

Strategic Plan Objectives Strategic Objectives showing supporting Unit Objectives

SUNY Broome Community College 2017 - 2022 Strategic Goals and Objectives

Vision: Learning today, transforming tomorrow.

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

We realize our mission by fostering an environment that exemplifies the college's institutional goals to the highest quality.

Strategic Goals:

DIVERSITY AND INCLUSION: Foster the essential connections among diversity, equity, and inclusion in all of the college's endeavors.

Goal 1 Demonstrate commitment to diversity and inclusion by making SUNY Broome an increasingly engaged, culturally responsive, socially responsible and equitable place to learn, teach, work, and live.

TEACHING AND LEARNING: Provides dynamic educational experiences to afford students opportunities for transfer, employment, personal enrichment and to contribute to community life.

Goal 2 Develop an inclusive teaching- and learning-centered environment that supports pedagogical excellence, student success and student attainment of key learning outcomes

- i. Cultural and global awareness
- ii. Critical analysis and decision-making
- iii. Oral and written communication
- iv. Scientific and quantitative reasoning
- v. Technological competency
- vi. Information literacy

FISCAL, PROGRAM DEVELOPMENT, AND INFRASTRUCTURE SUSTAINABILITY: Provide sustained open access to diverse and innovative educational experiences and transformative student support, the institution commits to responsible acquisition and stewardship of resources.

Goal 3 Practice fiscal responsibility and sustainability as part of a comprehensive decision making process to support equity among all members of the learning community to ensure continuous improvement.

STUDENT SUPPORT AND SUCCESS: Foster student growth and success by providing transformative academic and student supports, comprehensive resources, and an enriching climate that contributes to the attainment of individuals' goals and achievements from initial inquiry through graduation and beyond.

Goal 4 Enhance accessibility and use of support services to help students obtain their academic and personal goals

CIVIC, COMMUNITY ENGAGEMENT, AND SERVICE-LEARNING: Emphasize the importance of each individual being an informed and engaged citizen.
Goal 5 Provide opportunities to increase community engagement by developing collaborative, socially- just and responsive and effective solutions to local, national and global community needs.

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

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Retention

60% of students who attend Summer Advancement Academy will be retained from fall to fall.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - We will use the EOP Roster to establish the retention rate for SAA students from fall to fall. * Benchmark: 60%</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 64% (23/36*100) of the students who attended the 2019 Summer Advancement Academy returned to SUNY Broome in the Fall 2020 (This stat is based on the number of students registered for Fall 2020 and is subject to change- final analysis will happen during the first week of the Fall 2020 semester). This exceeds the 60% goal and is the highest percentage of students who attended an SAA retained. (06/16/2020) What did you learn about your unit through this assessment cycle?: The 2019 SAA attendees experienced a 3 week extended orientation. This was the first year the SAA was that long as the 2018 SAA was 2 weeks in length and the 2017 was 4 days in length. We feel strongly that our ability to exceed our goal of retention of these students is an indication that the 3 week SAA model is more effective than other models.</p>	

Goal: Summer Advancement Academy students in Good academic Standing

60% of students who attend an EOP Summer Advancement Academy will be in good academic standing at the end of their first academic year.

Goal Status: Active

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy students in Good academic Standing

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - We will use the final grade report to assess SAA student's academic standing. * Benchmark: 60%</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 61% of the students who attended the 2019 EOP Summer Advancement Academy were in good academic standing at the end of their first academic year. (08/01/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: This is another indicator that the students who have attended the EOP Summer Advancement Academy are better prepared for a successful first year than if they had not attended the extended orientation. What did you learn about your unit through this assessment cycle?: Although we have seen gains in this crucial benchmark, we believe that specifically highlighting the College's academic standards during their summer program experience will allow us to ensure that the students understand the broader expectations as well as the way they will be measured. We feel this is important because many of our students do not understand how their progress will be measured in college nor do they full understand how their academic performance impacts their financial aid and progress toward degree attainment.</p>	

Goal: Summer Advancement Academy Participant Persistence

75% of EOP students who attend the Summer Advancement Academy will persist from Fall to Spring

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/12/2018

Means of Assessment	Results	Action Plans
<p>Data Related - Using the EOP Roster, we will calculate the percentage of students who persist from fall to spring by SAA co-hort * Benchmark: 70% Resource Requests: Funding to continue to provide the EOP</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The persistence rate of the 2019 SAA cohort from fall 2019 to spring 2020 is 83% (30/36*100). This percentage exceeds the goal percentage of 70% (06/16/2020) What did you learn about your unit through this assessment cycle?: The fact that we have consistently exceeded this goal is an indication that the EOP SAA is having a positive impact on our student persistence.</p>	

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Persistence

Means of Assessment	Results	Action Plans
Summer Advancement Academy to incoming EOP pre-freshmen		

Goal: Summer Advancement Academy Successful College Level Math Course Completion on first attempt

50% of students who attend an EOP Summer Advancement Academy will successfully complete a college level math course with a c or better

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
Data Related - EOP will track the outcomes in college level math courses of students who attend a Summer Advancement Academy * Benchmark: 50% of SAA students will earn a C or better in college level math Resource Requests: final grade reports	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 56% (n=10/18) of Summer Advancement Academy students who took a College level math in their first semester received a C or better (12/19/2019) If you met your benchmark, how will you maintain your ability to keep meeting goals? : We will need to fine tune our efforts for the 2020 SAA to continue to see an increase in successful completion of math among our SAA participants. What did you learn about your unit through this assessment cycle? : We know from our experience that exposing students to mymath lab has had a positive effect on their ability to successfully navigate both developmental and College level math. We also learned from this year that the practice of enrolling students in a math course in their first semester so that they do not lose vital skills learned during their summer experience has been proven to be effective and strategic. We will continue this practice in the future.	

Goal: Summer Advancement Academy Successful completion of ENG 110 on first attempt

60% of summer advancement academy students will successfully complete ENG 110 with a C or better on first attempt.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Successful completion of ENG 110 on first attempt

Means of Assessment	Results	Action Plans
<p>Data Related - EOP will track the outcomes of SAA students who take ENG 110.</p> <p>* Benchmark: 60% of SAA students who take ENG 110 will earn a C or better in the class.</p> <p>Resource Requests: final grade reports</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>65% (n=20/31) of SAA participants who took ENG 110 in their first semester received a C or better. (12/19/2019)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Students take a literacy workshop during the summer. Although this workshop infuses elements of writing, reading and comprehension, it does not specifically focus on writing. We plan to offer a writing workshop during the 2020 SAA where students will focus solely on the mechanics of writing in preparation for ENG 110. We hope that this switch will better prepare our students for successful completion of college level writing.</p> <p>What did you learn about your unit through this assessment cycle?: We expected to see an upward trend in the number of students who successfully completed ENG 110 with a C or better. We believe that this year we did not see an increase in this benchmark due to a number of our students being English Language Learners, many of whom had not placed into ESL courses. This is a factor that we need to pay more attention to and seek the assistance and advisement of the ESL program for proper placement.</p>	

Admin - Human Resources

Goal: Sexual Harassment Policy update

Update Sexual harassment Policy pursuant to New York State guidelines.

Goal Status: Archived

Planned Assessment Cycle: 2019 - 2020

Start Date: 06/13/2019

Inactive Date: 07/31/2020

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Update language of Sexual Harassment Policy to bring in line with New York State guidelines.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>In accordance with the State University of New York, (SUNY), all state-operated campuses and community colleges shall adopt the uniform Sexual Harassment Policy statement to</p>	<p>Action Plan: The policy was drafted and presented to the Executive Council. The President requested the presentation of this policy to</p>

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - Human Resources

Goal: Sexual Harassment Policy update

Means of Assessment	Results	Action Plans
<p>* Benchmark: Approval of new changes to Sexual Harassment Policy by Executive Council.</p> <p>Resource Requests: Use of legal council regarding new regulations.</p>	<p>notify their respective community members of SUNY's no-tolerance policy for behavior that violates this policy. (07/27/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: SUNY Broome will present annual mandatory training to all employees on preventing, and addressing, Sexual Harassment and sex discrimination including knowledge of whom to contact with questions and how to report violations of this policy.</p> <p>What did you learn about your unit through this assessment cycle?: It would be beneficial to incorporate an online Sexual Harassment Training in addition to face-to-face trainings.</p>	<p>the Shared Governance Committee for their review causing delays in the presentation to the Board of Trustees due to the debate over numerous issues. We will continue to work on communication methods to address the concerns. (07/31/2020)</p>

Admin - International Education

Goal: Goal 1

Expand on international collaborative efforts of the college through more partnerships and agreements

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

Means of Assessment	Results	Action Plans
<p>Impact Assessment - Increase the number of international partnerships with the college for the next five years</p> <p>* Benchmark: 1. Develop 2 new international-academic articulation agreements (2017-18). These agreements involve transfer evaluations and dual-degree options 2. Develop 2 new inter institutional agreements (2017-18). These agreements are intended to initiate</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>No new agreements were developed due to the COVID-19. We started, however, the BIS Universities Program, a new collaborative effort that substituted the Becalos Program from Mexico. The BIS Universities Program will continue offering Mexican students from selected BIS universities the opportunity to enhance their academic and international experience at SUNY Broome. BIS Universities Program students will attend SUNY Broome with funds provided by their own universities and college Foundation contributions. This year, we welcomed the first student of the new BIS Universities Program.</p> <p>Note also that Gia Dinh University, in Ho Chi Minh City, Vietnam, approved the development of an international partnership between our institutions. Due to the COVID-19, however, the</p>	<p>Action Plan: We will explore new methods for establishing new institutional relationships with universities overseas (07/14/2020)</p>

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - International Education

Goal: Goal 1

Means of Assessment	Results	Action Plans
mutual collaboration between the college and an overseas institutions Resource Requests: Travel funding and resources for welcoming visitors	agreement was postponed for next year. (07/14/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: We will need to enhance the virtual communication to establish or promote new partnerships What did you learn about your unit through this assessment cycle?: Since partner and potential partner institutions were also affected by the global health emergency ,there is a need to develop new institutional models for establishing agreements	

Goal: Goal 2

Grow the enrollment of students of partner institutions at the college over the next five years

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

Means of Assessment	Results	Action Plans
Impact Assessment - Increase the enrollment of students of partner institutions at the college each academic year over the next five years, based on 2017-18 enrollment * Benchmark: Increase the enrollment by 10% each academic year Resource Requests: Travel funding to promote programs at partner institutions	Reporting Period: 2019 - 2020 Conclusion: Inconclusive Three YEAR participants, two CBYX participants, and one BIS Universities participant were enrolled during this academic year. The number is lesser than previous year due to the end of funding of he BECALOS Program. (07/14/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Promote online and or blended international programs to expand affordable study opportunities for international participants What did you learn about your unit through this assessment cycle?: Funding is needed to conduct site visits to partner universities and potential organizations overseas to establish new academic relationships.	Action Plan: New forms of in-kind contributions and new training models will be pursued to promote enrollment from partner institutions (07/17/2020)

Goal: Goal 4

Develop opportunities to increase international federally funded programs at the college

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - International Education

Goal: Goal 4

Means of Assessment	Results	Action Plans
Impact Assessment - Maintaining and increasing the current number of programs by one every other year * Benchmark: Maintaining and increasing it by one every other academic year Resource Requests: Funds to attend meetings at funding organizations	Reporting Period: 2019 - 2020 Conclusion: Inconclusive The numbers are maintained. The possibility of increasing the number has been limited due to the COVID-19 (07/14/2020)	Action Plan: We will explore additional federal funding organizations and work on more affordable programs that can be their expectations. (07/17/2020)

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 5:

Foster a diverse and inclusive environment on campus and throughout the local community

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans
Program/Project Implementation - Collect Reports from Departments * Benchmark: varies by Department	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Promote and deliver courses, activities, and events that address social diversity issues at the local, state, national, and global levels Civic Engagement Center: Deliberations were conducted in 14 sections of COL 105 Academic Planning, SOC 110 Introduction to Sociology, CRJ 245 Criminology, SOC 155W Media & Society; 12 on the topic of "Mass Shootings" (244 students), and 2 on the topic of "Making Ends Meet" (46 students) Human Services Chemical Dependency: HSCD Club Drag Show, held on October 18, 2019, generated \$1,000 donation to Voices for Recovery program of Fairview Recovery Services, Inc. Dr. Henry Bartlett and Lisa Strahley have provided services identified in an MOU between	Action Plan: The results will be part of an on-going process of analysis and evaluation of how faculty have integrated diversity and inclusion into their curricula. At Division Council meetings the topic of diversity and inclusion will be on the agenda throughout the academic year. (07/31/2020)

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 5:

Means of Assessment	Results	Action Plans
	<p>SUNY Broome and WSKG (local PBS station) created in 2017 that provides expert support for convening focus groups and evaluation of their "Chasing the Dream" programs that constitutes their poverty education initiative funded by Klee Foundation.</p> <p>Communications and Media Arts: Hosted the annual Fall 2019 Documentary film screening series that highlights and discusses current issues that shape our culture. Screenings this semester included: "Freedom Riders" and "They Shall Not Grow Old."</p> <p>Identify ways to increase accessibility in the classroom, building, and online courses Learning Assistance Department: Math Lab: Secured a new adjustable-height table to improve access for students in motorized chairs Math Lab: Reviewed their web content to improve screen reader function Titchener Building: John Covert placed Braille signs for the building, stairwells, offices, bathrooms, and classrooms. These were added to other places across campus as well.</p> <p>Participate in campus and community activities and groups that welcome inclusivity Music: Students in Dr. O'Connell's course MUS113 "From Spirituals to Hip-Hop: American Music of the African Diaspora" attended services at historically-black churches in Binghamton, as well as the BPO concert "Simone, Ellington, and Parks," to experience first-hand the contributions of African-Americans to diverse genres of music. (05/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to Identify and plan for inclusive events designed to yield diversity within the campus community and throughout our local community. Through the Arts we will reach out to the community by giving concerts, plays, and art exhibits that highlight diversity and inclusion. Faculty will be encouraged to include a diversity component in their courses.</p> <p>What did you learn about your unit through this assessment cycle?: Faculty are continuing to integrate into their curriculae diversity and inclusion.</p>	

Admin - Office of the Vice President for Student Affairs

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - Office of the Vice President for Student Affairs

Goal: Diversity and Inclusion 2019-2020

Cultivate an intentionally designed, inclusive and engaging student life experience that promotes the intellectual, emotional, physical and spiritual development of all students.

Provide leadership and in partnership with campus constituents, create, and maintain an infrastructure that supports diversity and inclusion in the college's living, learning and working environment.

Objectives:

- PRODiG
- Bring together faculty/staff from URM groups to discuss institutional culture and its impact on their work life.
- Identify URM student cohorts
 - Persistence rates-establish benchmark
- Diversity Task Force
 - Address the value added of the committee
 - Determine its future direction
- Implement 2 major events relating to diversity and inclusion

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - By working with Human Resources to track and increase underrepresented minority faculty and staff on campus</p> <p>* Benchmark: Increase underrepresented minority faculty members and women on campus by at least one.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>PRODiG- The SUNY initiative designed to increase underrepresented minority faculty members across all disciplines and women in STEM. Successful application and hiring of 2 female faculty members in STEM. One of the faculty is also an underrepresented minority. (07/24/2020)</p>	<p>Action Plan: Define and establish benchmarks for URM cohorts. Continue to build the momentum of the PTODI group in creating an equitable and inclusive culture. Identify and address issues impacting the success of URM employees and students. Continue to create opportunities and partnerships of engagement for the external Broome County community by offering programs that bring the community to campus. (07/24/2020)</p> <p>Action Plan: Follow-up to ensure continuity of the salary support grant as well as develop a program</p>

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - Office of the Vice President for Student Affairs

Goal: Diversity and Inclusion 2019-2020

Means of Assessment	Results	Action Plans
		for creation of a faculty pipeline. (07/24/2020)
Supervisor Evaluation - Schedule and track attendance during meetings with URM faculty and staff. * Benchmark: Meet with our underrepresented minority faculty to start discussions about culture and work life at least once, would like to do this every semester if there is positive feedback.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Bringing together faculty/staff from URM groups to discuss institutional culture and its impact on their work life. Hosted a URM faculty and staff "Munch and Lunch" in the Fall 2019 semester. Purpose was to bring the group together for introduction, unable to follow-up event in the Spring due to the implications of COVID. (07/24/2020)	Action Plan: Continue discussions and meetings with underrepresented minority faculty members in order to identify and address issues impacting their success. (07/24/2020)
Data Related - Tracking the amount of student cohorts we follow and assess. * Benchmark: Work with departments on campus to identify at least one new URM student cohort, and streamline the process to make it easier to track cohorts.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Identification of URM cohorts. In working with Institutional Research, have clearly defined the LatinX population. Establishment of persistence benchmarks will be a goal in the upcoming academic year. URM student cohorts that are engaged in specific activities are manually tracked for student success. (07/24/2020)	Action Plan: Define and establish benchmarks for URM cohorts. Identify and address issues impacting the success of URM students and employees. (07/24/2020)
Supervisor Evaluation - Attending and tracking attendance of the PTODI to help set guidelines for future direction, and add subcommittees. * Benchmark: Increase visibility of the PTODI and add subcommittees to the task force.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Diversity Task Force. The group has made significant progress towards determining its future direction. New membership has been solicited for the new academic year. Subcommittees have been formed to address the diversity strategic initiatives and the role of the CDO. (07/24/2020)	Action Plan: Continue to build the momentum of the PTODI group in creating an equitable and inclusive culture. (07/24/2020)
Supervisor Evaluation - Track attendance and collect feedback on events hosted by the CDO relating to diversity and inclusion.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Hosted multiple Black History Month events that included members of our community, along with multiple First Generation Luncheons and Events with Student Activities. (07/24/2020)	Action Plan: Continue to create opportunities and partnerships of engagement for the external Broome County community by

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - Office of the Vice President for Student Affairs

