Conf	11	2	2	-
Dean of Continuing Education	Mgmt Conf	11	1	1	1
Associate VP and Dean	Mgmt Conf	10	2	2	4
Institutional Effectiveness Officer	Mgmt Conf	10	1	1	-
Controller	Mgmt Conf	9	1	-	-
Human Resources Officer	Mgmt Conf	6	1	1	1
Human Resources Assistant	Mgmt Conf	5	1	1	1
Public Affairs Officer	Mgmt Conf	5	1	1	-
Budget & Institutional Effectiveness Specialist	Mgmt Conf	5	-	-	1
Personnel Specialist	Mgmt Conf	4	1	1	1
Secretary to the President	Conf Clerical	17	1	1	1
Benefits Assistant	Conf Clerical	16	1	1	1
Secretary	Conf Clerical	15	3	3	3
Stenographic Secretary	Conf Clerical	14	1	1	1
Senior Clerk	Conf Clerical	9	1	1	1
Electrician	ESPA	23	-	-	1
Purchasing Agent	ESPA	20	1	1	1
Senior Accountant	ESPA	18	1	1	1
Payroll Supervisor	ESPA	17	1	1	1
Accountant	ESPA	16	1	1	1
Campus Peace Officer	ESPA	16	3	3	6
Office Manager	ESPA	16	3	3	3
Senior Computer Operator	ESPA	16	1	1	1
Senior Data Entry Operator	ESPA	14	1	-	-

SUNY Broome Full-Time Regular Positions

403 full-time positions are approved 2014-15. 20 (5%) - 13 teaching and 7 non-teaching are not funded.

Personnel positions are approved by the College Board of Trustees

Title	Unit	Grade	2012-13	2013-14	2014-15
Audio Visual Services Manager	ESPA	13	1	-	-
Campus Safety Officer	ESPA	13	2	2	2
Principal Account Clerk	ESPA	13	1	1	1
Secretary	ESPA	13	20	19	17
Senior Duplicating Center Worker	ESPA	13	-	1	1
Senior Duplicating Machine Operator	ESPA	13	1	-	-
Stenographic Secretary	ESPA	13	7	7	5
Student Accounts Specialist	ESPA	13	4	4	4
Custodial Supervisor	ESPA	11	1	1	1
Senior Recorder	ESPA	11	2	2	2
Maintenance Mechanic	ESPA	10	4	4	4
Painter	ESPA	10	1	1	1
Courier	ESPA	9	3	3	2
Recorder	ESPA	9	2	2	2
Senior Account Clerk	ESPA	9	6	6	6
Student Records Specialist	ESPA	9	5	6	7
Data Entry Machine Operator	ESPA	8	1	-	-
Keyboard Specialist	ESPA	8	4	4	4
Senior Clerk	ESPA	8	-	1	2
Senior Library Clerk	ESPA	8	1	1	1
Account Clerk	ESPA	7	2	2	2
Account Clerk Typist	ESPA	7	1	1	1
Duplicating Center Worker	ESPA	7	2	1	1
Maintenance Worker	ESPA	7	5	5	5
Telephone Operator	ESPA	7	1	1	-
Custodial Worker	ESPA	6	27	27	29
Library Clerk	ESPA	6	3	3	3
Total full-time positions			403	403	403
Total teaching positions			165	165	165

SUNY BROOME



Proposed Budget

2015 - 2016

SUNY BROOME

SUNY BROOME ADMINISTRATION

Dr. Kevin E. Drumm
President

Dr. Francis Battisti
*Executive Vice President
& Chief Academic Officer*

Regina Losinger
*Vice President for
Administrative & Financial Affairs*

Debra A. Morello
*Vice President for
Student & Economic Development*

Jesse Wells
Communications & Marketing Officer

SUNY BROOME BOARD OF TRUSTEES

James Orband
Chairperson

Margaret T. Coffey
Vice Chairperson

George F. Akel, Jr.

Naima Kradjian

Nancy A. LaBare

Angelo Mastrangelo

Marc Newman

Anthony Paniccia

Nicholas G. Serafini, Jr.

Aishia Mortenson
Student Trustee

Proposed Budget

2015 - 2016




Kevin E. Drumm, Ph.D., President
P.O. Box 1017 • Binghamton, New York 13902
Voice: (607) 778-5100 Fax: (607) 778-5412

May 1, 2015

To: Members of the Board of Trustees
SUNY Broome Community College

Honorable Debra Preston
Broome County Executive

Honorable Members of the
Broome County Legislature

From: Kevin E. Drumm, Ph.D. 
President
SUNY Broome Community College

Enclosed is SUNY Broome Community College's proposed 2015-2016 operating budget for consideration by the Honorable Broome County Executive, Debra Preston and the Broome County Legislature.

I would like to start out by emphasizing how deeply appreciative we at SUNY Broome are for both the operational and capital support we have received from the County. Now beginning my sixth year at SUNY Broome's helm, I continue to be immensely proud of what a strong institution SUNY Broome is. Our key student and college outcomes continue to be atop SUNY measures, placing the College on par the with nation's best performing colleges. Our graduation, persistence and transfer success rates are among the best nationally in no small part thanks to your support. Our greatest challenge going forward remains in not sacrificing the excellent academic quality SUNY Broome provides as we struggle through the continued economic recovery for our region and our Southern Tier's demographic and industry challenges.

Your increased support will help us to safeguard our excellence and in the future your support will now have a much greater impact on our budget due to changes by SUNY in the county Chargeback Formula, changes that will base even more of our budget on Sponsor Contribution as we draw students from other New York counties. We have included some data on Chargebacks for you in the attached budget document so that we can ramp up the dialogue on the impending impact.

If you have any questions regarding this budget, please do not hesitate to contact either myself or Regina Losinger, our Vice President for Administrative and Financial Affairs.

In conclusion, we ask that you consider a slight increase in your investment in Broome County's top economic development engine. We are proposing a modest 2% increase at this time. It would make a difference for us now but especially as SUNY changes the rules on Chargebacks.

As always, thank you for your support of SUNY Broome and for your service to Broome County and the State of New York!

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2015-16 SUNY Broome Community College Proposed Operating Budget

	2014-15 budget	2015-16 proposed change	2015-16 proposed budget		
ASSUMPTIONS:					
Student enrollment FTE	4,992	142	5,134	3%	
State aid per FTE	\$2,497	\$100	\$2,597	4.0%	
Tuition	\$4,108	104	\$4,212	2.5%	
Broome County support		139,576		2.0%	
EXPENSES:					
				% change	% budget
Personnel	\$28,806,225	\$1,496,517	\$30,302,742	5.2%	56.0%
Fringe benefits	15,259,943	416,477	15,676,420	2.7%	29.0%
Contractual expenses	8,023,094	(118,430)	7,904,664	-1.5%	14.6%
Equipment	265,000	-	265,000	0.0%	0.5%
Total expenses	\$52,354,262	\$1,794,564	\$54,148,826	3.4%	100.0%
REVENUES:					
State aid	\$12,735,583	952,175	\$13,687,758	7.5%	25.3%
Broome County Government	6,978,776	139,576	7,118,352	2.0%	13.1%
Tuition	21,330,504	1,134,441	22,464,945	5.3%	41.5%
Charges to other NYS counties	4,225,548	(80,148)	4,145,400	-1.9%	7.7%
Out-of-state tuition	1,662,163	156,876	1,819,039	9.4%	3.4%
Fees and other miscellaneous revenues	5,024,958	(262,136)	4,762,822	-5.2%	8.8%
Fund balance appropriation	396,730	(246,220)	150,510	-62.1%	0.3%
Total revenues	\$52,354,262	\$1,794,564	\$54,148,826	3.4%	100.0%

Student Enrollment Highlights



With a 5.6% enrollment increase this year, SUNY Broome stood out from its peers this year as the only New York State Community College to report an increase. On-campus student housing, the growth of the Binghamton Advantage Program and the college's focus on retention efforts can be credited for rise in enrollment.

The Student Village, the College's first residence hall, opened this year and added more than 350 students to the campus community. More than 90% of these students are from outside of Broome County. The number of students in the Binghamton Advantage Program – a unique admissions program linking SUNY Broome and Binghamton University – have more than doubled in the past year; more than 90 percent of these students also come from beyond the county's borders.

Retention efforts have also increased over the past five years, with the percentage of fall-to-fall retention increasing from 61% to 63% for full-time students enrolled for the first time. SUNY Broome will be continuing its retention progress with the implementation of Starfish Retention Solutions, beginning this Fall. An organizer and facilitator of student success, Starfish provides tracking, assessment and communication tools that will help increase our retention percentages campus-wide.

Sustaining enrollment is a critical component of sustaining SUNY Broome's financial viability. A shift from attendance to performance based state aid – including measures of student retention and completion – is anticipated in the coming years and will undoubtedly become an integral piece to the College's financial success.

Enrollment at SUNY Broome currently drives 75% of our operating revenues. State aid cuts from nearly seven years ago have not yet been recouped, and phasing in our out-of-county chargeback rate to match our in-county rate will undoubtedly guide our continued focus on enrollment.

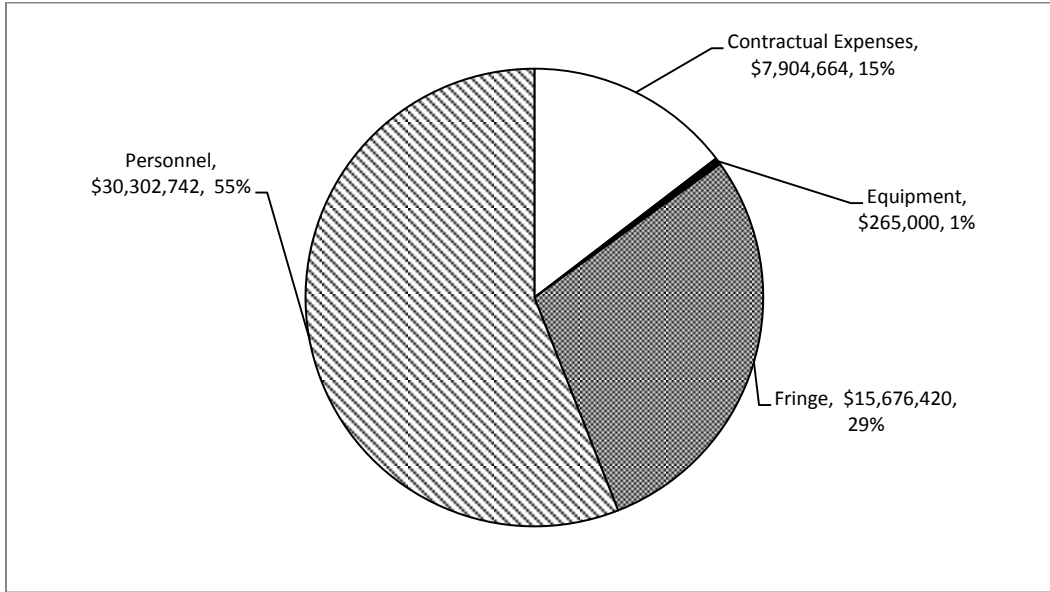
All About SUNY Broome Community College Students and Graduates



- 45,000+ Alumni, 1,277 degrees awarded to graduates in 2013-14, 912 graduates (71%) from Broome County
- 305 Business & Public Services, 323 Health Sciences, 485 Liberal Arts and 164 STEM graduates in 2013-14
- 48 registered associate degrees and 17 certificate programs offered
- 9,500+ registrations in non-credit continuing education and workforce development courses
- 36% of the local 2014 high school graduates attend SUNY Broome
- 65% students are Broome County residents, 29% are from other New York counties and 6% are from out-of-state, including international students from 32 different countries.
- 17% students are younger than 18, 48% are 18-21, 20% are 22-29, and 15% are at least 30 years or older
- 57% students are female, 43% male
- 6,924 students were enrolled in credit courses in Fall 2014, including Fast Forward and Early College programs; these programs drew 1,010 students or about 15% of total enrollment
- Student graduation rate and retention is above the median in the SUNY Community College system
- More than 976 high school students are enrolled in 78 Fast Forward college courses offered at 20 partnering schools.
- 8,808 student registrations in 646 fully online sections in the last academic year, 2013-14
- 1,452 registrants in 108 “blended” online/classroom sections last year
- 2,700 student service learning hours and 1,800 student community service hours annually
- 141 full-time teaching faculty and 296 adjunct faculty, with a 16 to 1 student to faculty ratio for fall 2014

Expense Highlights

SUNY Broome Community College is proposing a 3.4% operating budget increase for 2015-16. Our budgetary focus for next year is three-fold: support instruction for increasing enrollment, provide support staff to improve student retention and completion and optimize safety, and continue with the restoration and improvement of our facilities.



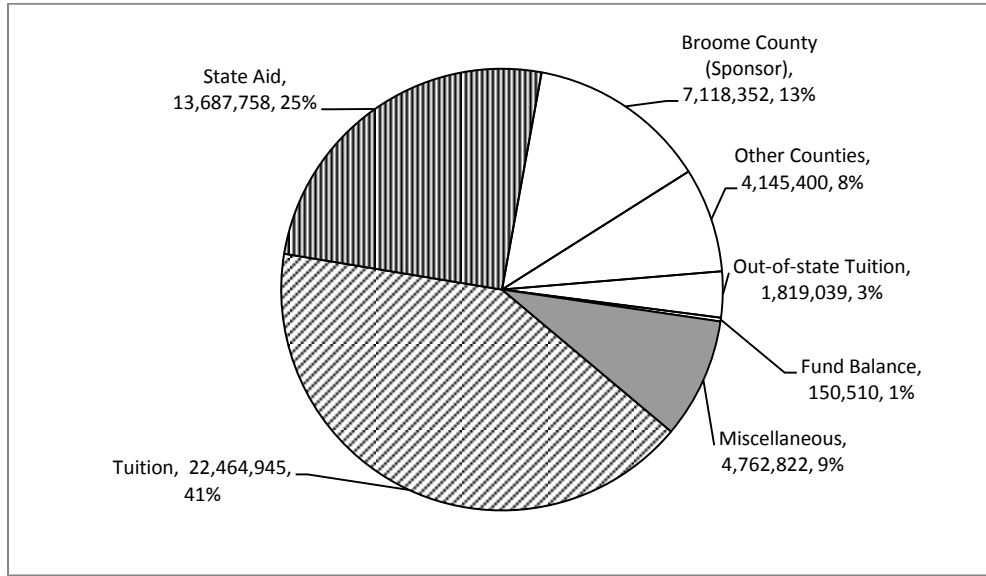
How Does SUNY Broome Spending Compare?