Goal: Diversity and Inclusion 2019-2020

Means of Assessment	Results	Action Plans
* Benchmark: Implement 2 major events on campus and collect feedback on how to further enrich the engagement between campus and the community.		offering programs that bring the community to campus. (07/24/2020)

Goal: Civic Engagement, Community Engagement and Service Learning 2019-2020

Galvanize the college and local community in partnerships, initiatives and programs intended to highlight local, national and global issues and facilitate positive interactions.
Objectives

- Implement 2 major Lunch and Learn events open to the community (cross with Diversity and Inclusion)
- Cultivate opportunities for students to engage in community service
- Continue to participate in community initiatives
- Cultivate senior institution partnerships, i.e. graduate student intern program, faculty fellows program

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
Data Related - Track attendance and collect feedback on events hosted by the VPSA and CDO * Benchmark: Offer at least two opportunities for our students and the community to attend that allow for discussions on diversity, equity, and inclusion.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met An important aspect of the Diversity program is bringing the internal and external community together to learn about and discuss matters of diversity, equity, and inclusion. During the past year, three events were held: "Code Switching", "Speed Mentoring", and the screening and discussion of the documentary "Unlikely." (07/24/2020)	Action Plan: Continue and expand initiatives that bring the external community to the college for dialog on anti-racism matters as well as other topics of relevance. (07/24/2020)
Data Related - Tracking sponsorship of students that engage in community service and civic engagement. * Benchmark: Offer at least two opportunities for our students to	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Another goal is to ensure that students have an opportunity to engage in service and participate in civic engagement opportunities and community activities. The VP office sponsors members of the PEP Squad. These young women attended the Strong Women of Broome County Fundraiser, served as mentors to local high school students, and coordinated	Action Plan: Maintain active memberships in community based organizations. (07/24/2020)

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - Office of the Vice President for Student Affairs

Goal: Civic Engagement, Community Engagement and Service Learning 2019-2020

Means of Assessment	Results	Action Plans
participate in civic engagement and community service.	the campus Week Without Violence. (07/24/2020)	
Data Related - Tracking partnerships with senior institutions, and look for more opportunities to partner with them as well. * Benchmark: Partner with at least one senior institution.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Cultivating partnerships with senior institutions is also a goal of the office. To this end, the Division continues to host graduate students from Binghamton University, Higher Education Student Affairs program. In addition, plans are still underway to create a faculty fellows program designed to attract underrepresented minorities to the community college academy. (07/24/2020)	Action Plan: Cultivate partnerships and collaborative efforts with higher education institutions that support student success and operations. (07/24/2020)

Admin - Professional Development

Goal: Expand Professional Development programs to improve pedagogy

PDFs will synthesize the findings of the campus wide professional development needs assessment (AY 2018-2019) into a cohesive professional development plan for AY 2019-2020

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/19/2019

Means of Assessment	Results	Action Plans
Institutional Reports - PDSC and PDF meeting minutes, Professional Development Schedule of Offerings as reflecting needs identified by campus constituents and VPAA of Academic Affairs; analysis of participant feedback * Benchmark: Volume of offerings and attendance at offerings for AY 2019-2020; alignment of offerings	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met PD Facilitators conducted a campus-wide needs assessment in the 18-19 year, and established a calendar of offerings, informed by findings of the survey, by the start of each semester. Offerings were anchored in pedagogy, classroom management, leadership, assessment, and professional and personal growth and development. (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals? : Professional Development should continue to map its offerings to the goals of the institution, supporting the development of faculty in and out of the classroom. What did you learn about your unit through this assessment cycle? : In its current	Action Plan: Continue to develop campus wide professional development offerings that are anchored in the goals of the institution, support student learning, and center the needs of diverse learners. A clear connection between retention, diversity, and pedagogy should underpin the unit. (08/14/2020)

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - Professional Development

Goal: Expand Professional Development programs to improve pedagogy

Means of Assessment	Results	Action Plans
with pedagogical theory and practical classroom application and faculty support; feedback provided by participants	configuration, local PD offerings rely on participation from campus partners. A more robust budget would allow for a potential increase in criticality and relevance.	Budget/Resource Implications: In its current configuration, local PD offerings rely on participation from campus partners. A more robust budget would allow for a potential increase in criticality and relevance.

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students	Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
info session to discuss what their departments offer and can assist the students needs.		
Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be measured through the exit surveys reported number of students at the end of each semester. Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).	Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there Where is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)
Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings * Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about. Resource Requests: Promotional - funding for food/beverages at	Reporting Period: 2019 - 2020 Conclusion: Inconclusive The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020) What did you learn about your unit through this assessment cycle?: I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.	Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
meeting.		

Admin - Sponsored Programs

Goal: Goal 1. Diversity and Inclusion

Demonstrate commitment to impact diverse populations and under-represented students through the planning, development and award of culturally responsive grant-funded initiatives.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
<p>Data Related - Track baseline numbers of Request for Proposals (RFP) announcements released, grant proposals submitted, grant revenue received by their support of specific institutional goals/objectives and specific department(s). Use for prior year comparisons in future academic years.</p> <p>* Benchmark: Grant opportunities will be identified and publicized with faculty, staff and students, and grant proposals/funding applications that foster diversity initiatives on-and off-campus will be submitted.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>A total of nine Request for Proposal announcements related to fostering diversity were released as postings to the SP website, Grant Planning Team meeting agenda items, and/or direct contact with likely faculty/staff to lead proposal development. (Of those RFPs, four had an international education focus; and five had a focus on under-represented populations.) As a result, total of eight (8) proposals were developed and submitted. Of those proposals, one (1) with a requested amount of \$253,032 is currently pending award/denial notification; and seven (7) were awarded a combined total of \$73,431 (or 22.5% of requested funds):</p> <ul style="list-style-type: none">1) \$3,769 to purchase adaptive equipment to assist learning for students with disabilities.2) \$16,000 to subsidize travel expenses for a diverse range of students to participate in the college's faculty-led programs that include extensive travel components.3) \$6,444 to hold an Educational Opportunity Program academic recovery winter session program.4) \$36,973 to hold an Educational Opportunity Program pre-freshmen summer orientation.5) \$4,500 to subsidize travel expenses for under-represented students to participate in a bilateral study abroad between program Broome and Universidad de Celaya, Mexico.6) \$5,745 to support a faculty-led study abroad malnutrition intervention project in Haiti.7) Fulbright Scholar-in-Residence (BU as project lead; scholar services awarded, not funds) <p>(07/13/2020)</p>	<p>Action Plan: In comparison to AY 2018-19, this year's proposal submissions and resulting grant awards were similarly balanced between a focus on international education programming and a focus on supporting under-represented students. This two-fold focus will continue to be emphasized in AY 2020-2021 to sustain these outcomes across a three-year period. (07/13/2020)</p> <p>Budget/Resource Implications: More than \$73,431 in new revenue related specifically to diversity initiatives to the college was secured.</p> <p>Follow-Up: A renewed annual campus plan, which is required to maintain access to SUNY PRODIG</p>

Diversity and Inclusion - Strategic Objective 1 - Increase intentionality in leadership that demonstrates commitment to diversity and equity through governance, budget, and institutional practices

Admin - Sponsored Programs

Goal: Goal 1. Diversity and Inclusion

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
	<p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: RFPs that specifically support diversity initiatives will continue to be identified and publicized both generally on the SP website as well as by reaching out with specific RFP opportunities to targeted faculty/staff whose subject areas are most appropriate/relevant to taking on proposal development.</p>	funding support for URM and WSTEM new hires (as first obtained in 2018-2019) , is now in the process of being updated for submission by the 8/1/2020 deadline. (07/13/2020)

Admin - Educational Opportunity Program (EOP)

Goal: Students with GPA of 3.0 and above.

15% of EOP students will earn a GPA of 3.0 and above.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Utilizing a final grade report, we will calculate the percentage of students who earn a cumulative GPA of a 3.0 or better by Spring of the give academic year.</p> <p>* Benchmark: 15% of EOP students will earn a cumulative GPA of a 3.0 or better</p> <p>Resource Requests: Continued tutoring support for EOP student above and beyond what the College provides.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>23% of EOP students earned a cumulative GPA of a 3.0 or better in the 2019/2020 AY. This percentage exceeds our goal and is the highest percentage of students who have earned a cumulative GPA of a 3.0 or better since we started tracking this goal. (06/16/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We plan to continue to offer EOP study sessions to our students as well as continue to publicly celebrate these accomplishments with our students. We also plan to continue to educate our students about the importance of a strong GPA starting beginning in our EOP Summer Advancement Academy.</p> <p>What did you learn about your unit through this assessment cycle?: This benchmark is trending in the right direction. We know and have been able to translate for our students that earning a 3.0 GPA opens the door for opportunities. We have been able to demonstrate that having a 3.0 GPA opens up transfer options, scholarship opportunities and, in some cases, job and internship opportunities. Giving space for our high achieving students to speak with all students about the secrets to their success has been something we have found that students respond to. We plan to facilitate student discussions of this nature more often as a way of demystifying the factors that lead to academic success.</p>	<p>Action Plan: We believe that these results bolster the effectiveness and necessity of the EOP Summer Advancement Academy as our a large percentage of the students who earned a 3.0 or better are students who attended a summer program. (06/16/2020)</p>

Goal: Persistence

70% of EOP students will persist from the Fall to the Spring semester

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Utilizing the EOP Roster, we will calculate how many students starting in the Fall return</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>75% of students enrolled in the fall 2019 returned to the spring 2020 semester. This</p>	

Admin - Educational Opportunity Program (EOP)

Goal: Persistence

Means of Assessment	Results	Action Plans
for the Spring semester. * Benchmark: 70% of students will persist	<p>percentage exceeds the goal of 70%. (06/16/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We plan to continue providing wrap around services to our students which include mentoring and coaching from their assigned EOP Counselor, enhanced academic support through individual tutoring and EOP group study sessions (2x's a week with tutors available), EOP Success Workshops that address the non-cognitive skills needed for college success and a concerted effort to inform students about the registration process utilizing StarFish.</p> <p>What did you learn about your unit through this assessment cycle?: The students that we lost from Fall to Spring left for reasons beyond our control. With that said, we believe that the supports mentioned above are effective and having a positive impact on our persistence.</p>	

Goal: Retention

50% of EOP students will be retained from Fall to Fall

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
Data Related - Utilize the EOP Roster to determine which students who attended in Fall returned in Fall * Benchmark: 50%	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>60% (49/81 *100) of EOP students who attended the fall 2019 semester returned for Fall 2020 (this number is based on the number of students register for fall 2020 and are subject to change- a final assessment can not be determined until the first week of class in the fall). This exceeds our goal of 50%. This also represents a significant increase in our retention rate from previous years. (06/16/2020)</p> <p>What did you learn about your unit through this assessment cycle?: We believe that the EOP Summer Advancement Academy is having a positive impact on our ability to retain students. As a result of the SAA, we believe that our students are better prepared to successfully navigate the transition to college.</p>	<p>Action Plan: Continued funding of the EOP SAA. (06/16/2020)</p>

Goal: Summer Advancement Academy Participant Rentention

60% of students who attend Summer Advancement Academy will be retained from fall to fall.

Goal Status: Active

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Rentention

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - We will use the EOP Roster to establish the retention rate for SAA students from fall to fall. * Benchmark: 60%</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 64% (23/36*100) of the students who attended the 2019 Summer Advancement Academy returned to SUNY Broome in the Fall 2020 (This stat is based on the number of students registered for Fall 2020 and is subject to change- final analysis will happen during the first week of the Fall 2020 semester). This exceeds the 60% goal and is the highest percentage of students who attended an SAA retained. (06/16/2020)</p> <p>What did you learn about your unit through this assessment cycle?: The 2019 SAA attendees experienced a 3 week extended orientation. This was the first year the SAA was that long as the 2018 SAA was 2 weeks in length and the 2017 was 4 days in length. We feel strongly that our ability to exceed our goal of retention of these students is an indication that the 3 week SAA model is more effective than other models.</p>	

Goal: Summer Advancement Academy students in Good academic Standing

60% of students who attend an EOP Summer Advancement Academy will be in good academic standing at the end of their first academic year.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - We will use the final grade report to assess SAA student's academic standing. * Benchmark: 60%</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 61% of the students who attended the 2019 EOP Summer Advancement Academy were in good academic standing at the end of their first academic year. (08/01/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: This is another indicator that the students who have attended the EOP Summer Advancement Academy are better prepared for a successful first year then if they had not attended the extended orientation.</p> <p>What did you learn about your unit through this assessment cycle?: Although we have seen gains in this crucial benchmark, we believe that specifically highlighting the College's academic standards during their summer program experience will allow us to ensure that the students</p>	

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy students in Good academic Standing

Means of Assessment	Results	Action Plans
	understand the broader expectations as well as the way they will be measured. We feel this is important because many of our students do not understand how their progress will be measured in college nor do they full understand how their academic performance impacts their financial aid and progress toward degree attainment.	

Goal: Summer Advancement Academy Participant Persistence

75% of EOP students who attend the Summer Advancement Academy will persist from Fall to Spring

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/12/2018

Means of Assessment	Results	Action Plans
Data Related - Using the EOP Roster, we will calculate the percentage of students who persist from fall to spring by SAA co-hort * Benchmark: 70% Resource Requests: Funding to continue to provide the EOP Summer Advancement Academy to incoming EOP pre-freshmen	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The persistence rate of the 2019 SAA cohort from fall 2019 to spring 2020 is 83% (30/36*100). This percentage exceeds the goal percentage of 70% (06/16/2020) What did you learn about your unit through this assessment cycle? : The fact that we have consistently exceeded this goal is an indication that the EOP SAA is having a positive impact on our student persistence.	

Goal: Summer Advancement Academy Successful College Level Math Course Completion on first attempt

50% of students who attend an EOP Summer Advancement Academy will successfully complete a college level math course with a C or better

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
Data Related - EOP will track the outcomes in college level math courses of students who attend a Summer Advancement Academy	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 56% (n=10/18) of Summer Advancement Academy students who took a College level math in their first semester received a C or better (12/19/2019)	

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Successful College Level Math Course Completion on first attempt

Means of Assessment	Results	Action Plans
<p>* Benchmark: 50% of SAA students will earn a C or better in college level math</p> <p>Resource Requests: final grade reports</p>	<p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will need to fine tune our efforts for the 2020 SAA to continue to see an increase in successful completion of math among our SAA participants.</p> <p>What did you learn about your unit through this assessment cycle?: We know from our experience that exposing students to mymath lab has had a positive effect on their ability to successfully navigate both developmental and College level math. We also learned from this year that the practice of enrolling students in a math course in their first semester so that they do not lose vital skills learned during their summer experience has been proven to be effective and strategic. We will continue this practice in the future.</p>	

Goal: Summer Advancement Academy Successful completion of ENG 110 on first attempt

60% of summer advancement academy students will successfully complete ENG 110 with a C or better on first attempt.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - EOP will track the outcomes of SAA students who take ENG 110.</p> <p>* Benchmark: 60% of SAA students who take ENG 110 will earn a C or better in the class.</p> <p>Resource Requests: final grade reports</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>65% (n=20/31) of SAA participants who took ENG 110 in their first semester received a C or better. (12/19/2019)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Students take a literacy workshop during the summer. Although this workshop infuses elements of writing, reading and comprehension, it does not specifically focus on writing. We plan to offer a writing workshop during the 2020 SAA where students will focus solely on the mechanics of writing in preparation for ENG 110. We hope that this switch will better prepare our students for successful completion of college level writing.</p> <p>What did you learn about your unit through this assessment cycle?: We expected to see an upward trend in the number of students who successfully completed ENG 110 with a C or better. We believe that this year we did not see an increase in this benchmark due to a number of our students being English Language Learners, many of whom had not placed into ESL courses. This is a factor that we need to pay more attention to and seek the assistance and advisement of the ESL program for proper placement.</p>	

Admin - Educational Opportunity Program (EOP)

Admin - International Education

Goal: Goal 2

Grow the enrollment of students of partner institutions at the college over the next five years

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

Means of Assessment	Results	Action Plans
<p>Impact Assessment - Increase the enrollment of students of partner institutions at the college each academic year over the next five years, based on 2017-18 enrollment * Benchmark: Increase the enrollment by 10% each academic year Resource Requests: Travel funding to promote programs at partner institutions</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Inconclusive Three YEAR participants, two CBYX participants, and one BIS Universities participant were enrolled during this academic year. The number is lesser than previous year due to the end of funding of the BECALOS Program. (07/14/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Promote online and or blended international programs to expand affordable study opportunities for international participants What did you learn about your unit through this assessment cycle?: Funding is needed to conduct site visits to partner universities and potential organizations overseas to establish new academic relationships.</p>	<p>Action Plan: New forms of in-kind contributions and new training models will be pursued to promote enrollment from partner institutions (07/17/2020)</p>

Goal: Goal 4

Develop opportunities to increase international federally funded programs at the college

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

Means of Assessment	Results	Action Plans
<p>Impact Assessment - Maintaining and increasing the current number of programs by one every other year * Benchmark: Maintaining and increasing it by one every other academic year Resource Requests: Funds to attend meetings at funding organizations</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Inconclusive The numbers are maintained. The possibility of increasing the number has been limited due to the COVID-19 (07/14/2020)</p>	<p>Action Plan: We will explore additional federal funding organizations and work on more affordable programs that can be their expectations. (07/17/2020)</p>

Admin - International Education

Goal: Goal 4

Means of Assessment	Results	Action Plans

Admin - Office of the Vice President for Student Affairs

Goal: Diversity and Inclusion 2019-2020

Cultivate an intentionally designed, inclusive and engaging student life experience that promotes the intellectual, emotional, physical and spiritual development of all students.

Provide leadership and in partnership with campus constituents, create, and maintain an infrastructure that supports diversity and inclusion in the college's living, learning and working environment.