Favorably!

SUNY Broome spending continues to be student-focused, with nearly half of operating costs going to directly to instruction – more than 24 of 30 SUNY community colleges. Here is how SUNY Broome compares to our peers.

% Spending On...	Instruction <i>Fall/Spring</i>	Administration	Facilities
<i>High</i>	51%	20%	21%
<i>Average</i>	42%	10%	14%
<i>Low</i>	33%	5%	10%
SUNY Broome	47%	6%	11%
	<i>(6th highest of 30)</i>	<i>(7th lowest of 30)</i>	<i>(6th lowest of 30*)</i> <i>*up from lowest four years ago</i>

Revenue Highlights



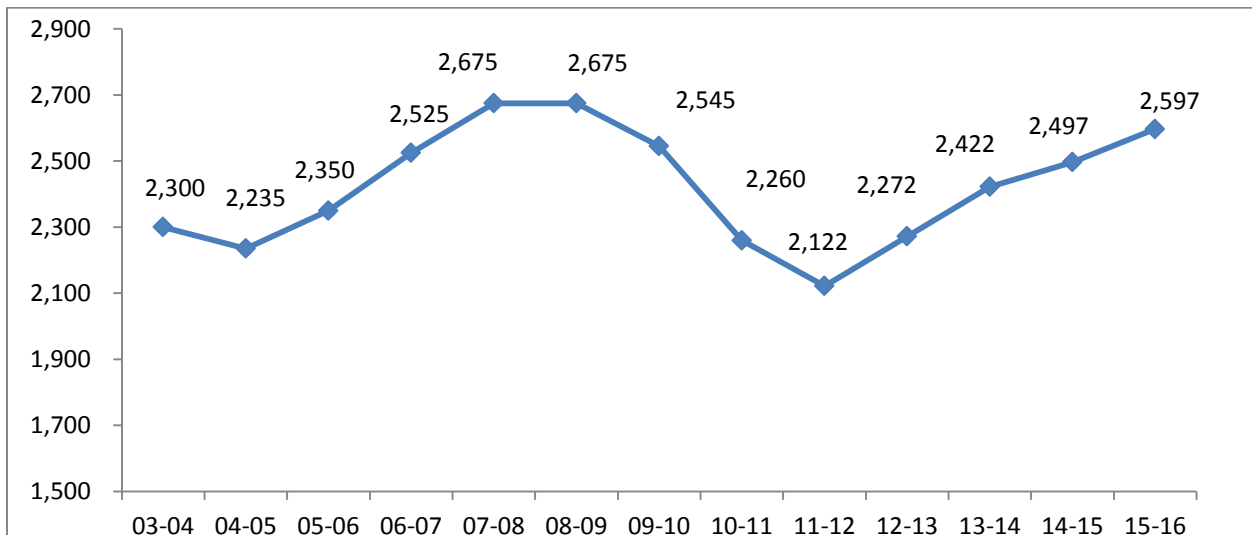
Slices in white referred to as "sponsor share"

State Aid Approved to Increase \$100 (4.0%) Per Student

... however, state aid is still \$400k less than it would've been 7 years ago at this enrollment level

State aid will increase by \$100 (4%) per full-time equivalent (FTE) student next year to \$2,597. This will provide an increase of \$952k to state aid, thanks to current year enrollment growth and improving fall-to-fall retention rates. This level of state aid is \$400,000 (\$78 per student FTE) less than what the college would've received seven years ago.

State aid per student FTE



1 FTE = 30 student credit hours

Broome County Support Proposed to Increase By 2%

... amount contributed per resident student anticipated to limit what we may bill other NYS counties

Next year's operating budget proposes a 2% increase in Broome County support. This increase is critically important to continuing to provide quality instruction and support services to help our students complete their studies.

The amount of Broome County support has taken on a critically important dimension as New York State transitions over the next 6 years to limit the amount community colleges may charge other NYS governments for their residents attending to the amount their own sponsoring government provides per resident student.

If fully implemented „today“, for SUNY Broome, this would currently be a \$640,000 15% chargeback revenue decrease, calculated as follows:

Next year SUNY Broome will be billing other NYS counties \$2,520 per student FTE under the historical SUNY chargeback formula, \$389 (15%) more than the \$2,131 Broome County contribution per resident student FTE – an annual revenue loss of \$640k. To the extent that Broome County support per resident student moves towards the historical SUNY billing rate over the next 6 years, the revenue loss will be mitigated.

Broome County capital support – which is not a part of the operating budget or maintenance of effort calculation - is presented for informational purposes including estimates for this year and next. These contributions are very much appreciated, and are helping return our campus to good condition.

Broome County Funding

Broome County operating budget support					Broome County capital support			Total Broome County Support
Year	\$	Increase	% change	% budget funded by Broome County	Debt service payments	Less: Capital chargeback revenues	Broome County capital support	\$
10-11	\$ 6,791,937			13.9%	\$ 686,986	\$ (355,182)	\$ 331,804	\$ 7,123,741
11-12	6,791,937	-	0.0%	14.0%	674,623	(388,957)	285,666	7,077,603
12-13	6,841,937	50,000	0.7%	14.0%	973,432	(408,954)	564,478	7,406,415
13-14	6,978,776	136,839	2.0%	13.8%	1,057,225	(531,793)	525,432	7,504,208
14-15	6,978,776	-	0.0%	13.3%	1,535,745	(450,000)	1,085,745	8,064,521
15-16 proposed	7,118,352	139,576	2.0%	13.2%	1,570,765	(420,000)	1,150,765	8,269,117

Tuition Planned to Increase By 2.5% - \$52 a Semester

A tuition increase is essential for SUNY Broome to continue to provide quality instruction and support services to foster student retention and completion. SUNY Broome's tuition is currently less than all surrounding SUNY community colleges and in the middle of all NYS community colleges. It is anticipated to stay in or improve its position next year.

Tuition and fees are set by the SUNY Broome Board of Trustees and approved by the SUNY Board of Trustees.

Under New York State regulations, tuition may fund more than one-third of the budget only if the sponsor (Broome County Government) “*maintains effort*” – contributes at least as much in total to the operating budget when enrollments are level or increasing and per resident FTE when they are not. Over \$5 million in tuition revenue is related to Broome County Government maintaining effort.

Chargebacks to Other NYS counties

... shift to lower billing rates begins; \$1 million loss reduced by enrollment growth and Broome County increases

Other NYS county enrollments grew from 25% to 32% of student enrollment this year. This growth can be credited to the introduction of on-campus student housing, where more than 80% of the 366 residents are from other NYS counties than Broome, and also to more than doubling enrollment in the Binghamton Advantage Program (BAP) to over 180 students; the vast majority of whom are New York State residents outside of Broome County. BAP Students live on the BU campus while taking classes at SUNY Broome and participate in student life at both campuses. Once they complete their studies at SUNY Broome, they transfer to BU to complete their degree.