Objectives:

- PRODiG
- Bring together faculty/staff from URM groups to discuss institutional culture and its impact on their work life.
- Identify URM student cohorts
 - Persistence rates-establish benchmark
- Diversity Task Force
 - Address the value added of the committee
 - Determine its future direction
- Implement 2 major events relating to diversity and inclusion

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
Program/Project Development - By working with Human Resources to track and increase underrepresented minority faculty and staff on campus * Benchmark: Increase underrepresented minority faculty members and women on campus by at least one.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met PRODiG- The SUNY initiative designed to increase underrepresented minority faculty members across all disciplines and women in STEM. Successful application and hiring of 2 female faculty members in STEM. One of the faculty is also an underrepresented minority. (07/24/2020)	Action Plan: Define and establish benchmarks for URM cohorts. Continue to build the momentum of the PTODI group in creating an equitable and inclusive culture. Identify and address issues impacting the success of URM employees and students. Continue to create opportunities and partnerships of engagement for the

Admin - Office of the Vice President for Student Affairs**Goal: Diversity and Inclusion 2019-2020**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
		external Broome County community by offering programs that bring the community to campus. (07/24/2020) Action Plan: Follow-up to ensure continuity of the salary support grant as well as develop a program for creation of a faculty pipeline. (07/24/2020)
Supervisor Evaluation - Schedule and track attendance during meetings with URM faculty and staff. * Benchmark: Meet with our underrepresented minority faculty to start discussions about culture and work life at least once, would like to do this every semester if there is positive feedback.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Bringing together faculty/staff from URM groups to discuss institutional culture and its impact on their work life. Hosted a URM faculty and staff "Munch and Lunch" in the Fall 2019 semester. Purpose was to bring the group together for introduction, unable to follow-up event in the Spring due to the implications of COVID. (07/24/2020)	Action Plan: Continue discussions and meetings with underrepresented minority faculty members in order to identify and address issues impacting their success. (07/24/2020)
Data Related - Tracking the amount of student cohorts we follow and assess. * Benchmark: Work with departments on campus to identify at least one new URM student cohort, and streamline the process to make it easier to track cohorts.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Identification of URM cohorts. In working with Institutional Research, have clearly defined the LatinX population. Establishment of persistence benchmarks will be a goal in the upcoming academic year. URM student cohorts that are engaged in specific activities are manually tracked for student success. (07/24/2020)	Action Plan: Define and establish benchmarks for URM cohorts. Identify and address issues impacting the success of URM students and employees. (07/24/2020)
Supervisor Evaluation - Attending and tracking attendance of the PTODI to help set guidelines for future direction, and add subcommittees. * Benchmark: Increase visibility of	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Diversity Task Force. The group has made significant progress towards determining its future direction. New membership has been solicited for the new academic year. Subcommittees have been formed to address the diversity strategic initiatives and the role of the CDO. (07/24/2020)	Action Plan: Continue to build the momentum of the PTODI group in creating an equitable and inclusive culture. (07/24/2020)

Admin - Office of the Vice President for Student Affairs

Goal: Diversity and Inclusion 2019-2020

Means of Assessment	Results	Action Plans
the PTODI and add subcommittees to the task force.		
Supervisor Evaluation - Track attendance and collect feedback on events hosted by the CDO relating to diversity and inclusion. * Benchmark: Implement 2 major events on campus and collect feedback on how to further enrich the engagement between campus and the community.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Hosted multiple Black History Month events that included members of our community, along with multiple First Generation Luncheons and Events with Student Activities. (07/24/2020)	Action Plan: Continue to create opportunities and partnerships of engagement for the external Broome County community by offering programs that bring the community to campus. (07/24/2020)

Admin - Professional Development

Goal: Expand Professional Development programs to improve pedagogy

PDFs will synthesize the findings of the campus wide professional development needs assessment (AY 2018-2019) into a cohesive professional development plan for AY 2019-2020

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/19/2019

Means of Assessment	Results	Action Plans
Institutional Reports - PDSC and PDF meeting minutes, Professional Development Schedule of Offerings as reflecting needs identified by campus constituents and VPAA of Academic Affairs; analysis of participant feedback * Benchmark: Volume of offerings and attendance at offerings for AY	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met PD Facilitators conducted a campus-wide needs assessment in the 18-19 year, and established a calendar of offerings, informed by findings of the survey, by the start of each semester. Offerings were anchored in pedagogy, classroom management, leadership, assessment, and professional and personal growth and development. (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Professional Development should continue to map its offerings to the goals of the institution, supporting the development of faculty in and out of the classroom. What did you learn about your unit through this assessment cycle?: In its current	Action Plan: Continue to develop campus wide professional development offerings that are anchored in the goals of the institution, support student learning, and center the needs of diverse learners. A clear connection between retention, diversity, and pedagogy should underpin the unit. (08/14/2020)

Admin - Professional Development

Goal: Expand Professional Development programs to improve pedagogy

Means of Assessment	Results	Action Plans
2019-2020; alignment of offerings with pedagogical theory and practical classroom application and faculty support; feedback provided by participants	configuration, local PD offerings rely on participation from campus partners. A more robust budget would allow for a potential increase in criticality and relevance.	Budget/Resource Implications: In its current configuration, local PD offerings rely on participation from campus partners. A more robust budget would allow for a potential increase in criticality and relevance.

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals? : Will continue to do random outreach sessions for the international students	Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)

Admin - SEO-International Admissions, Global Experiences**Goal: Promote more resources to international students**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
departments offer and can assist the students needs.		
Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be measured through the exit surveys reported number of students at the end of each semester. Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers</p> <p>What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).</p>	<p>Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there Where is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)</p>
Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings * Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about. Resource Requests: Promotional - funding for food/beverages at meeting.	<p>Reporting Period: 2019 - 2020 Conclusion: Inconclusive</p> <p>The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020)</p> <p>What did you learn about your unit through this assessment cycle?: I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.</p>	<p>Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)</p>

Goal: Foreign Transcripts

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans
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Admin - Sponsored Programs

Goal: Goal 1. Diversity and Inclusion

Demonstrate commitment to impact diverse populations and under-represented students through the planning, development and award of culturally responsive grant-funded initiatives.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
<p>Data Related - Track baseline numbers of Request for Proposals (RFP) announcements released, grant proposals submitted, grant revenue received by their support of specific institutional goals/objectives and specific department(s). Use for prior year comparisons in future academic years.</p> <p>* Benchmark: Grant opportunities will be identified and publicized with faculty, staff and students, and grant proposals/funding applications that foster diversity initiatives on-and off-campus will be submitted.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>A total of nine Request for Proposal announcements related to fostering diversity were released as postings to the SP website, Grant Planning Team meeting agenda items, and/or direct contact with likely faculty/staff to lead proposal development. (Of those RFPs, four had an international education focus; and five had a focus on under-represented populations.) As a result, total of eight (8) proposals were developed and submitted. Of those proposals, one (1) with a requested amount of \$253,032 is currently pending award/denial notification; and seven (7) were awarded a combined total of \$73,431 (or 22.5% of requested funds):</p> <ul style="list-style-type: none"> 1) \$3,769 to purchase adaptive equipment to assist learning for students with disabilities. 2) \$16,000 to subsidize travel expenses for a diverse range of students to participate in the college's faculty-led programs that include extensive travel components. 3) \$6,444 to hold an Educational Opportunity Program academic recovery winter session program. 4) \$36,973 to hold an Educational Opportunity Program pre-freshmen summer orientation. 5) \$4,500 to subsidize travel expenses for under-represented students to participate in a bilateral study abroad between program Broome and Universidad de Celaya, Mexico. 6) \$5,745 to support a faculty-led study abroad malnutrition intervention project in Haiti. 7) Fulbright Scholar-in-Residence (BU as project lead; scholar services awarded, not funds) 	<p>Action Plan: In comparison to AY 2018-19, this year's proposal submissions and resulting grant awards were similarly balanced between a focus on international education programming and a focus on supporting under-represented students. This two-fold focus will continue to be emphasized in AY 2020-2021 to sustain these outcomes across a three-year period. (07/13/2020)</p> <p>Budget/Resource Implications: More than \$73,431 in new revenue related specifically to diversity initiatives to the college was secured.</p> <p>Follow-Up: A renewed annual</p>

Admin - Sponsored Programs

Goal: Goal 1. Diversity and Inclusion

Means of Assessment	Results	Action Plans
	<p>(07/13/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: RFPs that specifically support diversity initiatives will continue to be identified and publicized both generally on the SP website as well as by reaching out with specific RFP opportunities to targeted faculty/staff whose subject areas are most appropriate/relevant to taking on proposal development.</p>	<p>campus plan, which is required to maintain access to SUNY PRODiG funding support for URM and WSTEM new hires (as first obtained in 2018-2019) , is now in the process of being updated for submission by the 8/1/2020 deadline. (07/13/2020)</p>

Admin - Student Orientation

Goal: Orientation Goal 2- Diversity and Inclusion

Orientation will be inclusive of all students and reflective of the larger SUNY Broome community.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/19/2019

Means of Assessment	Results	Action Plans
<p>Institutional Reports - Argos provides reports related to student demographics of those who attend the new student orientation. Orientation attendance will be evaluated to determine if reflective of the larger SUNY Broome campus.</p> <p>* Benchmark: The percentage of under represented minority students who attend orientation will be reflective within 5% of the overall campus demographics.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>When comparing the orientation attendee demographics with the Fall 2019, SUNY Broome Community College Enrollment Statistics Fast Facts (http://www1.sunybroome.edu/about/fast-facts/) there is a gap in the representation of underrepresented minority students. Black or African-American and Hispanic or Latino made up 21.8% of the student population in fall 2019 and 17.4% of those who attended orientation in summer 2019. While this is within the 5% range that was established as the benchmark, it indicated area for improvement. (07/30/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?:</p> <p>Summer 2020 orientation will not be mandatory, but students will be assigned an orientation date/time rather than be required to register. Hopefully this opt-out requirement will increase overall participation and remove barriers for participation that URM students may experience. Additionally, for summer 2020, we will offer a family orientation that will be held virtually</p>	<p>Action Plan: Summer 2020 orientation will not be mandatory, but students will be assigned an orientation date/time rather than be required to register. Hopefully this opt-out requirement will increase overall participation and remove barriers for participation that URM students may experience. Additionally, for summer 2020, we will offer a family orientation that will be held virtually during the evening. The goal of doing so is to</p>

Admin - Student Orientation

Goal: Orientation Goal 2- Diversity and Inclusion

Means of Assessment	Results	Action Plans
	<p>during the evening. The goal of doing so is to create a program that is accessible for these persons to attend and leverage their relationship with the students to help encourage student participation in orientation.</p> <p>What did you learn about your unit through this assessment cycle?: I learned that Argos does not report the Spring orientation attendees. Spring orientation is a smaller cohort and newer program, I placed a CSR to have this updated. I also learned that the platform in which I conduct orientation registration is important. In spring 2020 I used Slate, this did not include B#s and I had to manually look up B#s for Banner coding. This was tedious and I will be using a system that is more integrated in the future (Starfish) to allow for a more effective coding to ensure accurate reports.</p> <p>Related Documents: F '19 ethnicity data.xlsx</p>	<p>create a program that is accessible for these persons to attend and leverage their relationship with the students to help encourage student participation in orientation. (07/30/2020)</p> <p>Budget/Resource Implications: N/A</p>

Admin - Student Success Squad

Goal: Goal #1: Persistence

65% of all participants served by SSS will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2 year to a 4 year institution during the academic year.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - retention rates calculated at the end of two, four, six, and subsequent semesters</p> <p>* Benchmark: This is an annual goal.</p> <p>Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>SSS students persisted at a rate of 64%, a decrease from the rate of 71% from the previous academic year. These are preliminary numbers and there are students that are still expected to register for the upcoming 20-21 academic year; several students have indicated that they have not yet made a decision regarding fall as a result of Covid 19 and related concerns. Data was collected from Banner and inputted into Student Access for analysis. This goal has not been met. (07/23/2020)</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish</p>

Admin - Student Success Squad

Goal: Goal #1: Persistence

Means of Assessment	Results	Action Plans
	<p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Maintain student engagement in order to achieve goal; as of 7/23/2020, any SSS student that is eligible and unregistered for fall has received outreach. SSS staff are working with these students to assuage concern regarding planned online and hybrid modalities for fall 2020. If 3 of these students register, this goal will be met.</p> <p>What did you learn about your unit through this assessment cycle?: Our students are concerned about online course modalities and their capacity to be successful given numerous inputs that inform their lived experiences as low income, first generation, and disabled students.</p>	communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)

Goal: Goal #2: Academic Standing

70% of all enrolled participants will meet the performance level required to stay in good academic standing at the college (GPA and progress to degree completion).

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Transcripts obtained through Banner that include GPA calculations and credits attempted compared to credits earned</p> <p>* Benchmark: 70% each semester is the benchmark</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>66% of SSS students are in good academic standing at the end of the '19-'20 academic year, a decline from the 71% threshold obtained the previous academic year. Data was collected from Banner and inputted into Student Access for analysis. This annual goal has been not met for the '19-'20 academic year. (07/23/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Issues related to abandonment and poor completion of spring 2020 coursework influenced this outcome to some extent.</p> <p>What did you learn about your unit through this assessment cycle?: The program must offer specific workshops related to time management and academic success that center the experiences of students learning in a remote setting; these are in development for AY 2020-2021.</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)</p>

Goal: Goal #3: Graduation/Transfer Rate

30% of all full time enrolled participants will graduate or transfer within three (3) years.

Admin - Student Success Squad

Goal: Goal #3: Graduation/Transfer Rate

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - transcripts for each participant; updated academic progress/retention/graduation roster for each semester indicating date of graduation, final GPA, major, and transfer/workforce plans; Student Clearinghouse transfer verification</p> <p>* Benchmark: 30% of all full time enrolled participants with graduate within 3 years.</p> <p>Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>33% of SSS students have graduated within 3 years. Data was collected from Banner, however not all degrees have not yet been certified; this is in part an outcome related to Covid 19 and the number of students who have outstanding degree requirements related to applied coursework. This annual goal has been met for the 19-20 academic year. This number may be higher once this occurs. (07/23/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The program continues to stress to students the importance of completing the Associate's degree as part of a personal marketing strategy and a tool to gain access to vocational experience as they complete their Bachelor's degrees.</p> <p>What did you learn about your unit through this assessment cycle?: SSS students see the value in completing their degrees; their tenacity to achieve their goals as they navigate numerous personal and academic circumstances is commendable.</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on completion and transfer. All students at 45 credits or above will be scheduled with a mentoring appointment via Starfish; referrals to in house supports (Center for Career Development; Bachelor Partnership Center, Transfer Counseling) will be made based on information gleaned. (08/14/2020)</p>

Diversity and Inclusion - Strategic Objective 3 - Expand the recruitment and retention of diverse faculty, staff and administration

Admin - Health and Safety

Goal: Expand efforts for diversity and inclusion by selecting three new recruiting resources that offer opportunities to post job openings at professional organizations, community events and/or networks to reach members of those communities.

Note the number of outlets for recruitment and methods used (brochure distribution, advertisements, tabletops, etc.)

Goal Status: Archived

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/21/2017

Inactive Date: 07/31/2020

Means of Assessment	Results	Action Plans
<p>Data Related - Number of outlets used to make a diverse population aware of opening will be tallied. * Benchmark: Three outlets is the benchmark for this goal.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met</p> <p>The pandemic impacted our major outlet. The MLK Job Fair was cancelled. However, I continued to serve on the President's Task Force for Diversity and Inclusion (PTFDOI) and joined the Work Group for recruitment. (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: It was learned that other outlets can be explored through the PTFDOI.</p> <p>What did you learn about your unit through this assessment cycle?: Serving on the Work group for recruitment we discovered the many minority specific trade association that offer posting of jobs for those groups. Many of these are online.</p>	<p>Action Plan: Due to the pandemic and the uncertainty of how long it will last, it is likely future in person events will continue to be impacted. Therefore, we will explore alternative methods of recruitment such as online. (07/31/2020)</p>

Admin - International Education

Goal: Goal 3

Increase the number of faculty/administrators participation in global opportunities in the next five years

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

Means of Assessment	Results	Action Plans
<p>Impact Assessment - Increase number of exchange opportunities * Benchmark: Increase exchange opportunities by 2 each academic year Resource Requests: Faculty and staff</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>International Education Endowment funds were awarded to two faculty members for projects overseas. Also, our joint institutional proposal with Binghamton University for the Fulbright Scholar-in-Residence (S-I-R) Program, was awarded. A Fulbright visiting scholar will join the faculty from both campuses increasing the global education and exchange</p>	<p>Action Plan: Exchange opportunities that have been provided during this year will be used to promote and encourage further participation of faculty and</p>

Admin - International Education

Goal: Goal 3

Means of Assessment	Results	Action Plans
funding for overseas visits and funding for hosting international visitors	<p>opportunities for the future. The visit, however, is scheduled for the 2021-22 academic year. (07/14/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: We will propose alternative dates for submission of the International Education Endowment to minimize situations when unforeseen events may disrupt the normal deadlines for applications</p> <p>What did you learn about your unit through this assessment cycle?: We must increase more deadline options to make available more opportunities for applicants during the academic year. This can be achieved by setting two application periods: one in the Fall semester and another in the spring semester</p>	administrators in overseas experiences. (07/17/2020)

Admin - Office of the Vice President for Student Affairs

Goal: Diversity and Inclusion 2019-2020

Cultivate an intentionally designed, inclusive and engaging student life experience that promotes the intellectual, emotional, physical and spiritual development of all students.

Provide leadership and in partnership with campus constituents, create, and maintain an infrastructure that supports diversity and inclusion in the college's living, learning and working environment.