Despite these enrollment increases, next year’s operating budget includes a 1.9% reduction in revenue from other NYS county students. This decline is related to the SUNY chargeback billing rate formula, which adjusts prior year actual rates to billed rates.

A 6 year phase-in from the historical SUNY billing rate to the amount Broome County contributes per resident student begins next year – a change being required by New York State. The anticipated annual revenue loss from this shift was estimated to be approximately \$1 million last year and has been reduced to \$640,000 as a result of growth in other county enrollments discussed above. The revenue loss will be further reduced if Broome County increases its contribution per resident student over the next 6 years to match what was being billed under the historical SUNY formula.

Out-Of-State Tuition Budgeted to Increase 9.4%

Sustained enrollment in BAP and housing students will bring in additional out-of-state tuition revenues with an increase in annual tuition.

Student Fees and Miscellaneous Revenues Budgeted to Decline 5.2%

Declining enrollments in Study Abroad – a national trend, reduced Continuing Education activity, and a change in the transportation fee for part-time students to base it upon credits taken rather than a flat fee will reduce our annual miscellaneous revenues for 2015-16.

College Weans Itself Away From Use of Fund Balance

The use of SUNY Broome's fund balance is set to decline substantially over the next year as the college moves to keep its fund balance reserves within the 5% to 15% of budget recommended by SUNY and GASB.

Unreserved Fund Balance Trend

Year	Unreserved Fund Balance	Unreserved Fund balance as % Net Operating Costs (SUNY advises 5% - 15%)
01/02	\$ 1,354,169	5%
02/03	2,286,532	7%
03/04	3,410,008	10%
04/05	1,651,388	5%
05/06	2,050,201	6%
06/07	3,508,287	10%
07/08	4,873,493	12%
08/09	6,619,205	17%
09/10	7,116,333	17%
10/11	5,884,028	14%
11/12	4,123,759	9%
12/13	3,099,243	7%
13/14	2,575,778	6%

The use of fund balance for operations is balanced with a competing need to retain sufficient responsible management of the College's operations. New York State Education Code 602.1d requires that fund balance be "maintained at a level consistent with sound cash management procedures."

A decision was made several years ago to take revenues associated with enrollment growth and all cost savings to the fund balance – rather than spending them for other purposes – to prepare for anticipated state aid cuts. A 21%, \$2.7 million cut in state aid was made as anticipated, and the reserves were used as planned while the College reduced operating costs to fall into line with available revenues.

SUNY Operating Budget Approvals

Who Approves What

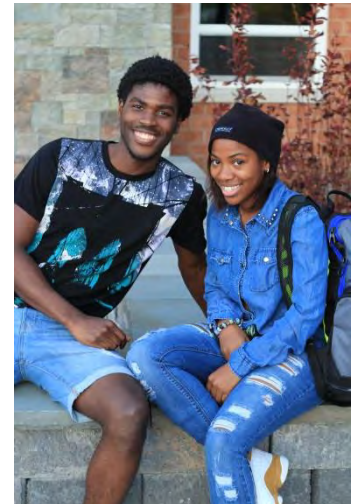
In accordance with New York State and SUNY regulations, four governing bodies approve the following components of the SUNY Broome operating budget:

Broome County Government	Approves bottom line of the budget and the county's contribution
New York State Government	Approves state aid
SUNY Broome Board of Trustees	Approves the budget, student tuition and fees, Broome County Government services, student enrollment FTE, and full-time position count
SUNY Board of Trustees	Approves budget, tuition and fees, and state aid

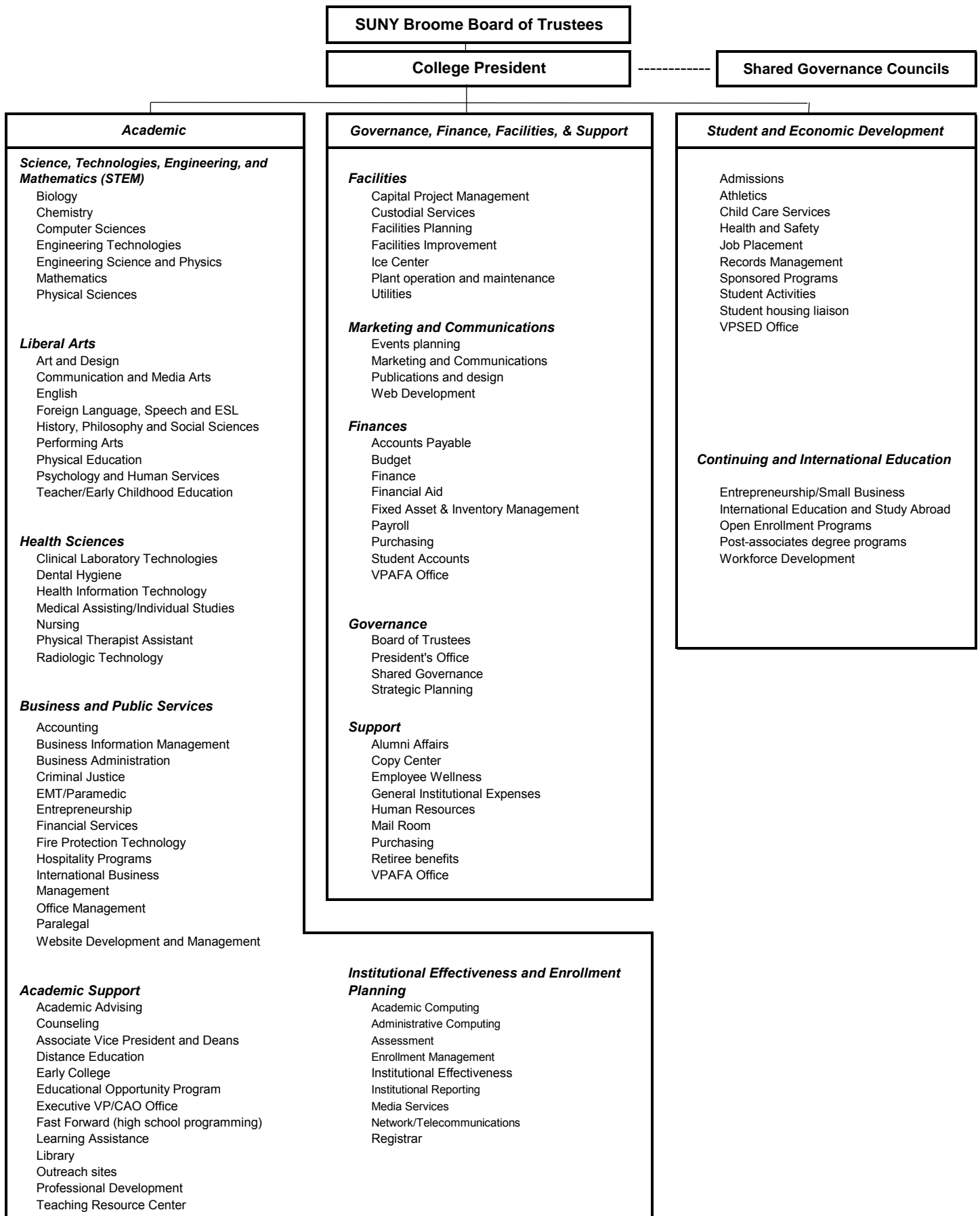


THANK YOU

Once again, we appreciate the support of Broome County, and we look forward to working with you on the budgeting challenges we all face in the years to come.