Objectives:

- PRODiG
- Bring together faculty/staff from URM groups to discuss institutional culture and its impact on their work life.
- Identify URM student cohorts
 - Persistence rates-establish benchmark
- Diversity Task Force
 - Address the value added of the committee
 - Determine its future direction
- Implement 2 major events relating to diversity and inclusion

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans

Admin - Office of the Vice President for Student Affairs**Goal: Diversity and Inclusion 2019-2020**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
Program/Project Development - By working with Human Resources to track and increase underrepresented minority faculty and staff on campus * Benchmark: Increase underrepresented minority faculty members and women on campus by at least one.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met PRODiG- The SUNY initiative designed to increase underrepresented minority faculty members across all disciplines and women in STEM. Successful application and hiring of 2 female faculty members in STEM. One of the faculty is also an underrepresented minority. (07/24/2020)	Action Plan: Define and establish benchmarks for URM cohorts. Continue to build the momentum of the PTODI group in creating an equitable and inclusive culture. Identify and address issues impacting the success of URM employees and students. Continue to create opportunities and partnerships of engagement for the external Broome County community by offering programs that bring the community to campus. (07/24/2020) Action Plan: Follow-up to ensure continuity of the salary support grant as well as develop a program for creation of a faculty pipeline. (07/24/2020)
Supervisor Evaluation - Schedule and track attendance during meetings with URM faculty and staff. * Benchmark: Meet with our underrepresented minority faculty to start discussions about culture and work life at least once, would like to do this every semester if there is positive feedback.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Bringing together faculty/staff from URM groups to discuss institutional culture and its impact on their work life. Hosted a URM faculty and staff "Munch and Lunch" in the Fall 2019 semester. Purpose was to bring the group together for introduction, unable to follow-up event in the Spring due to the implications of COVID. (07/24/2020)	Action Plan: Continue discussions and meetings with underrepresented minority faculty members in order to identify and address issues impacting their success. (07/24/2020)
Data Related - Tracking the amount of student cohorts we follow and assess. * Benchmark: Work with departments on campus to identify	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Identification of URM cohorts. In working with Institutional Research, have clearly defined the LatinX population. Establishment of persistence benchmarks will be a goal in the upcoming academic year. URM student cohorts that are engaged in specific activities are	Action Plan: Define and establish benchmarks for URM cohorts. Identify and address issues impacting the success of URM

Admin - Office of the Vice President for Student Affairs

Goal: Diversity and Inclusion 2019-2020

Means of Assessment	Results	Action Plans
at least one new URM student cohort, and streamline the process to make it easier to track cohorts.	manually tracked for student success. (07/24/2020)	students and employees. (07/24/2020)
Supervisor Evaluation - Attending and tracking attendance of the PTODI to help set guidelines for future direction, and add subcommittees. * Benchmark: Increase visibility of the PTODI and add subcommittees to the task force.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Diversity Task Force. The group has made significant progress towards determining its future direction. New membership has been solicited for the new academic year. Subcommittees have been formed to address the diversity strategic initiatives and the role of the CDO. (07/24/2020)	Action Plan: Continue to build the momentum of the PTODI group in creating an equitable and inclusive culture. (07/24/2020)
Supervisor Evaluation - Track attendance and collect feedback on events hosted by the CDO relating to diversity and inclusion. * Benchmark: Implement 2 major events on campus and collect feedback on how to further enrich the engagement between campus and the community.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Hosted multiple Black History Month events that included members of our community, along with multiple First Generation Luncheons and Events with Student Activities. (07/24/2020)	Action Plan: Continue to create opportunities and partnerships of engagement for the external Broome County community by offering programs that bring the community to campus. (07/24/2020)

Goal: Fiscal Responsibility, Program Development and Infrastructure Sustainability 2019-2020

Inculcate a culture of organizational stewardship through fiscally responsible practices, seeking of external resources and support, and the recruitment, retention and professional development of talented staff.

Objectives

- Hire Staff Associate to support Office
- Ensure departments remain within budget
- Oversee the Institutional Compliance program
- Oversee the Institutional Policies and Procedures program

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Admin - Office of the Vice President for Student Affairs

Goal: Fiscal Responsibility, Program Development and Infrastructure Sustainability 2019-2020

Means of Assessment	Results	Action Plans
<p>Data Related - By working with Human Resources and the finance department to approve and hire support staff for the VPSA and CDO.</p> <p>* Benchmark: Hire 1 staff associate to support the VPSA and CDO.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>Although unable to hire a Staff Associate to support the Vice President's office, the position was approved. (07/24/2020)</p>	<p>Action Plan: When appropriate, the position will be searched. Having the position allows for enhanced services and support from the Vice President's office, especially as it related to addressing the support needs of URM students and Diversity and Inclusion programming. (07/24/2020)</p>
<p>Data Related - By working closely with the VPAFA and finance department to set rules for the budget. Working with IT to streamline a process to link budget increase requests to institutional goals to ensure funds are spent responsibly.</p> <p>* Benchmark: Division stays within the budget for the 2019-2020 fiscal year.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>All departments worked within budget. However, the impact of the COVID pandemic has not been without challenges, especially as it relates to the refunding of programs and the lost revenue from auxiliary programs. Federal funds were secured to make up for some of the lost funding. However, adjustments like decreasing full time hours, as well as part-time positions were cut in order to maintain the budget. (07/24/2020)</p>	<p>Action Plan: Re-engineer the Division departments, programs, and services inclusive of a successful creation of a Wellness Department that also promotes a more streamlined and efficient division of programs and services. Eliminate or add programs intended to better align with the mission of the division in meeting student needs. Continue to seek external funding sources to support services like childcare, student/community partnerships, and student success initiatives. In partnership with Housing, create and enrollment management plan designed to enhance the intentional sustainability efforts of the program. Assess the impact of the new model for the distribution of Student Activities fees. (07/24/2020)</p>

Admin - Office of the Vice President for Student Affairs

Goal: Fiscal Responsibility, Program Development and Infrastructure Sustainability 2019-2020

Means of Assessment	Results	Action Plans
Program/Project Development - By working closely with SUNY to make certain we stay in compliance, and our compliance program is up to date. * Benchmark: Meet with SUNY staff to review and come up with a base for new Institutional Compliance Program.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Held multiple meetings with SUNY on way to better our compliance program. Have set a bi-weekly meeting with SUNY staff to help review, plan, and implement a new Institutional Compliance program. New plan and base of the program is in process. (07/24/2020)	Action Plan: Will continue to make progress on the Institutional Compliance Program. (07/24/2020)
Program/Project Implementation - By creating a working group to review and update the policy and procedures of the College. * Benchmark: Review and update College policies	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The working group charged with reviewing and updating the policies and procedures program, successfully completed its mission by securing Board of Trustees approval for a policy on policies and procedures. (07/24/2020)	Action Plan: Continue to create, update and sun set institutional policies and procedures. (07/24/2020)

Admin - Professional Development

Goal: Plan, Deliver, and Assess New Faculty Orientation

The PDFs, in collaboration with representatives from the PDSC, will plan, deliver, and assess New Faculty Orientation

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020, 2020 - 2021

Start Date: 08/19/2019

Means of Assessment	Results	Action Plans
Impact Assessment - New Faculty Orientation evaluation forms; meeting minutes from debriefing event * Benchmark: Faculty participants rate their experience with	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Participant feedback and professional development facilitator and PDSC input after the fall iteration informed some changes to the spring session. The spring session was shorter and (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: New Faculty Orientation participant feedback and the goals and direction of the college (as	Action Plan: Changes made to New Faculty Orientation were informed by faculty and PDSC feedback with VPAA input in order to prepare new faculty for community college teaching. Additional refinements will be considered once a cohort of

Admin - Professional Development

Goal: Plan, Deliver, and Assess New Faculty Orientation

Means of Assessment	Results	Action Plans
orientation as valuable and worthwhile in mixed method assessment; feedback is used to refine future orientations (in process summer 2020 for fall 2020)	<p>indicated by Academic Affairs goals and requirements related to modality related to Covid 19) necessitated a move to a fully online and asynchronous model. The fall 2020 iteration will be seek participant feedback and relate these findings back for additional refinement as needed.</p> <p>What did you learn about your unit through this assessment cycle?: It is necessary for the institution to require specific trainings for all its new faculty, including Blackboard 1-2-3 and Starfish. Previous iterations of the orientation did not require training in these areas; this became a critical issue in the move to remote instruction as a result of Covid 19. Moving forward, all faculty will have the basic training needed to work in Blackboard in order to meet minimum requirements for remote instruction.</p>	<p>faculty have completed the new training and provided feedback. (08/19/2020)</p> <p>Budget/Resource Implications: Professional Development support</p>

Admin - Sponsored Programs

Goal: Goal 1. Diversity and Inclusion

Demonstrate commitment to impact diverse populations and under-represented students through the planning, development and award of culturally responsive grant-funded initiatives.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
<p>Data Related - Track baseline numbers of Request for Proposals (RFP) announcements released, grant proposals submitted, grant revenue received by their support of specific institutional goals/objectives and specific department(s). Use for prior year comparisons in future academic years.</p> <p>* Benchmark: Grant opportunities will be identified and publicized with faculty, staff and students, and grant proposals/funding applications</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>A total of nine Request for Proposal announcements related to fostering diversity were released as postings to the SP website, Grant Planning Team meeting agenda items, and/or direct contact with likely faculty/staff to lead proposal development. (Of those RFPs, four had an international education focus; and five had a focus on under-represented populations.) As a result, total of eight (8) proposals were developed and submitted. Of those proposals, one (1) with a requested amount of \$253,032 is currently pending award/denial notification; and seven (7) were awarded a combined total of \$73,431 (or 22.5% of requested funds):</p> <ul style="list-style-type: none"> 1) \$3,769 to purchase adaptive equipment to assist learning for students with disabilities. 2) \$16,000 to subsidize travel expenses for a diverse range of students to participate in the college's faculty- led programs that include extensive travel components. 3) \$6,444 to hold an Educational Opportunity Program academic recovery winter session 	<p>Action Plan: In comparison to AY 2018-19, this year's proposal submissions and resulting grant awards were similarly balanced between a focus on international education programming and a focus on supporting under-represented students. This two-fold focus will continue to be emphasized in AY 2020-2021 to sustain these outcomes across a three-year period. (07/13/2020)</p>

Admin - Sponsored Programs

Goal: Goal 1. Diversity and Inclusion

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
that foster diversity initiatives on-and off-campus will be submitted.	<p>program.</p> <p>4) \$36,973 to hold an Educational Opportunity Program pre-freshmen summer orientation.</p> <p>5) \$4,500 to subsidize travel expenses for under-represented students to participate in a bi-lateral study abroad between program Broome and Universidad de Celaya, Mexico.</p> <p>6) \$5,745 to support a faculty-led study abroad malnutrition intervention project in Haiti.</p> <p>7) Fulbright Scholar-in-Residence (BU as project lead; scholar services awarded, not funds) (07/13/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: RFPs that specifically support diversity initiatives will continue to be identified and publicized both generally on the SP website as well as by reaching out with specific RFP opportunities to targeted faculty/staff whose subject areas are most appropriate/relevant to taking on proposal development.</p>	<p>Budget/Resource Implications: More than \$73,431 in new revenue related specifically to diversity initiatives to the college was secured.</p> <p>Follow-Up: A renewed annual campus plan, which is required to maintain access to SUNY PRODIG funding support for URM and WSTEM new hires (as first obtained in 2018-2019), is now in the process of being updated for submission by the 8/1/2020 deadline. (07/13/2020)</p>

Diversity and Inclusion - Strategic Objective 4 - Enhance learning experiences inside and outside the classroom that will help students develop competencies related to diversity, equity and inclusion

Admin - Business and Professional Studies Division

Goal: #3 Responsively meet the needs of our students and the larger community

- Explore flexible schedule options to best meet the needs of our students, in a fiscally responsible manner.
- BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology).
- Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students.
- BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities.
- Provide service learning/volunteer opportunities within the community.

Planned Assessment Cycle: 2019 - 2020

Means of Assessment	Results	Action Plans
Program/Project Development - Explore flexible schedule options to best meet the needs of our students, in a fiscally responsible manner. * Benchmark: Explore flexible schedule options to best meet the needs of our students, in a fiscally responsible manner.	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none">o BPS faculty served on the Flexible Schedule Committee Task Force and made a formal recommendation.o Fast Forward: BIT and BUS have multiple FF courses (Erin Frye & Denise Wells FF Coordinators, work with and mentor HS instructors). (08/20/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
Program/Project Development - BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology). * Benchmark: BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology).	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none">o Across the division, faculty brought in professional guest speakers, presenters, and recruiters to speak directly to students in their respective courses about related career fields, and how to properly plan, prepare for, and obtain jobs.o Dr. Lee Heron gave a keynote speech on Organizational Diversity at Accord, the alternative dispute resolution organization in Broome County.o The President of the NYS Muslims of America presented to multiple CRJ courses about Islamberg, victimization, and police-community relations. (08/20/2020)	

Admin - Business and Professional Studies Division

Goal: #3 Responsively meet the needs of our students and the larger community

Means of Assessment	Results	Action Plans
	What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Implementation - Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students. * Benchmark: Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none">o BUS and CJES offered block advisement registration days to provide the opportunity for students to meet with an advisor, and register for Winter and Spring 2020 courses.o BIT, BUS, and CJES offered a final Walk-In Advising Day for Winter and Spring 2020 courses.o Lauren Bunnell presented trainings to faculty and students on Degree Works, Starfish, Advisement, and Excelsior Scholarship.o BPS faculty utilized Starfish to input midterm grades. (08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Implementation - BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities. * Benchmark: BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none">o The Criminal Justice & Emergency Services Department held a career preparedness expo in September. Representatives from 22 organizations/agencies tabled and met with over 130 students.o Gina Chase and Jeanie Kumpon conducted multiple career preparedness presentations in various classes throughout the semester.o Assistant Professor Ed Yetsko hosted a monthly meeting of the Southern Tier Chapter of the Financial Planning Association (FPA) on campus. In addition to approximately a dozen local FPA chapter members, the meeting was also attended by members of the Business Club, Associate Professor Frye (Business Club Advisor), Professor Scott DuMond from Alfred State University, Program Coordinator of their Financial Planning bachelor's degree program and several of his students, and approximately 40 high school students from four area high schools along with guidance counselors. (08/20/2020)	

Diversity and Inclusion - Strategic Objective 4 - Enhance learning experiences inside and outside the classroom that will help students develop competencies related to diversity, equity and inclusion

Admin - Business and Professional Studies Division

Goal: #3 Responsively meet the needs of our students and the larger community

Means of Assessment	Results	Action Plans
	What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Implementation - Provide service learning/volunteer opportunities within the community. * Benchmark: Provide service learning/volunteer opportunities within the community.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none">o Criminal Justice & Emergency Services Student Association (CJESSA) students and faculty advisors volunteered at the following events:o Soliciting donations and collecting toys for the Southern Tier Toys for Totso Distributed food at the Southern Tier Food Bank's mobile food pantry 10-29-19o Served as road marshals, keeping runners/walkers safe at the St. James 5k 10-20-19 in Johnson City, and at the Race for Justice 5k 10-16-19 in Binghamtono CJES faculty member was involved with the District Attorney Debate on 10/23/19o CJES faculty member volunteered and assisted the NYS University Police, Binghamton with a Rape Aggression Defense Course for UHS employees on Sunday, 10/20/19o Hospitality students catered a luncheon for the workers building the Culinary Events Center (08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	

Goal: #5 Diversity and Accessibility

- Encourage BPS faculty and staff to participate in and attend the President's Task Force for Diversity & Inclusion events.
- Ensure students are aware of, and educate students about the services available to them on campus (ie Counseling Services, Tutoring, Math Lab, Writing Center, ARO).
- Expand options for offering BUS 215 Managing Diversity in Organizations (GESS).
- Increase support and utilization of online technologies including Lecture Capture, OER, collaborative classroom space, and use of mobile technology.

Planned Assessment Cycle: 2019 - 2020

Means of Assessment	Results	Action Plans
Program/Project Development - Encourage BPS faculty and staff to participate in and attend the President's Task Force for Diversity	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met BPS faculty and staff were encouraged and invited to participate in and attend the President's Task Force for Diversity & Inclusion events. (08/20/2020)	

Diversity and Inclusion - Strategic Objective 4 - Enhance learning experiences inside and outside the classroom that will help students develop competencies related to diversity, equity and inclusion

Admin - Business and Professional Studies Division

Goal: #5 Diversity and Accessibility

Means of Assessment	Results	Action Plans
& Inclusion events. * Benchmark: Encourage BPS faculty and staff to participate in and attend the President's Task Force for Diversity & Inclusion events.	What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Development - Ensure students are aware of, and educate students about the services available to them on campus (ie Counseling Services, Tutoring, Math Lab, Writing Center, ARO). * Benchmark: Students are aware of, and are educated about, the services available to them on campus (ie Counseling Services, Tutoring, Math Lab, Writing Center, ARO).	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met o CSES began offering walk-in tutoring during the fall 2019 semester. (08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Implementation - Expand options for offering BUS 215 Managing Diversity in Organizations (GESS). * Benchmark: Expand options for offering BUS 215 Managing Diversity in Organizations (GESS).	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: o BUS 215 required course for all BUS AS and AAS programs o BUS 215 can be taken as a Social Science course in BIM, CJPO, CJCO, EMT/PMD, FPT o Can also be taken as Gen Ed Social Science course for any curriculum (08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Implementation - Increase support and utilization of online technologies including Lecture Capture, OER, collaborative classroom space, and use of mobile	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: o The Business Information Technology program completed the update of equipment	

Diversity and Inclusion - Strategic Objective 4 - Enhance learning experiences inside and outside the classroom that will help students develop competencies related to diversity, equity and inclusion

Admin - Business and Professional Studies Division

Goal: #5 Diversity and Accessibility

Means of Assessment	Results	Action Plans
technology. * Benchmark: Increased support and utilization of online technologies including Lecture Capture, OER, collaborative classroom space, and use of mobile technology.	in their labs with funding through a \$180,000 SUNY Performance Improvement Funding (PIF) grant in order to offer cutting edge technology and classroom facilities. o EMT/Paramedic worked with IT to install a video capture & extron system for the paramedic ambulance and lab (purchased items with tech fees). This will allow instructors to actively video record and project hands-on simulations within the ambulance simulator and lab room to instantaneous view on iPads and data projector, and also later review for assessment and certification purposes. (08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	

Admin - Continuing Education and Workforce Development

Goal: Increase Opportunities for the community to obtain certifications and skills upgrades

Create 2 non-credit microcredentials to support local workforce shortages, get 1 non-credit workforce program to be given credit, identify 5 related instruction classes for current local apprenticeships that credit classes can satisfy.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 12/10/2019

Means of Assessment	Results	Action Plans
Program/Project Development - Review to see that 2 microcredentials were created, I non-credit program given credit, and 5 related instruction skills are mapped to credit offerings. * Benchmark: We will have met our goal when the above have been achieved.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Three non-credit badges (Micro-credentials) have been developed and are waiting formalization out in Acclaim. Electrical Skills Enhancement 1, Manufacturing Basics, and CPIM Part 1 are in draft form waiting for formalization of our SUNY process and badge look. (07/15/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to work with the micro-credential committee to establish more non-credit badges. What did you learn about your unit through this assessment cycle?: There are several non-credit topic areas that lend themselves to badging. I learned that it will take some time to get	Action Plan: Work with the micro credential committee to finalize the process and get badges published. (08/12/2020)

Diversity and Inclusion - Strategic Objective 4 - Enhance learning experiences inside and outside the classroom that will help students develop competencies related to diversity, equity and inclusion

Admin - Continuing Education and Workforce Development

Goal: Increase Opportunities for the community to obtain certifications and skills upgrades

Means of Assessment	Results	Action Plans
	them approved and published to ensure they reflect the rigor and "feel" of SUNY Broome.	

Admin - International Education

Goal: Goal 3

Increase the number of faculty/administrators participation in global opportunities in the next five years

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

Means of Assessment	Results	Action Plans
Impact Assessment - Increase number of exchange opportunities * Benchmark: Increase exchange opportunities by 2 each academic year Resource Requests: Faculty and staff funding for overseas visits and funding for hosting international visitors	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International Education Endowment funds were awarded to two faculty members for projects overseas. Also, our joint institutional proposal with Binghamton University for the Fulbright Scholar-in-Residence (S-I-R) Program, was awarded. A Fulbright visiting scholar will join the faculty from both campuses increasing the global education and exchange opportunities for the future. The visit, however, is scheduled for the 2021-22 academic year. (07/14/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: We will propose alternative dates for submission of the International Education Endowment to minimize situations when unforeseen events may disrupt the normal deadlines for applications What did you learn about your unit through this assessment cycle?: We must increase more deadline options to make available more opportunities for applicants during the academic year. This can be achieved by setting two application periods: one in the Fall semester and another in the spring semester	Action Plan: Exchange opportunities that have been provided during this year will be used to promote and encourage further participation of faculty and administrators in overseas experiences. (07/17/2020)

Admin - Liberal Arts Division

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 5:

Foster a diverse and inclusive environment on campus and throughout the local community

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Collect Reports from Departments * Benchmark: varies by Department</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>Promote and deliver courses, activities, and events that address social diversity issues at the local, state, national, and global levels</p> <p>Civic Engagement Center: Deliberations were conducted in 14 sections of COL 105 Academic Planning, SOC 110 Introduction to Sociology, CRJ 245 Criminology, SOC 155W Media & Society; 12 on the topic of "Mass Shootings" (244 students), and 2 on the topic of "Making Ends Meet" (46 students)</p> <p>Human Services Chemical Dependency: HSCD Club Drag Show, held on October 18, 2019, generated \$1,000 donation to Voices for Recovery program of Fairview Recovery Services, Inc.</p> <p>Dr. Henry Bartlett and Lisa Strahley have provided services identified in an MOU between SUNY Broome and WSKG (local PBS station) created in 2017 that provides expert support for convening focus groups and evaluation of their "Chasing the Dream" programs that constitutes their poverty education initiative funded by Klee Foundation.</p> <p>Communications and Media Arts: Hosted the annual Fall 2019 Documentary film screening series that highlights and discusses current issues that shape our culture. Screenings this semester included: "Freedom Riders" and "They Shall Not Grow Old."</p> <p>Identify ways to increase accessibility in the classroom, building, and online courses</p> <p>Learning Assistance Department: Math Lab: Secured a new adjustable-height table to improve access for students in motorized chairs</p> <p>Math Lab: Reviewed their web content to improve screen reader function</p> <p>Titchener Building: John Covert placed Braille signs for the building, stairwells, offices, bathrooms, and classrooms. These were added to other places across campus as well.</p>	<p>Action Plan: The results will be part of an on-going process of analysis and evaluation of how faculty have integrated diversity and inclusion into their curricula. At Division Council meetings the topic of diversity and inclusion will be on the agenda throughout the academic year. (07/31/2020)</p>

Diversity and Inclusion - Strategic Objective 4 - Enhance learning experiences inside and outside the classroom that will help students develop competencies related to diversity, equity and inclusion

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 5:

Means of Assessment	Results	Action Plans
	<p>Participate in campus and community activities and groups that welcome inclusivity Music: Students in Dr. O'Connell's course MUS113 "From Spirituals to Hip-Hop: American Music of the African Diaspora" attended services at historically-black churches in Binghamton, as well as the BPO concert "Simone, Ellington, and Parks," to experience first-hand the contributions of African-Americans to diverse genres of music. (05/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to Identify and plan for inclusive events designed to yield diversity within the campus community and throughout our local community. Through the Arts we will reach out to the community by giving concerts, plays, and art exhibits that highlight diversity and inclusion. Faculty will be encouraged to include a diversity component in their courses.</p> <p>What did you learn about your unit through this assessment cycle?: Faculty are continuing to integrate into their curriculae diversity and inclusion.</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study.

Create and revise marketing materials outlining Library services to faculty.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2016

Means of Assessment	Results	Action Plans
<p>Data Related - Compare the Library Instruction statistics from 2015-2016 to 2016-2017 * Benchmark: 2015-2016 = Total Classes Taught = 149/Total Students attending = 2131 2016-2017 = Total Classes Taught = 123/Total Students attending = 1602</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met 2019-2020 = Total Classes Taught = 87 / Total Students attending = 1280 (07/31/2020) What did you learn about your unit through this assessment cycle?: Changes in BPS curriculum eliminated a significant number of classes. Some of that instruction is moving online. We need to develop a way to track usage there.</p>	

Diversity and Inclusion - Strategic Objective 4 - Enhance learning experiences inside and outside the classroom that will help students develop competencies related to diversity, equity and inclusion

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study.

Means of Assessment	Results	Action Plans
2017-2018= Total Classes Taught = 111/Total Students attending = 1582 2018-2019 =Total Classes Taught = 119/Total Students attending = 1646 Resource Requests: Personnel request AY2016-17 to hire new new Instruction/Outreach Librarian - Approved.		

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education,	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students	Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.		
Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be measured through the exit surveys reported number of students at the end of each semester. Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).	Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there Where is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)
Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings * Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about. Resource Requests: Promotional -	Reporting Period: 2019 - 2020 Conclusion: Inconclusive The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020) What did you learn about your unit through this assessment cycle?: I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.	Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish

Diversity and Inclusion - Strategic Objective 4 - Enhance learning experiences inside and outside the classroom that will help students develop competencies related to diversity, equity and inclusion

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
funding for food/beverages at meeting.		(08/20/2020)

Admin - Sponsored Programs

Goal: Goal 1. Diversity and Inclusion

Demonstrate commitment to impact diverse populations and under-represented students through the planning, development and award of culturally responsive grant-funded initiatives.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
<p>Data Related - Track baseline numbers of Request for Proposals (RFP) announcements released, grant proposals submitted, grant revenue received by their support of specific institutional goals/objectives and specific department(s). Use for prior year comparisons in future academic years.</p> <p>* Benchmark: Grant opportunities will be identified and publicized with faculty, staff and students, and grant proposals/funding applications that foster diversity initiatives on- and off-campus will be submitted.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>A total of nine Request for Proposal announcements related to fostering diversity were released as postings to the SP website, Grant Planning Team meeting agenda items, and/or direct contact with likely faculty/staff to lead proposal development. (Of those RFPs, four had an international education focus; and five had a focus on under-represented populations.) As a result, total of eight (8) proposals were developed and submitted. Of those proposals, one (1) with a requested amount of \$253,032 is currently pending award/denial notification; and seven (7) were awarded a combined total of \$73,431 (or 22.5% of requested funds):</p> <ul style="list-style-type: none">1) \$3,769 to purchase adaptive equipment to assist learning for students with disabilities.2) \$16,000 to subsidize travel expenses for a diverse range of students to participate in the college's faculty-led programs that include extensive travel components.3) \$6,444 to hold an Educational Opportunity Program academic recovery winter session program.4) \$36,973 to hold an Educational Opportunity Program pre-freshmen summer orientation.5) \$4,500 to subsidize travel expenses for under-represented students to participate in a bilateral study abroad between program Broome and Universidad de Celaya, Mexico.6) \$5,745 to support a faculty-led study abroad malnutrition intervention project in Haiti.7) Fulbright Scholar-in-Residence (BU as project lead; scholar services awarded, not funds)	<p>Action Plan: In comparison to AY 2018-19, this year's proposal submissions and resulting grant awards were similarly balanced between a focus on international education programming and a focus on supporting under-represented students. This two-fold focus will continue to be emphasized in AY 2020-2021 to sustain these outcomes across a three-year period. (07/13/2020)</p> <p>Budget/Resource Implications: More than \$73,431 in new revenue related specifically to diversity initiatives to the college was secured.</p> <p>Follow-Up: A renewed annual campus plan, which is required to</p>

Diversity and Inclusion - Strategic Objective 4 - Enhance learning experiences inside and outside the classroom that will help students develop competencies related to diversity, equity and inclusion

Admin - Sponsored Programs

Goal: Goal 1. Diversity and Inclusion

Means of Assessment	Results	Action Plans
	<p>(07/13/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: RFPs that specifically support diversity initiatives will continue to be identified and publicized both generally on the SP website as well as by reaching out with specific RFP opportunities to targeted faculty/staff whose subject areas are most appropriate/relevant to taking on proposal development.</p>	maintain access to SUNY PRODiG funding support for URM and WSTEM new hires (as first obtained in 2018-2019) , is now in the process of being updated for submission by the 8/1/2020 deadline. (07/13/2020)

Admin - Student Success Squad

Goal: Goal #1: Persistence

65% of all participants served by SSS will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2 year to a 4 year institution during the academic year.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - retention rates calculated at the end of two, four, six, and subsequent semesters</p> <p>* Benchmark: This is an annual goal.</p> <p>Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>SSS students persisted at a rate of 64%, a decrease from the rate of 71% from the previous academic year. These are preliminary numbers and there are students that are still expected to register for the upcoming 20-21 academic year; several students have indicated that they have not yet made a decision regarding fall as a result of Covid 19 and related concerns. Data was collected from Banner and inputted into Student Access for analysis. This goal has not been met. (07/23/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Maintain student engagement in order to achieve goal; as of 7/23/2020, any SSS student that is eligible and unregistered for fall has received outreach. SSS staff are working with these students to assuage concern regarding planned online and hybrid modalities for fall 2020. If 3 of these students register, this goal will be met.</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)</p>

Diversity and Inclusion - Strategic Objective 4 - Enhance learning experiences inside and outside the classroom that will help students develop competencies related to diversity, equity and inclusion

Admin - Student Success Squad

Goal: Goal #1: Persistence

Means of Assessment	Results	Action Plans
	What did you learn about your unit through this assessment cycle?: Our students are concerned about online course modalities and their capacity to be successful given numerous inputs that inform their lived experiences as low income, first generation, and disabled students.	

Goal: Goal #2: Academic Standing

70% of all enrolled participants will meet the performance level required to stay in good academic standing at the college (GPA and progress to degree completion).

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
Data Related - Transcripts obtained through Banner that include GPA calculations and credits attempted compared to credits earned * Benchmark: 70% each semester is the benchmark	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met 66% of SSS students are in good academic standing at the end of the '19-'20 academic year, a decline from the 71% threshold obtained the previous academic year. Data was collected from Banner and inputted into Student Access for analysis. This annual goal has been not met for the '19-'20 academic year. (07/23/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Issues related to abandonment and poor completion of spring 2020 coursework influenced this outcome to some extent. What did you learn about your unit through this assessment cycle?: The program must offer specific workshops related to time management and academic success that center the experiences of students learning in a remote setting; these are in development for AY 2020-2021.	Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)

Goal: Goal #3: Graduation/Transfer Rate

30% of all full time enrolled participants will graduate or transfer within three (3) years.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Admin - Student Success Squad

Goal: Goal #3: Graduation/Transfer Rate

Means of Assessment	Results	Action Plans
<p>Data Related - transcripts for each participant; updated academic progress/retention/graduation roster for each semester indicating date of graduation, final GPA, major, and transfer/workforce plans; Student Clearinghouse transfer verification</p> <p>* Benchmark: 30% of all full time enrolled participants with graduate within 3 years.</p> <p>Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>33% of SSS students have graduated within 3 years. Data was collected from Banner, however not all degrees have not yet been certified; this is in part an outcome related to Covid 19 and the number of students who have outstanding degree requirements related to applied coursework. This annual goal has been met for the 19-20 academic year. This number may be higher once this occurs. (07/23/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The program continues to stress to students the importance of completing the Associate's degree as part of a personal marketing strategy and a tool to gain access to vocational experience as they complete their Bachelor's degrees.</p> <p>What did you learn about your unit through this assessment cycle?: SSS students see the value in completing their degrees; their tenacity to achieve their goals as they navigate numerous personal and academic circumstances is commendable.</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on completion and transfer. All students at 45 credits or above will be scheduled with a mentoring appointment via Starfish; referrals to in house supports (Center for Career Development; Bachelor Partnership Center, Transfer Counseling) will be made based on information gleaned. (08/14/2020)</p>

Diversity and Inclusion - Strategic Objective 5 - Advance a living/learning community that embraces diversity of ideas, cultures and social responsibility

Admin - Counseling Services

Goal: Programming

Provide monthly programming on campus during the academic year, while enhancing community partnerships to support the diverse needs of our student population.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Schedule, advertise, and provide monthly programming. Reports provided to the campus and BOT. * Benchmark: 7 programs provided during the academic year.</p> <p>Resource Requests: Monies towards give-away and food items.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Benchmark met - more than 7 programs were offered to students out of the Counseling Services office. For the academic year 2019/20 Counseling Services provided monthly programming on campus and then virtually after March 2020. Campus programming included suicide prevention programming (tabling and a guest speaker), wellness week programming (tabling, collaboration with on campus departments as well as off campus agencies), dating violence tabling and programming (tabling and walk through outreach in the Residence Halls), healthy relationships programming (tabling and walk through programming in the Residence Halls), depression screening (tabling and screenings in the Student Village and in the Baldwin Gym), tabling for World Mental Health Day, Diversity programming- Annual Drag Show, Outreach programming- Cookies with the Counselors, Halloween resource outreach, eating disorder awareness programming. Virtual Programming included- wellness workshops, stress management workshops, mindfulness workshops and a panel discussion on Covid 19 and Mental Health Matters. (07/28/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Counseling Services has worked on developing a robust programming curriculum for the upcoming academic year(s). this programming includes in person programming and virtual programming to adapt to covid measures as well as to offer students who take classes remotely an opportunity to benefit from Counseling Services.</p> <p>What did you learn about your unit through this assessment cycle?: We have learned that we do provide regular, ongoing programming and continue to enhance this aspect of our services to adapt to the student population, as well as current times.</p>	<p>Action Plan: We will use these results to continue to offer robust programming on campus (07/28/2020)</p> <p>Budget/Resource Implications: Counseling Services worked with the Student Activities office to support budgeting for food items. Counseling Services used minimal budgetary means to provide any of the above mentioned programming.</p>

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Persistence

Diversity and Inclusion - Strategic Objective 5 - Advance a living/learning community that embraces diversity of ideas, cultures and social responsibility

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Persistence

75% of EOP students who attend the Summer Advancement Academy will persist from Fall to Spring

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/12/2018

Means of Assessment	Results	Action Plans
<p>Data Related - Using the EOP Roster, we will calculate the percentage of students who persist from fall to spring by SAA co-hort * Benchmark: 70%</p> <p>Resource Requests: Funding to continue to provide the EOP Summer Advancement Academy to incoming EOP pre-freshmen</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The persistence rate of the 2019 SAA cohort from fall 2019 to spring 2020 is 83% (30/36*100). This percentage exceeds the goal percentage of 70% (06/16/2020)</p> <p>What did you learn about your unit through this assessment cycle?: The fact that we have consistently exceeded this goal is an indication that the EOP SAA is having a positive impact on our student persistence.</p>	

Admin - Institutional Effectiveness

Goal: EIT Plan

Develop and implement EIT Accessibility Plan.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 12/20/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - Identification of EIT Accessibility officers and key members for an EIT Accessibility Advisory Council. Gather data and information to develop an EIT Accessibility plan, involving key stakeholders. * Benchmark: EIT Accessibility plan developed.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>EIT Officers identified 12/19 (K. McLain & John Petkash, Director of IT). Advisory Council established Jan 2020. K. McLain Chaired EIT Advisory Council and facilitated development of the SUNY Broome EIT Accessibility Plan.</p> <p>The SUNY Broome EIT Accessibility Plan was submitted to SUNY Provost 6/30/20. SUNY reviewed and accepted plan 8/6/20. (08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The</p>	<p>Action Plan: Procurement processes, and policies will be developed. Trainings will be developed to inform the campus about these processes/policies. Trainings will be developed and DeQue University will be implemented campus-wide to</p>

Diversity and Inclusion - Strategic Objective 5 - Advance a living/learning community that embraces diversity of ideas, cultures and social responsibility

Admin - Institutional Effectiveness

Goal: EIT Plan

Means of Assessment	Results	Action Plans
Resource Requests: SUNY resources.	<p>EIT Plan will need to be implemented in order to maintain successful ability of the campus to achieve accessibility efforts.</p> <p>What did you learn about your unit through this assessment cycle?: This was a major undertaking, with development of many new processes, policies, and procedures needed. Having the appropriate people at the table is key to successful development and implementation of any plan.</p> <p>Related Documents:</p> <p>SUNY Broome EIT Accessibility Plan.pdf</p>	educate about accessibility. (08/14/2020)