SUNY Broome Community College Organizational Chart



SUNY Broome Community College Full-Time Regular Positions

403 full-time positions are approved 2015-16. 10 (3%) - 6 teaching and 4 non-teaching - are not funded.

Full-time regular positions are approved by the College Board of Trustees

Title	Unit	Grade*	2013-14	2014-15	2015-16
Counselor	Faculty	8	2	2	2
Librarian	Faculty	8	1	1	1
Professor	Faculty	8	55	55	52
Programmer Analyst II	Faculty	7A	4	4	4
Senior Instructional Designer	Faculty	7	1	1	1
Systems Analyst	Faculty	7A	2	2	2
Associate Counselor - 12	Faculty	6A	2	1	1
Associate Librarian	Faculty	6	1	1	1
Associate Professor	Faculty	6	40	40	35
Clinical Nursing Skills Center Instructional Specialist	Faculty	5	2	2	2
Learning Specialist	Faculty	5	3	3	3
Clinical Radiologic Tech Instructional Specialist	Faculty	5A	2	2	2
Instructional Designer	Faculty	5A	2	2	2
Learning Specialist	Faculty	5A	1	1	1
Network Telecommunications Specialist	Faculty	5A	2	2	2
Programmer Analyst I	Faculty	5A	1	1	1
Staff Associate	Faculty	5	1	1	1
Staff Associate	Faculty	5A	5	6	6
Staff Associate - Special Events	Faculty	5A	1	1	1
Staff Associate - Web & Graphic Design	Faculty	5A	1	1	1
Learning Disabilities Specialist -12	Faculty	5A	1	1	1
Assistant Counselor -12	Faculty	4A	1	1	1
Assistant Counselor	Faculty	4	-	1	1
Assistant Librarian	Faculty	4	1	1	1
Assistant Librarian -12	Faculty	4A	2	2	2
Assistant Professor	Faculty	4	64	62	69
Academic Advisor	Faculty	3A	5	5	6
Instructor	Faculty	3	1	2	2
Staff Librarian	Faculty	3A	-	1	1
Technical Assistant II	Faculty	2	4	4	4
Technical Assistant IIA -12	Faculty	2A	10	10	10
Director of Campus Operations	Guild	13	1	1	1
Dir. Cont.Ed & Worforce Development	Guild	11	1	1	1
Director of Financial Aid	Guild	11	1	1	1
Director of Health & Safety	Guild	11	1	1	1
Director of Information Technology	Guild	11	1	1	1
Director of LRC and LAD	Guild	10	1	1	1
Director of Admissions	Guild	9	1	1	1

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Title	Unit	Grade*	2013-14	2014-15	2015-16
Director of Athletics	Guild	9	1	1	1
Director of Ice Center	Guild	9	1	1	1
Director of Networking/Telecommunications	Guild	9	1	1	1
Director of Student Activities	Guild	9	1	1	1
Registrar	Guild	9	1	1	1
Assistant Director Administrative Information Systems	Guild	8	1	1	1
Director of International Education	Guild	8	1	1	1
Director of Placement	Guild	8	1	1	1
Director of Educational Opportunity Program	Guild	7	1	1	1
Director of Sponsored Programs	Guild	7	1	1	1
Director of Marketing & Communications	Guild	7	1	1	1
Assistant Dir. Public Safety	Guild	7	1	1	1
Assistant Director Technology Services	Guild	7	1	1	1
Assistant Controller	Guild	6	1	1	1
Assistant Director of Network/Telecommunications	Guild	6	1	1	1
Assistant Registrar	Guild	6	1	1	1
Assistant to Director of Campus Operations for Custodial Services	Guild	6	1	1	1
Assistant to Director of Campus Operations for Physical Plant	Guild	6	1	1	1
Assistant to Director of Campus Operations for Technical Services	Guild	6	1	1	1
Assistant to President for Institutional Initiatives	Guild	6	1	1	1
Assistant Director of Financial Aid - Operations	Guild	6	1	1	1
Assistant Director of Financial Aid - Veteran's Affairs	Guild	6	1	1	1
Bursar	Guild	6	1	1	1
Assistant Director Ice Center	Guild	5	1	1	1
Assistant Bursar	Guild	4	1	1	1
Assistant Director of Admissions	Guild	4	1	1	1
Assistant Director of Admissions/International Student Services	Guild	4	1	1	1
Assistant Director of Athletics	Guild	4	1	1	1
Staff Assistant	Guild	2	7	7	7
President	Mgmt Conf	15	1	1	1
Executive Vice President and Chief Academic Officer	Mgmt Conf	14	1	1	1
VP for Administrative and Financial Affairs	Mgmt Conf	14	1	1	1
VP for Academic Affairs	Mgmt Conf	14			

SUNY Broome Community College Full-Time Regular Positions

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Full-time regular positions are approved by the College Board of Trustees

Title	Unit	Grade*	2013-14	2014-15	2015-16
Vice President for Student & Economic Development	Mgmt Conf	14	1	1	1
Assoc. VP & Controller	Mgmt Conf	12	1	1	1
Associate VP and Dean	Mgmt Conf	10	4	4	4
Dean of Institutional Effectiveness & Enrollment Planning	Mgmt Conf	11	1	1	1
Dean of Continuing Education	Mgmt Conf	11	1	1	-
Dean of Students	Mgmt Conf	11	-	-	1
Human Resources Officer	Mgmt Conf	6	1	1	1
Communications & Marketing Officer	Mgmt Conf	6	1	1	1
Asst. to EVP&CAO	Mgmt Conf	5	1	1	1
Human Resources Assistant	Mgmt Conf	5	1	1	1
Public Affairs Officer	Mgmt Conf	5	-	-	
Budget & Institutional Effectiveness Specialist	Mgmt Conf	5	1	1	1
Personnel Specialist	Mgmt Conf	4	1	1	1
Secretary to the President	Conf Clerical	17	1	1	1
Benefits Assistant	Conf Clerical	16	1	1	1
Secretary	Conf Clerical	15	4	4	4
Senior Clerk	Conf Clerical	9	1	1	1
Electrician	ESPA	23	1	1	1
Plumber	ESPA	23	1	1	1
Purchasing Agent	ESPA	20	1	1	1
Senior Accountant	ESPA	18	1	1	1
Payroll Supervisor	ESPA	17	1	1	1
Accountant - (County)	ESPA	16	2	1	1
Campus Peace Officer	ESPA	16	6	7	7
Office Manager	ESPA	16	3	3	3
Senior Computer Operator	ESPA	16	1	1	1
Campus Safety Officer	ESPA	13	2	2	2
Principal Account Clerk	ESPA	13	1	1	1
Secretary	ESPA	13	16	16	16
Senior Duplicating Center Worker	ESPA	13	1	1	1
Senior MaintenanceMechanic	ESPA	13	1	1	1
Stenographic Secretary	ESPA	13	5	4	4
Student Accounts Specialist	ESPA	13	4	4	4
Custodial Supervisor	ESPA	11	1	1	1
Senior Recorder	ESPA	11	2	2	2
Maintenance Mechanic	ESPA	10	5	5	5
Painter	ESPA	10	1	1	1

SUNY Broome Community College Full-Time Regular Positions

403 full-time positions are approved 2015-16. 10 (3%) - 6 teaching and 4 non-teaching - are not funded.