Admin - International Education

Goal: Goal 1

Expand on international collaborative efforts of the college through more partnerships and agreements

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

Means of Assessment	Results	Action Plans
<p>Impact Assessment - Increase the number of international partnerships with the college for the next five years</p> <p>* Benchmark: 1. Develop 2 new international-academic articulation agreements (2017-18). These agreements involve transfer evaluations and dual-degree options 2. Develop 2 new inter institutional agreements (2017-18). These agreements are intended to initiate</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>No new agreements were developed due to the COVID-19. We started, however, the BIS Universities Program, a new collaborative effort that substituted the Becalos Program from Mexico. The BIS Universities Program will continue offering Mexican students from selected BIS universities the opportunity to enhance their academic and international experience at SUNY Broome. BIS Universities Program students will attend SUNY Broome with funds provided by their own universities and college Foundation contributions. This year, we welcomed the first student of the new BIS Universities Program.</p> <p>Note also that Gia Dinh University, in Ho Chi Minh City, Vietnam, approved the development</p>	<p>Action Plan: We will explore new methods for establishing new institutional relationships with universities overseas (07/14/2020)</p>

Diversity and Inclusion - Strategic Objective 5 - Advance a living/learning community that embraces diversity of ideas, cultures and social responsibility

Admin - International Education

Goal: Goal 1

Means of Assessment	Results	Action Plans
mutual collaboration between the college and an overseas institutions Resource Requests: Travel funding and resources for welcoming visitors	of an international partnership between our institutions. Due to the COVID-19, however, the agreement was postponed for next year. (07/14/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: We will need to enhance the virtual communication to establish or promote new partnerships What did you learn about your unit through this assessment cycle?: Since partner and potential partner institutions were also affected by the global health emergency ,there is a need to develop new institutional models for establishing agreements	

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 5:

Foster a diverse and inclusive environment on campus and throughout the local community

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans
Program/Project Implementation - Collect Reports from Departments * Benchmark: varies by Department	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Promote and deliver courses, activities, and events that address social diversity issues at the local, state, national, and global levels Civic Engagement Center: Deliberations were conducted in 14 sections of COL 105 Academic Planning, SOC 110 Introduction to Sociology, CRJ 245 Criminology, SOC 155W Media & Society; 12 on the topic of "Mass Shootings" (244 students), and 2 on the topic of "Making Ends Meet" (46 students) Human Services Chemical Dependency: HSCD Club Drag Show, held on October 18, 2019, generated \$1,000 donation to Voices for Recovery program of Fairview Recovery Services, Inc. Dr. Henry Bartlett and Lisa Strahley have provided services identified in an MOU between	Action Plan: The results will be part of an on-going process of analysis and evaluation of how faculty have integrated diversity and inclusion into their curricula. At Division Council meetings the topic of diversity and inclusion will be on the agenda throughout the academic year. (07/31/2020)

Diversity and Inclusion - Strategic Objective 5 - Advance a living/learning community that embraces diversity of ideas, cultures and social responsibility

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 5:

Means of Assessment	Results	Action Plans
	<p>SUNY Broome and WSKG (local PBS station) created in 2017 that provides expert support for convening focus groups and evaluation of their "Chasing the Dream" programs that constitutes their poverty education initiative funded by Klee Foundation.</p> <p>Communications and Media Arts: Hosted the annual Fall 2019 Documentary film screening series that highlights and discusses current issues that shape our culture. Screenings this semester included: "Freedom Riders" and "They Shall Not Grow Old."</p> <p>Identify ways to increase accessibility in the classroom, building, and online courses Learning Assistance Department: Math Lab: Secured a new adjustable-height table to improve access for students in motorized chairs Math Lab: Reviewed their web content to improve screen reader function Titchener Building: John Covert placed Braille signs for the building, stairwells, offices, bathrooms, and classrooms. These were added to other places across campus as well.</p> <p>Participate in campus and community activities and groups that welcome inclusivity Music: Students in Dr. O'Connell's course MUS113 "From Spirituals to Hip-Hop: American Music of the African Diaspora" attended services at historically-black churches in Binghamton, as well as the BPO concert "Simone, Ellington, and Parks," to experience first-hand the contributions of African-Americans to diverse genres of music. (05/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to Identify and plan for inclusive events designed to yield diversity within the campus community and throughout our local community. Through the Arts we will reach out to the community by giving concerts, plays, and art exhibits that highlight diversity and inclusion. Faculty will be encouraged to include a diversity component in their courses.</p> <p>What did you learn about your unit through this assessment cycle?: Faculty are continuing to integrate into their curriculae diversity and inclusion.</p>	

Admin - Office of the Vice President for Student Affairs

Diversity and Inclusion - Strategic Objective 5 - Advance a living/learning community that embraces diversity of ideas, cultures and social responsibility

Admin - Office of the Vice President for Student Affairs

Goal: Diversity and Inclusion 2019-2020

Cultivate an intentionally designed, inclusive and engaging student life experience that promotes the intellectual, emotional, physical and spiritual development of all students.

Provide leadership and in partnership with campus constituents, create, and maintain an infrastructure that supports diversity and inclusion in the college's living, learning and working environment.

Objectives:

- PRODiG
- Bring together faculty/staff from URM groups to discuss institutional culture and its impact on their work life.
- Identify URM student cohorts
 - Persistence rates-establish benchmark
- Diversity Task Force
 - Address the value added of the committee
 - Determine its future direction
- Implement 2 major events relating to diversity and inclusion

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - By working with Human Resources to track and increase underrepresented minority faculty and staff on campus</p> <p>* Benchmark: Increase underrepresented minority faculty members and women on campus by at least one.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>PRODiG- The SUNY initiative designed to increase underrepresented minority faculty members across all disciplines and women in STEM. Successful application and hiring of 2 female faculty members in STEM. One of the faculty is also an underrepresented minority. (07/24/2020)</p>	<p>Action Plan: Define and establish benchmarks for URM cohorts. Continue to build the momentum of the PTODI group in creating an equitable and inclusive culture. Identify and address issues impacting the success of URM employees and students. Continue to create opportunities and partnerships of engagement for the external Broome County community by offering programs that bring the community to campus. (07/24/2020)</p> <p>Action Plan: Follow-up to ensure continuity of the salary support grant as well as develop a program</p>

Admin - Office of the Vice President for Student Affairs

Goal: Diversity and Inclusion 2019-2020

Means of Assessment	Results	Action Plans
		for creation of a faculty pipeline. (07/24/2020)
Supervisor Evaluation - Schedule and track attendance during meetings with URM faculty and staff. * Benchmark: Meet with our underrepresented minority faculty to start discussions about culture and work life at least once, would like to do this every semester if there is positive feedback.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Bringing together faculty/staff from URM groups to discuss institutional culture and its impact on their work life. Hosted a URM faculty and staff "Munch and Lunch" in the Fall 2019 semester. Purpose was to bring the group together for introduction, unable to follow-up event in the Spring due to the implications of COVID. (07/24/2020)	Action Plan: Continue discussions and meetings with underrepresented minority faculty members in order to identify and address issues impacting their success. (07/24/2020)
Data Related - Tracking the amount of student cohorts we follow and assess. * Benchmark: Work with departments on campus to identify at least one new URM student cohort, and streamline the process to make it easier to track cohorts.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Identification of URM cohorts. In working with Institutional Research, have clearly defined the LatinX population. Establishment of persistence benchmarks will be a goal in the upcoming academic year. URM student cohorts that are engaged in specific activities are manually tracked for student success. (07/24/2020)	Action Plan: Define and establish benchmarks for URM cohorts. Identify and address issues impacting the success of URM students and employees. (07/24/2020)
Supervisor Evaluation - Attending and tracking attendance of the PTODI to help set guidelines for future direction, and add subcommittees. * Benchmark: Increase visibility of the PTODI and add subcommittees to the task force.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Diversity Task Force. The group has made significant progress towards determining its future direction. New membership has been solicited for the new academic year. Subcommittees have been formed to address the diversity strategic initiatives and the role of the CDO. (07/24/2020)	Action Plan: Continue to build the momentum of the PTODI group in creating an equitable and inclusive culture. (07/24/2020)
Supervisor Evaluation - Track attendance and collect feedback on events hosted by the CDO relating to diversity and inclusion.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Hosted multiple Black History Month events that included members of our community, along with multiple First Generation Luncheons and Events with Student Activities. (07/24/2020)	Action Plan: Continue to create opportunities and partnerships of engagement for the external Broome County community by

Diversity and Inclusion - Strategic Objective 5 - Advance a living/learning community that embraces diversity of ideas, cultures and social responsibility

Admin - Office of the Vice President for Student Affairs

Goal: Diversity and Inclusion 2019-2020

Means of Assessment	Results	Action Plans
* Benchmark: Implement 2 major events on campus and collect feedback on how to further enrich the engagement between campus and the community.		offering programs that bring the community to campus. (07/24/2020)

Admin - Professional Development

Goal: Expand Professional Development programs to improve pedagogy

PDFs will synthesize the findings of the campus wide professional development needs assessment (AY 2018-2019) into a cohesive professional development plan for AY 2019-2020

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/19/2019

Means of Assessment	Results	Action Plans
Institutional Reports - PDSC and PDF meeting minutes, Professional Development Schedule of Offerings as reflecting needs identified by campus constituents and VPAA of Academic Affairs; analysis of participant feedback * Benchmark: Volume of offerings and attendance at offerings for AY 2019-2020; alignment of offerings with pedagogical theory and practical classroom application and faculty support; feedback provided by participants	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met PD Facilitators conducted a campus-wide needs assessment in the 18-19 year, and established a calendar of offerings, informed by findings of the survey, by the start of each semester. Offerings were anchored in pedagogy, classroom management, leadership, assessment, and professional and personal growth and development. (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Professional Development should continue to map its offerings to the goals of the institution, supporting the development of faculty in and out of the classroom. What did you learn about your unit through this assessment cycle?: In its current configuration, local PD offerings rely on participation from campus partners. A more robust budget would allow for a potential increase in criticality and relevance.	Action Plan: Continue to develop campus wide professional development offerings that are anchored in the goals of the institution, support student learning, and center the needs of diverse learners. A clear connection between retention, diversity, and pedagogy should underpin the unit. (08/14/2020) Budget/Resource Implications: In its current configuration, local PD offerings rely on participation from campus partners. A more robust budget would allow for a potential

Diversity and Inclusion - Strategic Objective 5 - Advance a living/learning community that embraces diversity of ideas, cultures and social responsibility

Admin - Professional Development

Goal: Expand Professional Development programs to improve pedagogy

Means of Assessment	Results	Action Plans
		increase in criticality and relevance.

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students	Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)
Program/Project Implementation - This will be an ongoing measure and	Reporting Period: 2019 - 2020	Action Plan: This plan will help with

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
<p>at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester.</p> <p>* Benchmark: Benchmark to be measured through the exit surveys reported number of students at the end of each semester.</p> <p>Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner</p>	<p>Conclusion: Benchmark Met</p> <p>The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers</p> <p>What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).</p>	retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there Where is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)
<p>Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings</p> <p>* Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about.</p> <p>Resource Requests: Promotional - funding for food/beverages at meeting.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020)</p> <p>What did you learn about your unit through this assessment cycle?: I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.</p>	<p>Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)</p>

Admin - Sponsored Programs

Goal: Goal 1. Diversity and Inclusion

Admin - Sponsored Programs

Goal: Goal 1. Diversity and Inclusion

Demonstrate commitment to impact diverse populations and under-represented students through the planning, development and award of culturally responsive grant-funded initiatives.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
<p>Data Related - Track baseline numbers of Request for Proposals (RFP) announcements released, grant proposals submitted, grant revenue received by their support of specific institutional goals/objectives and specific department(s). Use for prior year comparisons in future academic years.</p> <p>* Benchmark: Grant opportunities will be identified and publicized with faculty, staff and students, and grant proposals/funding applications that foster diversity initiatives on-and off-campus will be submitted.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>A total of nine Request for Proposal announcements related to fostering diversity were released as postings to the SP website, Grant Planning Team meeting agenda items, and/or direct contact with likely faculty/staff to lead proposal development. (Of those RFPs, four had an international education focus; and five had a focus on under-represented populations.) As a result, total of eight (8) proposals were developed and submitted. Of those proposals, one (1) with a requested amount of \$253,032 is currently pending award/denial notification; and seven (7) were awarded a combined total of \$73,431 (or 22.5% of requested funds):</p> <ul style="list-style-type: none">1) \$3,769 to purchase adaptive equipment to assist learning for students with disabilities.2) \$16,000 to subsidize travel expenses for a diverse range of students to participate in the college's faculty- led programs that include extensive travel components.3) \$6,444 to hold an Educational Opportunity Program academic recovery winter session program.4) \$36,973 to hold an Educational Opportunity Program pre-freshmen summer orientation.5) \$4,500 to subsidize travel expenses for under-represented students to participate in a bilateral study abroad between program Broome and Universidad de Celaya, Mexico.6) \$5,745 to support a faculty-led study abroad malnutrition intervention project in Haiti.7) Fulbright Scholar-in-Residence (BU as project lead; scholar services awarded, not funds) <p>(07/13/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: RFPs that specifically support diversity initiatives will continue to be identified and publicized both generally on the SP website as well as by reaching out with specific RFP opportunities to targeted faculty/staff whose subject areas are most appropriate/relevant to taking on proposal development.</p>	<p>Action Plan: In comparison to AY 2018-19, this year's proposal submissions and resulting grant awards were similarly balanced between a focus on international education programming and a focus on supporting under-represented students. This two-fold focus will continue to be emphasized in AY 2020-2021 to sustain these outcomes across a three-year period. (07/13/2020)</p> <p>Budget/Resource Implications: More than \$73,431 in new revenue related specifically to diversity initiatives to the college was secured.</p> <p>Follow-Up: A renewed annual campus plan, which is required to maintain access to SUNY PRODiG funding support for URM and WSTEM new hires (as first obtained in 2018-2019) , is now in the process of being updated for submission by the 8/1/2020 deadline. (07/13/2020)</p>

Admin - Center for Career Development

Goal: Will provide career services to SUNY Broome students and alumni.

Will engage with and provide career services to students and alumni through:

- 1:1 Career Counselor (Career Exploration & Planning) appointments
- 1:1 Career Coach (Career Readiness) appointments
- Career-related events (Career Expos, Annual MLK Jr. Career Fair, Mock Interviews, etc.)
- Classroom presentations and workshops
- Purple Briefcase usage
- Big Interview usage
- Focus2 usage

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Inactive Date: 05/19/2020

Means of Assessment	Results	Action Plans
<p>Data Related - Will utilize Starfish data on 1:1 appointments, career-related events, and classroom presentations/workshops. Will utilize Purple Briefcase, Big Interview and Focus2 reports to measure student and alumni usage. Will use data from satisfaction surveys each semester.</p> <p>* Benchmark: First cycle of unit assessment and will establish a benchmark based on this year's data. Beginning 2020-2021, we will aim for a 1% increase in students and alumni served.</p> <p>Related Documents:</p> <p>Purple Briefcase usage report 2019_2020.xlsx</p> <p>Big Interview usage report</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The way career services are structured on campus shifted during the fall 2019 semester. The Career and Transfer Services Department was formed, which consists of the Center for Career Development and the Bachelor Partnership Center. A shift was made in the Center for Career Development to include all career services instead of having the services sprinkled in different areas across campus - from exploration and planning to career readiness. This was a huge step for the campus, and was done to coordinate services with the end goal of connecting students earlier to and improving career planning services.</p> <p>The Center for Career Development provided transfer services to 5,467 SUNY Broome students during the 2019-2020 academic year. 618 students received 1:1 career services, 1,720 were reached via career services classroom presentations/workshops, 384 students utilized Big Interview software, 1,535 utilized Purple Briefcase job platform software, 51 utilized VMOCK resume review software, and 1,159 utilized Focus2 career exploration software. It is important to note that the annual MLK Jr. Career Fair in partnership with the NYS Department of Labor did not take place this year due to COVID-19, as well as many other recruitment events and mock interviews, etc.</p> <p>Overall, COVID greatly impacted the way the Center for Career Development engaged with</p>	<p>Action Plan: We need to take this data and moving forward, analyze it against job placement and/or transfer clearinghouse data to see if career services are successful. There is also a need to continue to push into classrooms and connect with faculty to stress the importance of students utilizing our services from the time they step foot on campus. (07/31/2020)</p>

Diversity and Inclusion - Strategic Objective 6 - Establish, strengthen and sustain strategic partnerships that foster diversity initiatives on and off campus

Admin - Center for Career Development

Goal: Will provide career services to SUNY Broome students and alumni.

Means of Assessment	Results	Action Plans
2019_2020.docx Focus2 usage report 2019_2020.xlsx VMOCK usage report 2019_2020.xlsx 2019-2020 Career Services event data.xlsx 1-1 Career Services appointment data.xlsx	<p>and provided support to students. However, career services still supported a solid number of students in the spring 2020 semester across various avenues. This coming year, we will not have the funds to support some of our softwares that students have engaged with in the past, specifically Big Interview or VMOCK. (07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: This year was used to establish a benchmark moving forward for the 2020-2021 reporting period.</p> <p>What did you learn about your unit through this assessment cycle?: We need to take this data and moving forward, analyze it against job placement and/or transfer clearinghouse data to see if career services are successful. There is also a need to continue to push into classrooms and connect with faculty to stress the importance of students utilizing our services from the time they step foot on campus - this is how the culture change will continue.</p>	

Admin - Counseling Services

Goal: Programming

Provide monthly programming on campus during the academic year, while enhancing community partnerships to support the diverse needs of our student population.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
Program/Project Implementation - Schedule, advertise, and provide monthly programming. Reports provided to the campus and BOT. * Benchmark: 7 programs provided during the academic year. Resource Requests: Monies towards give-away and food items.	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Benchmark met - more than 7 programs were offered to students out of the Counseling Services office. For the academic year 2019/20 Counseling Services provided monthly programming on campus and then virtually after March 2020. Campus programming included suicide prevention programming (tabling and a guest speaker), wellness week programming (tabling, collaboration with on campus departments as well as off campus agencies), dating violence tabling and programming (tabling and walk through outreach in the Residence Halls), healthy relationships programming (tabling and walk through programming in the</p>	<p>Action Plan: We will use these results to continue to offer robust programming on campus (07/28/2020)</p> <p>Budget/Resource Implications: Counseling Services worked with the Student Activities office to support budgeting for food items. Counseling Services used minimal</p>

Admin - Counseling Services

Goal: Programming

Means of Assessment	Results	Action Plans
	<p>Residence Halls), depression screening (tabling and screenings in the Student Village and in the Baldwin Gym), tabling for World Mental Health Day, Diversity programming- Annual Drag Show, Outreach programming- Cookies with the Counselors, Halloween resource outreach, eating disorder awareness programming. Virtual Programming included- wellness workshops, stress management workshops, mindfulness workshops and a panel discussion on Covid 19 and Mental Health Matters. (07/28/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Counseling Services has worked on developing a robust programming curriculum for the upcoming academic year(s). this programming includes in person programming and virtual programming to adapt to covid measures as well as to offer students who take classes remotely an opportunity to benefit from Counseling Services.</p> <p>What did you learn about your unit through this assessment cycle?: We have learned that we do provide regular, ongoing programming and continue to enhance this aspect of our services to adapt to the student population, as well as current times.</p>	budgetary means to provide any of the above mentioned programming.

Admin - Finance - Accounting Area I

Goal: Financial Tax Compliance

Financial Tax Compliance by submitting quarterly reporting documents

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
<p>Institutional Reports - Filing of quarterly tax reports showing all federal and state taxes were deposited in a timely manner</p> <p>* Benchmark: We will follow our accounting payroll checklist and if</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>We filed all federal and State quarterly tax reports correctly, along with timely tax deposits. (07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will continue to cross train staff.</p>	<p>Action Plan: Based on our current information collected our planning will continue to include cross training. (07/31/2020)</p> <p>Budget/Resource Implications: We have sufficient staff cross trained to</p>

Diversity and Inclusion - Strategic Objective 6 - Establish, strengthen and sustain strategic partnerships that foster diversity initiatives on and off campus

Admin - Finance - Accounting Area I

Goal: Financial Tax Compliance

Means of Assessment	Results	Action Plans
any error is made we will review and update our process to keep that error from happening again	What did you learn about your unit through this assessment cycle?: Finance and payroll staff work very well together.	meet this goal

Admin - Institutional Effectiveness

Goal: EIT Plan

Develop and implement EIT Accessibility Plan.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 12/20/2019

Means of Assessment	Results	Action Plans
Program/Project Development - Identification of EIT Accessibility officers and key members for an EIT Accessibility Advisory Council. Gather data and information to develop an EIT Accessibility plan, involving key stakeholders. * Benchmark: EIT Accessibility plan developed. Resource Requests: SUNY resources.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met EIT Officers identified 12/19 (K. McLain & John Petkash, Director of IT). Advisory Council established Jan 2020. K.McLain Chaired EIT Advisory Council and facilitated development of the SUNY Broome EIT Accessibility Plan. The SUNY Broome EIT Accessibility Plan was submitted to SUNY Provost 6/30/20. SUNY reviewed and accepted plan 8/6/20. (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: The EIT Plan will need to be implemented in order to maintain successful ability of the campus to achieve accessibility efforts. What did you learn about your unit through this assessment cycle?: This was a major undertaking, with development of many new processes, policies, and procedures needed. Having the appropriate people at the table is key to successful development and implementation of any plan. Related Documents: SUNY Broome EIT Accessibility Plan.pdf	Action Plan: Procurement processes, and policies will be developed. Trainings will be developed to inform the campus about these processes/policies. Trainings will be developed and DeQue University will be implemented campus-wide to educate about accessibility. (08/14/2020)

Admin - International Education

Admin - International Education

Goal: Goal 1

Expand on international collaborative efforts of the college through more partnerships and agreements

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

Means of Assessment	Results	Action Plans
<p>Impact Assessment - Increase the number of international partnerships with the college for the next five years</p> <p>* Benchmark: 1. Develop 2 new international-academic articulation agreements (2017-18). These agreements involve transfer evaluations and dual-degree options 2. Develop 2 new inter institutional agreements (2017-18). These agreements are intended to initiate mutual collaboration between the college and an overseas institutions</p> <p>Resource Requests: Travel funding and resources for welcoming visitors</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>No new agreements were developed due to the COVID-19. We started, however, the BIS Universities Program, a new collaborative effort that substituted the Becalos Program from Mexico. The BIS Universities Program will continue offering Mexican students from selected BIS universities the opportunity to enhance their academic and international experience at SUNY Broome. BIS Universities Program students will attend SUNY Broome with funds provided by their own universities and college Foundation contributions. This year, we welcomed the first student of the new BIS Universities Program.</p> <p>Note also that Gia Dinh University, in Ho Chi Minh City, Vietnam, approved the development of an international partnership between our institutions. Due to the COVID-19, however, the agreement was postponed for next year. (07/14/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: We will need to enhance the virtual communication to establish or promote new partnerships</p> <p>What did you learn about your unit through this assessment cycle?: Since partner and potential partner institutions were also affected by the global health emergency ,there is a need to develop new institutional models for establishing agreements</p>	<p>Action Plan: We will explore new methods for establishing new institutional relationships with universities overseas (07/14/2020)</p>

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students</p>	<p>Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)</p>
<p>Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes to international students. They don't</p>	<p>Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)</p>

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
measured through the exit surveys reported number of students at the end of each semester. Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner	open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).	
Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings * Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about. Resource Requests: Promotional - funding for food/beverages at meeting.	Reporting Period: 2019 - 2020 Conclusion: Inconclusive The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020) What did you learn about your unit through this assessment cycle? : I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.	Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans
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Admin - Sponsored Programs

Admin - Sponsored Programs

Goal: Goal 1. Diversity and Inclusion

Demonstrate commitment to impact diverse populations and under-represented students through the planning, development and award of culturally responsive grant-funded initiatives.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
<p>Data Related - Track baseline numbers of Request for Proposals (RFP) announcements released, grant proposals submitted, grant revenue received by their support of specific institutional goals/objectives and specific department(s). Use for prior year comparisons in future academic years.</p> <p>* Benchmark: Grant opportunities will be identified and publicized with faculty, staff and students, and grant proposals/funding applications that foster diversity initiatives on-and off-campus will be submitted.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>A total of nine Request for Proposal announcements related to fostering diversity were released as postings to the SP website, Grant Planning Team meeting agenda items, and/or direct contact with likely faculty/staff to lead proposal development. (Of those RFPs, four had an international education focus; and five had a focus on under-represented populations.) As a result, total of eight (8) proposals were developed and submitted. Of those proposals, one (1) with a requested amount of \$253,032 is currently pending award/denial notification; and seven (7) were awarded a combined total of \$73,431 (or 22.5% of requested funds):</p> <ol style="list-style-type: none">1) \$3,769 to purchase adaptive equipment to assist learning for students with disabilities.2) \$16,000 to subsidize travel expenses for a diverse range of students to participate in the college's faculty-led programs that include extensive travel components.3) \$6,444 to hold an Educational Opportunity Program academic recovery winter session program.4) \$36,973 to hold an Educational Opportunity Program pre-freshmen summer orientation.5) \$4,500 to subsidize travel expenses for under-represented students to participate in a bi-lateral study abroad between program Broome and Universidad de Celaya, Mexico.6) \$5,745 to support a faculty-led study abroad malnutrition intervention project in Haiti.7) Fulbright Scholar-in-Residence (BU as project lead; scholar services awarded, not funds) <p>(07/13/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: RFPs that specifically support diversity initiatives will continue to be identified and publicized both generally on the SP website as well as by reaching out with specific RFP opportunities to targeted faculty/staff whose subject areas are most appropriate/relevant to taking on proposal development.</p>	<p>Action Plan: In comparison to AY 2018-19, this year's proposal submissions and resulting grant awards were similarly balanced between a focus on international education programming and a focus on supporting under-represented students. This two-fold focus will continue to be emphasized in AY 2020-2021 to sustain these outcomes across a three-year period. (07/13/2020)</p> <p>Budget/Resource Implications: More than \$73,431 in new revenue related specifically to diversity initiatives to the college was secured.</p> <p>Follow-Up: A renewed annual campus plan, which is required to maintain access to SUNY PRODIG funding support for URM and WSTEM new hires (as first obtained in 2018-2019), is now in the process of being updated for submission by the 8/1/2020 deadline. (07/13/2020)</p>

Admin - Business and Professional Studies Division

Goal: #2 Establish a clear, documented, well-communicated, and executed Program Review process and develop a new academic master plan focusing on pathways to completion

- BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes.
- BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional Effectiveness.
- All BPS program reviews will be completed on schedule.
- Review BPS programs for student success, retention, transfer, pathways, etc.

Planned Assessment Cycle: 2019 - 2020

Means of Assessment	Results	Action Plans
<p>Program/Project Development - BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes.</p> <p>* Benchmark: BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o Criminal Justice & Emergency Services Student Association (CJESSA) students and faculty advisors went on a field trip to the Auburn Correctional Facility on 11-05-19 to gain firsthand knowledge about a NYS maximum facility prison. o CJES faculty brought in multiple professionals from the field to present in CJES courses, including (not limited to): the President of the Muslims of America, Binghamton Police, Broome County Sheriff's, NYS Police, Ocean City Police. o BUS 246 Principles of Management course integrated in service learning by having the students assist at the Broome County Dog Shelter as part of their curriculum o Sports Management/Sports Studies conducted a sports' day event at a local high school with the Binghamton Devils (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Development - BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional Effectiveness.</p> <p>* Benchmark: BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional Effectiveness.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <ul style="list-style-type: none"> o BIT work group was successful in completing their program review. (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	

Admin - Business and Professional Studies Division

Goal: #2 Establish a clear, documented, well-communicated, and executed Program Review process and develop a new academic master plan focusing on pathways to completion

Means of Assessment	Results	Action Plans
Program/Project Implementation - All BPS program reviews will be completed on schedule. * Benchmark: All BPS program reviews will be completed on schedule.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none"> o Business Info Mgmt AAS - completed Web Dev & Mgmt Cert (will be incorporated into BIM) o Office Admin AAS - completed Office Tech Cert (will be incorporated in Office Admin) o Restaurant Mgmt AAS – in progress o The following are being deactivated: Office Admin AAS, Desktop Publishing Cert, Fire Protection Technology AAS, Financial Services AAS, Business Skills Cert, EMT Critical Care Cert (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
Program/Project Development - Review BPS programs for student success, retention, transfer, pathways, etc. * Benchmark: Review BPS programs for student success, retention, transfer, pathways, etc	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none"> o Business Admin AS, Sports Mgmt AS, International Business AS were revised for better transfer. o Criminal Justice Police AAS , Corrections AS and Homeland Security AS were revised for more course options and better transfer. o Financial Accounting (BUS 111) was assessed, and to better support student retention and success, it was divided into two courses, Financial Accounting I (BUS 100) and Financial Accounting II (BUS 101). o The Business Department created an articulation agreement for its business programs with the University of Limerick. <p>What did you learn about your unit through this assessment cycle?: TBD</p>	

Admin - Continuing Education and Workforce Development

Admin - Continuing Education and Workforce Development

Goal: Increase opportunities for many populations to take job readiness and community programs

Add 2 career steps online [programs or CE offerings, change the look of the CE catalog to better reflect workforce and community offerings.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 01/01/2020

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - having 2 career steps online programs in our community catalog, review catalog look and content for focus on workforce development. * Benchmark: 2 career steps programs added to the catalog. New catalog look and feel created. Resource Requests: Support from Deans for career steps programs, support from MARCOM for catalog look and feel.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met Career Steps programs have not been included in our catalog at this time. We are looking to establish some online programs and have a meeting with 1890 skills vendor today. (07/09/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: We are currently working to establish some online programs that will enhance the college offering for workforce development. What did you learn about your unit through this assessment cycle?: COVID 19 stressed the need for CE to have the ability to offer online programs that address community needs.</p>	<p>Action Plan: We are actively looking at offerings CE can provide that won't conflict with credit offerings. (07/09/2020)</p>

Goal: Increase Opportunities for the community to obtain certifications and skills upgrades

Create 2 non-credit microcredentials to support local workforce shortages, get 1 non-credit workforce program to be given credit, identify 5 related instruction classes for current local apprenticeships that credit classes can satisfy.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 12/10/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - Review to see that 2 microcredentials were created, 1 non-credit program given credit, and 5 related instruction skills are</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Three non-credit badges (Micro-credentials) have been developed and are waiting formalization out in Acclaim. Electrical Skills Enhancement 1, Manufacturing Basics, and CPIM Part 1 are in draft form</p>	<p>Action Plan: Work with the micro credential committee to finalize the process and get badges published. (08/12/2020)</p>

Admin - Continuing Education and Workforce Development

Goal: Increase Opportunities for the community to obtain certifications and skills upgrades

Means of Assessment	Results	Action Plans
mapped to credit offerings. * Benchmark: We will have met our goal when the above have been achieved.	waiting for formalization of our SUNY process and badge look. (07/15/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to work with the micro-credential committee to establish more non-credit badges. What did you learn about your unit through this assessment cycle?: There are several non-credit topic areas that lend themselves to badging. I learned that it will take some time to get them approved and published to ensure they reflect the rigor and "feel" of SUNY Broome.	

Goal: Assess programs for relevance to the community

Assess Workforce Development, EAC and Open Enrollment programs for relevance to the community

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Means of Assessment	Results	Action Plans
Impact Assessment - Every program run through the continuing education department has an evaluation completed by our customers, some with pre and post tests. * Benchmark: A satisfaction rating of at least 4.0 out of 5 and an increase in test scores of at least 30%	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Workforce Development programs were evaluated at the completion of each program with pre and post tests, plus course evaluation forms. (07/15/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will continue to conduct pre and post test for workforce development programs, have participants complete evaluation forms, and have open discussion with organizations regarding the impact of programs provided.	

Admin - LAD Bridge Program

Goal: Increase rates of student success

To be determined by a variety of data including grades, current and cumulative GPA

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 01/01/2020

Admin - LAD Bridge Program

Goal: Increase rates of student success

Means of Assessment	Results	Action Plans
<p>Data Related - During this cycle, final Fall 2019 ENG grades were used to determine success rates</p> <p>* Benchmark: Success is defined as a grade of 'C' or higher</p> <p>Related Documents: EOP Literacy 2019 ENG Final Grades Fall 2019.xlsx</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>Pleasantly surprised to learn students were successful at a rate of 70% - would like to reach 75%. (08/07/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Hold a Writing Bridge during the 2020 session to see if that's more effective, although - Literacy is the basis of written comprehension</p> <p>What did you learn about your unit through this assessment cycle?: Always room for improvement!!</p>	

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 1:

Remain current with instructional methods and programmatic changes

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Collect reports from Departments</p> <p>* Benchmark: Varies by department</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Complete scheduled program reviews: LAAA, EC, HSAS Program reviews: Timeline reviewed at Division Council and meeting with Dean Kinney & Kim McClain For each program review, work group has been Identified External Review teams are in place, and approved by Dr. Haynes (Nov 2019) Program Reviews are each 98% completed as of May 31 report date; to be completed summer 2020</p> <p>Complete scheduled course assessments Learning Assistance Department:</p>	<p>Action Plan: LA Division will continue to monitor program , curriculum, and use of updated technology (07/31/2019)</p>

Admin - Liberal Arts Division**Goal: Liberal Arts Division Goal 1:**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
	<p>Tutoring areas (Math Lab, Writing Center, Drop-in and 1-on-1 Tutoring) and the Testing Center engage in continuous indirect assessment via student and (if applicable) instructor evaluations.</p> <p>LRS & LTR courses are assessed in keeping with the planned schedule described in Nuventive LA Division:</p> <p>Schedule of Course Assessments completed and submitted by the Dean to IE for all LA Division departments (Dec 3, 2019)</p> <p>Music:</p> <p>Music Program PLOs have been changed and are being reviewed by Curriculum Committee. The new PLOs match the expectations of all graduates and are measurable.</p> <p>Nine music courses were either de- or inactivated from the catalog.</p> <p>All learning outcomes are entered into Nuventive.</p> <p>The three-year assessment plan, which includes all music courses and learning outcomes, was created. The fall 2019 assessment plans were entered into Nuventive.</p> <p>Physical Education: Professor Sandy Alter-Ballard attended The Basics of Assessment workshop offered through the Teachers Resource Center (TRC) in August 2019.</p> <p>History, Philosophy, Social Science:</p> <p>Course assessments were completed according to the HPSS department's three-year assessment plan.</p> <p>Foreign Language, ESL, Speaking:</p> <p>Professors Kathleen McKenna, Tuong Nguyen and Myriam Stanton revised the Student Learning Outcomes of SPK 110, SPA 101 & 102, FRE 101 & 102. The ILOs revisions were approved by the Curriculum Committee in Spring 2019 and will be included in Nuventive. Since Fall 2019 SPK 110 faculty have started adopting the Open Educational Resources (OER) text Stand-up, Speak-out: The Practice and Ethics of Public Speaking (University of Minnesota, 2016). This online textbook will not only provide students free access to a qualified text but also reduce the cost of course materials for students, thus enhancing their learning opportunities. Professors Kathleen McKenna and Teri Fadden each were awarded \$500 by SUNY OER fund for using OER text.</p> <p>Review and update all media materials that advertise Liberal Arts degree programs to ensure LA Division:</p> <p>Completed registration for online programs not already registered; All programs are now correctly registered / not registered.</p>	

Admin - Liberal Arts Division**Goal: Liberal Arts Division Goal 1:**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
	<p>Registered programs: ARTS, EC, HSAS, ISAS, ISAT, LAAA, LAGS; Not registered: ECCT; Not intended to be registered: HSCD, LACM, MUSC, SPRT</p> <p>Theater: Facebook page creation and management of “theater at suny broome.” Continue to manage and keep up to date this massive site listing all the shows since 2001 with photos. All programs have revised PLOs</p> <p>Update degree curricula to meet the demands of the changing job and academic environment</p> <p>Human Services Chemical Dependency: An articulation agreement was created with SUNY Empire State for a bachelor’s in Addiction Studies.</p> <p>Music: A transfer agreement was signed with LIU-Post in summer 2019.</p> <p>Foreign Language, ESL, Speaking: Working in close collaboration with Susan Wellington (Admissions) to provide supporting academic curriculum information, the department was instrumental in helping the college secure an ESL Pathway License in Spring 2019. This license will allow international students to take a full load of ESL courses instead of the previous limit of 6 credits per semester before continuing with their degree program studies. With this license, SUNY Broome can serve as an ESL Pathway Institution, thus boosting ESL enrollment in the future.</p> <p>Assess needs and utilize most current educational technologies available</p> <p>Communications and Media Arts: Recent upgrades to the Television studio (TH-103) have been made, improving the learning experience for our students. Students are now working with the same equipment that can be found in any local television production studio. implemented the Classic Film Screening series to introduce our students to great cinematic works to learn various techniques from editing to lighting to cinematography. Films screened this Fall included: The Godfather, Modern Times, and Frankenstein.</p> <p>Music: All students in Music Theory classes are given a Microsoft Surface to use for composition work and theory assignments. Dr. Eric Sheffield reorganized and repaired parts of the recording studio and established an online reservation system to improve student access.</p>	

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 1:

Means of Assessment	Results	Action Plans
	<p>(05/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: By remaining current with technology, program development in the various disciplines, pedagogical innovation and updating; current Program Review and Course Assessment schedules.</p> <p>What did you learn about your unit through this assessment cycle?: It is important for faculty to be engaged with their disciplines so that they can integrate evolving technologies into their teaching. The COVID 19 crisis pandemic has highlighted the need for faculty to make a commitment to remain current with pedagogical practices.</p>	

Admin - Professional Development

Goal: Review and Update Professional Development Steering Committee Bylaws

The PDSC and PDFs will review and update PDSC bylaws.