Full-time regular positions are approved by the College Board of Trustees

Title	Unit	Grade*	2013-14	2014-15	2015-16
Courier	ESPA	9	2	2	2
Recorder	ESPA	9	2	2	2
Senior Account Clerk	ESPA	9	6	7	7
Student Records Specialist	ESPA	9	7	8	8
Keyboard Specialist	ESPA	8	5	4	4
Senior Clerk	ESPA	8	2	2	2
Senior Library Clerk	ESPA	8	1	-	-
Account Clerk	ESPA	7	2	2	2
Account Clerk Typist	ESPA	7	1	-	-
Duplicating Center Worker	ESPA	7	1	2	2
Maintenance Worker	ESPA	7	4	4	4
Custodial Worker	ESPA	6	27	27	27
Library Clerk	ESPA	6	3	3	3
Total full-time positions			403	403	403
**A" Denotes 12 Month Position in Faculty					

APPENDIX 5.2 -3 Examples of comparative online/ on-campus student learning assessments: CLT 208, BIO 132, ENG 110

1. CLT 208: Pathogenic Microbiology

Program/Department Student Learning Assessment Report to Academic Division and Student Learning Assessment Committee 2013-2014

Program/Department: Clinical Laboratory Technician/Clinical Laboratory Technologies

Name of Contact Person: Rachael Hagerman

Report Date: September 5, 2014

Part 1

Course(s) to be assessed: CLT 208 Pathogenic Microbiology

Learning Outcomes to be assessed

Upon successful completion of this course the student will be able to:

1. **Discuss the history of microbiology and the significance of the microbial world:**
2. **Describe classification systems for organisms and apply that knowledge to microorganisms.**
3. **Summarize the basic principles of infection and resistance and their application to transmission of infectious disease.**
4. **Demonstrate an understanding of the biology of microorganisms, including microbial anatomy, genetics, metabolism, growth, and control of growth.**
5. **Explain the mechanisms employed for control of microbial growth and describe the various assays used to evaluate effectiveness of antimicrobial agents, including antibiotic sensitivity testing.**
6. **List the characteristics of representative organisms of clinical significance, including their significant disease states, target populations, means of transmission, means of prevention and/or treatment, virulence factors, identifying symptoms and organismal characteristics.**

What will you use to measure student performance? (An exam, an essay, a presentation, a project? Please be brief, but specific.)

The online and campus-based instructors together wrote five final exam questions that met all of the learning outcomes of the course and used them on the required final exam

What did you learn about student performance the **last time** you assessed this course (these courses) for this outcome (these outcomes)? What have you done to help your students improve their performance? If you requested resources to improve student performance, were these resources provided?

We have never done a side-by-side comparison of the online and campus-based sections of the same course.

How will you measure different levels of student success for this assessment? How will you distinguish, for instance, between student performance that exceeds your expectations, meets your expectations, almost meets your expectations, or fails to meet your expectations?

The goal is to have the percent correct be equivalent for each question between all sections and between the online and classroom-based sections.

Assessment timeline: when will you plan the assessment? When will you run the assessment? When will you report your results?

The questions will be on the required final exam for all students taking CLT 208 in the 2013-2014 AY. We will report the results after the conclusion of the Summer 2014 term.

Will your assessment include students in online or Fast Forward courses? (For the 2013-2014 academic year, only departments and programs in the online or Fast Forward pilots need report these specific assessment results.)

This course is not offered to Fast Forward students.

Part 2

Date of assessment:

End of the Fall 2013, Spring 2014, Summer Term I 2014, and Summer Term III 2014 semesters.

Assessment results:

Question Number		% Correct							
		Fall 2013		Spring 2014	Summer 2014		Avg by Ques.	Avg by Ques & Cohort	
On	Trad	On (19)	Trad (35)	Trad (36)	On (31)	Trad (12)		Trad	On
38	30	36.8	54.3	52.8	61.3	66.7	54.38	57.93	49.05
40	41/35	57.9	88.6	97.2	80.6	100	84.86	95.27	69.25
49	35/41	89.5	71.4	80.6	83.9	91.7	83.42	81.23	86.7
41	43/37	84.2	88.5	69.4	83.9	91.7	83.54	83.20	84.05

25	79	94.7	97.1	100	100	91.7	96.7	96.27	97.35
Avg. by Cohort		72.62	79.98	80	81.94	88.36			

ANOVA of all Groups, Questions																																																																
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t Stat	-0.50669	
P(T<=t) one-tail	0.31302	
t Critical one-tail	1.859548	
P(T<=t) two-tail	0.62604	
t Critical two-tail	2.306004	

Learning Outcome	Avg by Ques.	Avg by Ques & Cohort		Expectation
		Traditional	Online	
6	54.38	57.93	49.05	Below
2	84.86	95.27	69.25	Exceeds Trad./Below Online
3, 4	83.42	81.23	86.7	Exceeds
5, 1	83.54	83.20	84.05	Exceeds
6	96.7	96.27	97.35	Exceeds

What will you do to maintain and/or improve student success?

We will continue to offer the course content in a similar fashion. We feel the issue with the first question that assesses LO#6 is a poorly written question and not necessarily a lack of knowledge on the student; we believe that if we re-write the question and assess the students again, they will meet or exceed expectations. The issue with the assessment for LO#2 that is below expectation for the online students appears to be an anomaly for one semester that brought the whole average down, we plan to continue as we have and reassess the question again. If both questions continue below expectations, we will reassess content material to institute change.

What institutional resources might you need to implement your recommendations?

Not any at this time.

When do you next intend to run an assessment of this course (these courses) and this outcome (these outcomes)? If you plan to assess a different course and/or outcome, do you yet know what these will be?

We will run the assessment again during the Fall 2014 semester.

1. BIO 132: Human Biology II

Program/Department Student Learning Assessment Report to Academic Division and Student Learning Assessment Committee 2013-14

Program/Department: **Biology Department**

Name of Contact Person: **Jennifer Musa**

Report Date: **November, 7 2013**

Part 1

Course(s) to be assessed

Human Biology II: BIO 132 01, BIO 132Y01, BIO 132Y02 and BIO 132Y03

Learning Outcomes to be assessed

Demonstrate an understanding of the structure of the circulatory system.

What will you use to measure student performance? (An exam, an essay, a presentation, a project?
Please be brief, but specific.)

I will be measuring student performance with a laboratory exam. For all of the BIO 132 sections, the students prepared for the exam by studying structures listed on an objective sheet.

BIO 132 01 (on campus) students had forty-seven structures listed on their objective sheet. Students studied the structures using models and charts that were available in the laboratory. The same models and charts were labeled for the exam. Students had approximately three weeks to prepare for the exam (although they had only four hours of lab time). The exam had thirty questions. The students had to write down the name of a structure that was labeled on a model or chart. They had to spell the structure correctly. They had about sixty minutes to finish the exam, although most finished in about thirty minutes.

BIO 132Y01, Y02 and Y03 (online) students had fifty-seven structures listed on their objective sheet. Students studied the structures using an online cadaver dissection program called Anatomy and Physiology Revealed (APR). Images from APR were labeled for the exam. Students had approximately three and a half weeks to prepare for the exam. They had unlimited access to APR during that time. The exam had thirty questions. The students had to choose the name of a structure that was labeled on an image from APR. They had five answer choices to select from. They had thirty minutes to complete the exam.

My assessment criteria are as follows:

If a student answers 27-30 questions correctly = Excellent

If a student answers 24-26 questions correctly = Good
If a student answers 21-23 questions correctly = Acceptable
If a student answers 18-20 questions correctly = Almost Acceptable
If a student answers less than 18 questions correctly =Unacceptable

What did you learn about student performance the *last* time you assessed this course (these courses) for this outcome (these outcomes)? What have you done to help your students improve their performance? If you requested resources to improve student performance, were these resources provided?

This is the first time that I am assessing these courses.

How will you measure different levels of student success for this assessment? How will you distinguish, for instance, between student performance that exceeds your expectations, meets your expectations, almost meets your expectations, or fails to meet your expectations?

Based on experience, I expect that the class averages on these exams will be in the “acceptable” range.

Assessment timeline: when will you plan the assessment? When will you run the assessment? When will you report your results?

The students took the cardiovascular system laboratory exams in October 2013 and I analyzed the data in November 2013.

Will your assessment include students in online or Fast Forward courses? (For the 2013-2014 academic year, only departments and programs in the online or Fast Forward pilots need report these specific assessment results.)

My assessment includes three sections of an online course and one section of an on campus course.

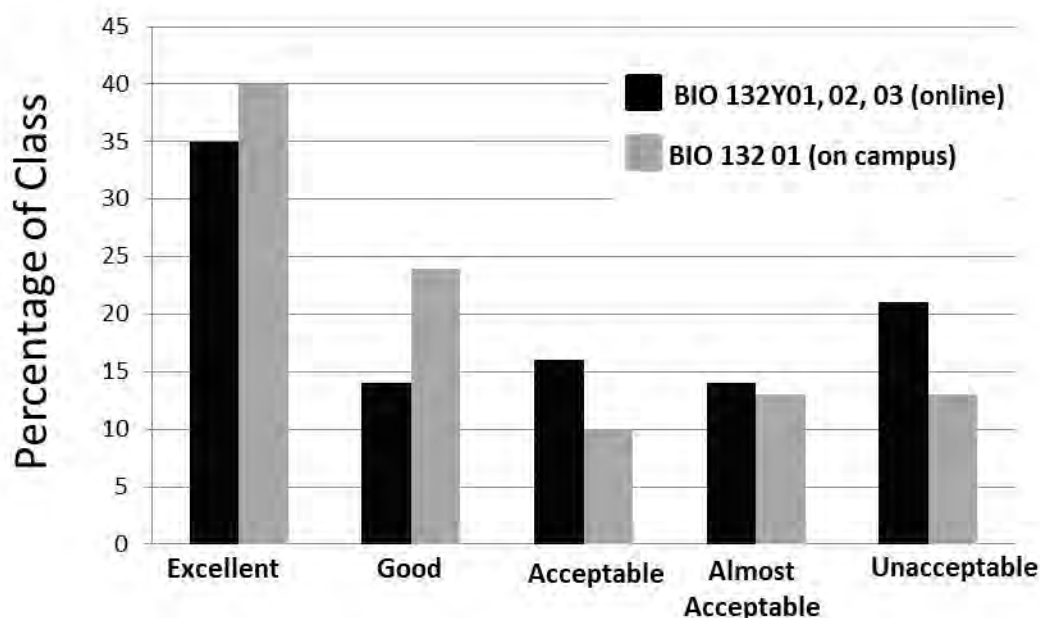
Part 2

Date of assessment:

November 7, 2013

Assessment results:

BIO 132 (Musa), Fall 2013



■ BIO 132 On Campus:

47 structures on lab objective sheet

fill-in-the-blank exam (must be spelled correctly for full credit)

30 questions, 60 minutes

Average on Exam = Student answered 24 out of 30 questions correctly (Good)

All students (62) completed exam.

■ BIO 132 Online:

57 structures on lab objective sheet

multiple choice exam

30 questions, 30 minutes

Average on Exam = 7 Student answered 22.5 out of 30 questions correctly (Acceptable)

Four students (out of 47) did not take the exam.

What will you do to maintain and/or improve student success?

I will continue to use the same assessments in these courses. It is common to have some online students who do not complete the exams. This is not common for my on campus students. I believe that on campus students benefit from “hands-on” time in the lab where I can provide some guidance about how to study. Although the online students have written instructions, there are not as many

“Excellent” and “Good” performances online. I will continue to encourage the online students to spend time working in APR and learning to identify the structures on their objective sheet. Logically, it seems as if the online students should perform better on the laboratory exam. They have more time to study the images that will be on the exam and they have a multiple choice exam so they do not have to worry about spelling structures correctly. However, the class average in the online course is lower than that for the on campus course. This does not surprise me as this is almost always the case when I look at overall averages at the end of the semester.

What institutional resources might you need to implement your recommendations?

I think that there should be some sort of screening process for students who take a lab science online. If not a screening process, students should be made aware of the fact that (in some cases), class averages in an online course are lower than those in the equivalent on campus course.

When do you next intend to run an assessment of this course (these courses) and this outcome (these outcomes)? If you plan to assess a different course and/or outcome, do you yet know what these will be?

I may run a similar assessment next semester for my online Human Biology I classes. I would like to assess performance on the Skeletal System Lab Exam. This exam is notoriously difficult for on campus and online students and would be interesting to assess.

1. ENG 110: College Writing I

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

Online Learning Assessment Report

Contact person(s): Greg Saraceno, English Dept. Chair; Mary Seel, Assessment Coordinator

Course(s) assessed: ENG 110

Have you previously assessed online student learning for this course (these courses) and this outcome (these outcomes)? If so, what have you done to maintain or enhance student success?

No previous assessment

Semester when student work was collected:

Spring 2014

Date of online student assessment:

September 2014

Total number of sections and students subject to the overall assessment:

40 sections; 574 students

Number of online sections and students subject to this assessment:

4 sections; 44 students

Size of student sample (20% minimum) for the overall assessment:

115

Size of online student sample (20% minimum) for online assessment:

9

Methodology:

Four English Department faculty members read through the sample set and assigned scores based on the rubric we designed for and used with the assessment we ran for all ENG 110

sections in May 2014 (see the rubric at the end of this report). Differences in individual faculty scores were to be resolved by consent of the committee members, though we had no differences in this assessment.

Student learning outcome assessed:

Outcome 6: Students will write in Standard Written American English, using diction appropriate to a college-level audience.

Results of online student assessment:

One essay in our sample set was clearly plagiarized. This was noted on the essay by the instructor who submitted the essay. We scored it with a 0 and then randomly choose another essay to replace it so that we would have 9 actual essays to rate. So we ended up with a sample set of 10 folders because of the plagiarized essay. Of the 10 essay sample, 1 was rated as a 4, 5 were scored with 3, 2 were scored with 2, and 2 were scored with a 0 (the plagiarized essay and a folder that was empty). There were no essays scored with a 1 in our sample.

N= 10

Rubric score 0 = 2 20%

Rubric score 1 = 0 0%

Rubric score 2 = 2 20%

Rubric score 3 = 5 50%

Rubric score 4 = 1 10%

Consistency of results:

The overall results of the online student assessment were somewhat better than what we found in the results of our overall assessment of ENG 110. (See 13-14 ENG 110 Report).

Analysis of results:

One reason the results of this assessed sample might have been higher than the overall ENG110 assessment is that successful online learning for students requires a higher level of competence and more polished basic skills than are required in many face-to-face classes. The students who were participating in the online classes at the point in the semester when essays were collected (about $\frac{3}{4}$ of the way through) might have been more highly-functioning students to begin with. If they had the time management and reading skills and self-direction to stay in an online class, we might extrapolate that they might have more advanced writing and reading skills as well.

Also, the class sizes in the online sections were smaller than most of our face-to-face classes, so students likely received more time and individual attention from their instructors.

In our discussion after the assessment, we were concerned, as we were in our overall assessment, that so many of the sample essays (7 out of 8 essays) were narratives. At the point in the term when the essays were collected (about 3/4rds of the way through), the classes should have moved on to assignments that called for higher-level academic writing and critical thinking. We plan to address assignment design issues in Professional Development sessions later in the fall.

Based on the results from this assessment, we do not see any serious issues with our online writing instruction in our ANGEL ENG 110 sections.

Recommendations:

Teaching composition online is quite time-consuming and requires much more individual attention to each student than an instructor might expend in a face-to-face writing class. We recommend that the cap on enrollment in online writing courses be kept at 15 and not increased to 20 so that we can maintain the quality of instruction and enhance the time we spend with our students to aid in their retention and in their learning.

Assessment Rubric for Outcome 6:

Students will write in Standard Written American English, using diction appropriate to a college-level audience.

(Assessment: Formal essays with clear, effective sentences)

4 (Exceeding): Essay contains few grammatical and stylistic problems (& none interferes with the reader's understanding). Student shows a conspicuous mastery of mechanics, diction, and style.

3 (Meeting): Essay contains minor grammatical and stylistic problems, some of which may interfere with the reader's understanding. Student shows a general familiarity with mechanics, diction, and style.

2 (Approaching): Essay contains serious grammatical and stylistic problems which interfere with the reader's understanding. Student shows only partial familiarity with mechanics, diction, and style.

1 (Not Meeting): Essay contains serious grammatical and stylistic problems which block the reader's understanding. Student shows little technical competence.

0: Completely off-topic or fragmentary, or no essay was submitted, or essay was plagiarized.

APPENDIX 6.6 – 1. 2016-17 SUNY Broome budget development instructions.

2016-17 SUNY Broome budget development instructions



If you are reading this, you made it to our budget portal! Congratulations!

First things first – take a look at the budget development timeline.

Our budget development forms are EXCEL-based. Click on the appropriate file to open it. There are 3 budget development forms – contractual expenses, travel, and proposed personnel changes. Click “enable editing” at the top so you can make changes to the file, then save it to your computer.

Feel free to reach out to your colleagues listed at the end of these instructions if you need assistance with budget development.

Best regards,

Larry Allen

Budget & Institutional Effectiveness Specialist

SUNY Broome Community College

Link between budgeting and strategic planning

Budget resources will be directed to areas that are priorities in our strategic plan, and for which assessment has shown a critical need to address. Follow this link to our strategic plan, institutional effectiveness, and assessment area of our portal:

<https://mycollege.sunybroome.edu/web/institutional-effectiveness/strategic-plan>

Proposed contractual expenses, supplies, and travel budgets

Develop your proposed department budgets using the spreadsheets in the 16-17 contractual expense budget forms folder. Double click on the file to open it, click on “enable editing” at the top of the spreadsheet, and save it to your computer.

Find your department’s “tab” name at the bottom of the spreadsheet and fill out the proposed budget, strategic initiatives, and explanation of need and assessment columns.

The past two year’s of actual costs are included. The details of what you purchased are available online in Banner Self-Service by “drilling down” through the cost totals.

If you are proposing a contractual expense budget for an account that you didn’t use last year, insert it at the end. A list of purchasing expense account codes is in the budget portal for your use.

Equipment

Most campus equipment is funded by a dedicated student technology fee, and is budgeted in a pool and distributed after the new fiscal year begins as part of a campus-wide proposal and tech fee allocation process. The remainder of the campus equipment budgets will continue to be in a campus-wide pool, and will be distributed in the new fiscal year based upon campus priorities.

Personnel

Preliminary personnel budget

A hard copy of your current 15-16 personnel budget has been mailed to you. It does not yet include salary or fringe benefit rate increases – these will be added after bargaining unit contracts are settled, and after 2017 fringe benefit rates are known.

The current employee and funding status of all vacancies are listed on the preliminary budget. In most cases *Student assistance* is budgeted centrally in each Vice President’s area, and will be distributed after the new fiscal year begins. If a change is desired in the number of hours budgeted, include it on the proposed personnel changes form

Please take a very close look at your department(s) personnel and the status and funding of the vacancies, as this is the base upon which next year’s budget will be built. It takes only a few minutes to look through the entire thing!

The personnel budget is the starting point for next year’s budget development, and it will be modified as decisions are reached about campus priorities and as our revenue picture becomes clear.

This information is also being provided to bargaining unit leaders, members of Executive Council, Associate VP/Deans, and to others engaged in budget discussions in the interest of transparency and meaningful budget dialog.

Proposed personnel changes

It is very important to get critical personnel needs “on the table” for consideration by including them on the proposed personnel changes form. The time to hear about them is now rather than after the budget has been finalized.

The proposed personnel changes form is available *in our portal*. Double click on the file to open it, click on “enable editing” at the top of the spreadsheet, and save it to your computer. Forward it to your Associate VP/Dean or Vice President along with your proposed budget.

Fringe benefit budgeting rates are in a portal folder in the budget information page, and most hiring minimums, salary ranges, and hourly rates are available in the campus portal at:

<https://mycollege.sunybroome.edu/group/mycampus/employee>

For additional assistance ...

- *Budget: Larry Allen at allenlp@sunybroome.edu or X5198*
- *Purchasing details ... drilling down to into Banner to see what you bought last year: Randy Campbell at Campbellrj@sunybroome.edu or X5196*
- *Titles and rates of pay for proposed personnel changes: Paige Sedlacek at sedlacekpm@sunybroome.edu or X5213*
- *Preliminary personnel budget: Karan Drum at drumkj@sunybroome.edu or X5309*