Goal Status: Archived

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/19/2019

Inactive Date: 05/20/2020

Means of Assessment	Results	Action Plans
<p>Policies/Procedures - Completed review with support of full committee and updated/amended by-laws by end of spring 2019</p> <p>* Benchmark: Adherence to by-laws and committee structures</p> <p>Resource Requests: none</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Updated by-laws (07/20/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: By-laws should be revisited every 4 semesters to verify that they are still meeting the needs of the organization and the structure of the committee.</p> <p>What did you learn about your unit through this assessment cycle?: The PDFs suggest a sustainability recommendation: there may be a need to create a role for an/the outgoing PD facilitator to serve for one year to assist with continuity of operations.</p>	<p>Action Plan: Create a role for the outgoing PD Facilitator to serve on PDSC for a period of one academic year to assist in the transition from one academic year to the next to ensure sustainability of PDSC activities; by-laws review to take place on an as needed basis, no fewer than once every other academic year.</p> <p>(08/14/2020)</p>

Admin - Professional Development

Goal: Review and Update Professional Development Steering Committee Bylaws

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students</p>	<p>Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)</p>
<p>Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and</p>	<p>Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there is/was a need for any extra assistance with</p>

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
<p>be generated from after each semester.</p> <p>* Benchmark: Benchmark to be measured through the exit surveys reported number of students at the end of each semester.</p> <p>Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner</p>	<p>set up the exit survey to determine results and numbers</p> <p>What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).</p>	<p>counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)</p>
<p>Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings</p> <p>* Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about.</p> <p>Resource Requests: Promotional - funding for food/beverages at meeting.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020)</p> <p>What did you learn about your unit through this assessment cycle?: I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.</p>	<p>Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)</p>

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans

Teaching and Learning - Strategic Objective 2 - Offer faculty and staff professional development opportunities informed by program and student learning outcome data, best practices, and for the intellectual, scholarly and interpersonal growth of the campus community.

Admin - Business and Professional Studies Division

Goal: #4 Clarify the role of Professional Development and the associated processes

- BPS faculty will actively serve on, and offer training courses through the Professional Development Steering Committee (PDSC) and on campus to enhance and enrich BPS faculty and staff.
- The BPS division will encourage faculty and staff to utilize various professional development opportunities offered both on and off campus.

Planned Assessment Cycle: 2019 - 2020

Means of Assessment	Results	Action Plans
<p>Program/Project Development - BPS faculty will actively serve on, and offer training courses through the Professional Development Steering Committee (PDSC) and on campus to enhance and enrich BPS faculty and staff.</p> <p>* Benchmark: BPS faculty will actively serve on, and offer training courses through the Professional Development Steering Committee (PDSC) and on campus to enhance and enrich BPS faculty and staff.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none">o Denise Wells (PDSC facilitator and committee member) Google Suite Training – Basic Overview What's File Management?o Leigh Martindale (PDSC committee member)o Lauren Bunnell and Kate Taylor facilitated a Degree Works for Advising Professional Development workshop.o Sandy Wright: Designing with Canva (08/20/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Development - The BPS division will encourage faculty and staff to utilize various professional development opportunities offered both on and off campus.</p> <p>* Benchmark: The BPS division will encourage faculty and staff to utilize various professional development opportunities offered both on and off campus.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none">o SUNY Success Summit (attended and presented)o Criminal Justice Educators Association of NYS conferenceo NY Women in Law Enforcement conferenceo Hobson's Summer Instituteo PDSC offerings (including, but not limited to): Cyber Security Basics & Beyond Google Suite Training – Basic Overview Promotion and Appointment Process An overview of Leadership	

Teaching and Learning - Strategic Objective 2 - Offer faculty and staff professional development opportunities informed by program and student learning outcome data, best practices, and for the intellectual, scholarly and interpersonal growth of the campus community.

Admin - Business and Professional Studies Division

Goal: #4 Clarify the role of Professional Development and the associated processes

Means of Assessment	Results	Action Plans
	(08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	

Admin - Continuing Education and Workforce Development

Goal: Provide opportunities for staff to participate in webinars and other development programs

Provide access to programs/classes to enhance employee's performance or provides opportunities for advancement

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Means of Assessment	Results	Action Plans
Supervisor Evaluation - Track development opportunities the staff take part in. * Benchmark: Senior Staff Assistant to participate in 2 webinars, EAC Staff Assistant to attend 1 conference, support staff to participate in 1 professional development program.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Senior Staff Assistant participated in over 5 webinars this past year. EAC staff assistant attended CEANY conference. Support staff participated in online zoom program set-up sessions. (07/15/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Track opportunities for staff to get professional development What did you learn about your unit through this assessment cycle?: It's more difficult to find professional development opportunities for part-time staff.	Action Plan: Schedule a staff meeting the first week in September to discuss what areas part-time staff are interested in getting professional development. Search online programs that will fit their needs for development. (08/11/2020) Budget/Resource Implications: If professional programs come with a cost, CE doesn't have budget to cover that at this time. There are free webinars that might be appropriate to have them take.

Teaching and Learning - Strategic Objective 2 - Offer faculty and staff professional development opportunities informed by program and student learning outcome data, best practices, and for the intellectual, scholarly and interpersonal growth of the campus community.

Admin - Institutional Effectiveness

Admin - Institutional Effectiveness

Goal: Professional Development

Provide and attend professional development trainings.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Identify training needs and offer at least 15 trainings related to data and/or assessment. Staff to attend professional development trainings. * Benchmark: 15 trainings provided. Staff attend at least 2 professional development trainings.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>A number of PD trainings were offered and attended by the IE Office.</p> <p>Trainings Provided:</p> <p>L. Allen provided TRC PD offering on 10/15/19 Organizing & Matching Excel Data with Pivot Tables and the VLOOKUP Function.</p> <p>K. McLain provided PR trainings to all faculty engaging in the PR process for 19-20.</p> <p>SOS survey results analyzed and shared with EC, CAO team to assist groups to identify areas of potential training needed.</p> <p>L. Allen and K. McLain presented at the 8th Annual Teaching Conference on 3/9/20 at the SUNY Broome campus: Program Review and Resource Allocation.</p> <p>K. McLain provides individual and departmental trainings on Nuventive and assessment as requested on a continuous basis throughout the year.</p> <p>Enrolled campus in pilot to utilize DeQue University., an educational platform on accessibility. Provide administrative management for DeQue University.,</p> <p>CPD Webinar series related to accessibility distributed to campus stakeholders 2/20.</p>	<p>Action Plan: Additional guides and online trainings will be developed to aid the campus in how to plan assessments and in the use of Nuventive. (08/14/2020)</p>

Teaching and Learning - Strategic Objective 2 - Offer faculty and staff professional development opportunities informed by program and student learning outcome data, best practices, and for the intellectual, scholarly and interpersonal growth of the campus community.

Admin - Institutional Effectiveness

Goal: Professional Development

Means of Assessment	Results	Action Plans
	<p>Entering Results into Nuventive--a guide was developed by K.McLain and provided to administrative units to aid in entering results. Assessment resources on the IE website were revised, with additional resources related to Nuventive added.</p> <p>Trainings Attended:</p> <p>L. Allen & K. McLain attended Title IX training SUNY Broome 10/22/19.</p> <p>K. McLain: Attended Creating & Modifying Courses Workshop (Andrew Glenn) at TRC on 11/4/19.</p> <p>L. Allen attended CCBO conference on 10/19.</p> <p>L. Allen attended CCBOA Conference 11/19.</p> <p>K. McLain viewed the SUNY Appointing EIT Accessibility Officers webinar and the Accessibility Plan Development webinar 12/19.</p> <p>K. McLain attended Clery Act Campus Security Authority Training 2/5/20.</p> <p>K. McLain attended the Deque University SUNY Pilot (for EIT Officers) webinar 2/7/20.</p> <p>McLain attended the following EIT webinars: Web Accessibility Standards, Procurement Accessibility, Classroom Accessibility, Libraries Accessibility, Digital Content Accessibilities 2/10-2/14/20</p> <p>K. McLain attended the AANNY Engaging Faculty in Assessment through Collaboration and Facilitation, 6/4/20.</p> <p>K. McLain attended the 8th annual SUNY Broome Teaching Conference 3/9/20</p> <p>K. McLain attended SUNY EIT Webinars on each standard: Web Procurement, Classroom, Libraries, Digital Content Accessibilities 4/27-5/1/20</p> <p>K. McLain attended ANNY Standards Based Electronic E-Portfolios 6/17/20</p> <p>K. McLain attended ANNY SUNY Council on Assessment: System Collaboration to Promote Assessment and Continuous Improvement 6/18/20</p> <p>L. Allen & K. McLain attended first part of AIRPO Conference 6/20.</p> <p>K. McLain attended Introduction to Accessibility 6/22/20</p> <p>K. McLain attended Reviewing Accessibility Documentation 6/24/20.</p> <p>K. McLain attended Basic Testing Methodologies 6/26/20.</p> <p>K. McLain attended Basic Screen Reader Testing (NVDA) 6/26/20.</p> <p>K. McLain completed Disability modules in DeQue University software 7/20.</p>	

Teaching and Learning - Strategic Objective 2 - Offer faculty and staff professional development opportunities informed by program and student learning outcome data, best practices, and for the intellectual, scholarly and interpersonal growth of the campus community.

Admin - Institutional Effectiveness

Goal: Professional Development

Means of Assessment	Results	Action Plans
	<p>(08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The IE Office will continue to attend PD trainings as related to their role, and will work to ensure the campus obtains needed trainings for use of Nuventive, the assessment process, and interpreting data for program reviews.</p> <p>What did you learn about your unit through this assessment cycle?: We learned there are numerous resources available for PD training, even once we shifted to remote work after COVID-19. There is a continued need for training related to assessment and Nuventive, and often more than one session is needed per faculty/staff.</p> <p>Related Documents:</p> <p>Entering Results for Administrative Units.pdf</p>	

Admin - International Education

Goal: Goal 3

Increase the number of faculty/administrators participation in global opportunities in the next five years

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

Means of Assessment	Results	Action Plans
<p>Impact Assessment - Increase number of exchange opportunities</p> <p>* Benchmark: Increase exchange opportunities by 2 each academic year</p> <p>Resource Requests: Faculty and staff funding for overseas visits and funding for hosting international visitors</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>International Education Endowment funds were awarded to two faculty members for projects overseas. Also, our joint institutional proposal with Binghamton University for the Fulbright Scholar-in-Residence (S-I-R) Program, was awarded. A Fulbright visiting scholar will join the faculty from both campuses increasing the global education and exchange opportunities for the future. The visit, however, is scheduled for the 2021-22 academic year. (07/14/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your</p>	<p>Action Plan: Exchange opportunities that have been provided during this year will be used to promote and encourage further participation of faculty and administrators in overseas experiences. (07/17/2020)</p>

Teaching and Learning - Strategic Objective 2 - Offer faculty and staff professional development opportunities informed by program and student learning outcome data, best practices, and for the intellectual, scholarly and interpersonal growth of the campus community.

Admin - International Education

Goal: Goal 3

Means of Assessment	Results	Action Plans
	<p>goal?: We will propose alternative dates for submission of the International Education Endowment to minimize situations when unforeseen events may disrupt the normal deadlines for applications</p> <p>What did you learn about your unit through this assessment cycle?: We must increase more deadline options to make available more opportunities for applicants during the academic year. This can be achieved by setting two application periods: one in the Fall semester and another in the spring semester</p>	

Admin - LAD Math Lab

Goal: Training

provide materials or resources to professional staff

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 08/27/2018

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - count workshop attendees * Benchmark: provide one training session. Resource Requests: video projector, laptop, removable storage (to archive workshop information)</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The initial goal was to present workshops in the summer on ways to use manipulatives to tutor math. However, several issues prevented this. Manipulatives are not particularly useful during a quarantine, and the research on manipulatives is not as good as was hoped. As a result, the goal was changed to preparing tutors to switch to online tutoring.</p> <p>A video and a PDF explaining the software and procedures for tutoring online were created and distributed to tutors. All tutors watched the video and read the PDF. In addition, tutors and learning specialists trained each other throughout the semester as they developed new techniques. (07/06/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: For the next year, the Math Lab will focus on training for online tutoring. This may include</p>	<p>Action Plan: The Math Lab leadership will collect webinars and other training materials for tutors, and formally document what tutors have discovered on their own. (07/06/2020)</p> <p>Budget/Resource Implications: Tutors need to be paid to attend or conduct training workshops. An additional reason that summer workshops did not happen is that the Math Lab did not even have the budget to hire a peer tutor until a</p>

Teaching and Learning - Strategic Objective 2 - Offer faculty and staff professional development opportunities informed by program and student learning outcome data, best practices, and for the intellectual, scholarly and interpersonal growth of the campus community.

Admin - LAD Math Lab

Goal: Training

Means of Assessment	Results	Action Plans
	tutorials for additional software as well as online tutoring techniques. What did you learn about your unit through this assessment cycle? : Tutors enjoy learning about and teaching each other ways to better use our online tutoring system.	month into the summer semester.

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

Implement Open Educational Resources on campus providing support for faculty who are interested in adopting OER's for their courses.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 09/01/2018

Means of Assessment	Results	Action Plans
General Goal Observations	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. We may expect this growth to slow or decline if the pandemic causes a decline in enrollment. The Library has a set of web pages dedicated to OER (https://sunybroome.info/library/oer/oer-home) and manages the OER grant program, which has seen steady use, averaging 5 awards per semester. The Library presents OER workshops through the TRC every year. The most recent one attracted 20 registrants, so interest appears to be growing. (07/31/2020) What did you learn about your unit through this assessment cycle? : OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER	
Data Related - We will track our outreach to faculty concerning the	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met	

Teaching and Learning - Strategic Objective 2 - Offer faculty and staff professional development opportunities informed by program and student learning outcome data, best practices, and for the intellectual, scholarly and interpersonal growth of the campus community.

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

<p>use of Open Educational resources and count the number of faculty who adopt some form of OER for the Spring or Fall 2018 Terms. Also look at the amount of money the campus receives from SUNY based on our OER usage.</p> <p>* Benchmark: Spring & Fall 2018 will be the benchmark.</p> <p>Resource Requests: We will need some IR support in tracking the number of courses using OER's and the amount of money the campus receives from the State based on OER offerings.</p> <p>Related Documents:</p> <p>OER Course Section Report.docx</p> <p>OER courses 2018 - By semester.xlsx</p> <p>OER courses.xlsx</p> <p>SUNY OER Funding Report.docx</p>	<p>SUNY Broome has received OER funding from SUNY each year that the grant program has been active. The funding fluctuates due to changes in SUNY's distribution formula, but campus growth has been steady. To date the campus has received \$60,400 in OER funding from the state. We had 25 new OER sections in the 2019-20 year. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	
<p>Data Related - Compare the number of courses using OER's from one academic year to the next. AY 2018 is the benchmark year</p> <p>* Benchmark: Number of courses using OER's AY 2018.</p> <p>Resource Requests: Use of ARGOS reports indicating courses using OER's.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. (07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will continue to promote OER and the OER Award Program. We may expect growth to slow or decline if the pandemic causes a decline in enrollment.</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	

Teaching and Learning - Strategic Objective 2 - Offer faculty and staff professional development opportunities informed by program and student learning outcome data, best practices, and for the intellectual, scholarly and interpersonal growth of the campus community.

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

<p>Data Related - Comparison of professional development activities, i.e. Conferences, Workshops, Webinars and the attendance of faculty each academic year. * Benchmark: AY 2018 Resource Requests: Need to utilize the TRC to support conferences, workshops, and webinars to market the events and receive attendance lists.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met TRC workshops were held in Fall and Spring for a total of 25 registrants. There were 7 individual meetings with faculty on OER. (07/31/2020) What did you learn about your unit through this assessment cycle?: These promotion activities require time and planning. Staffing shortages and competing projects severely limited the time available for OER work this past year.</p>	
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Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study.

Create and revise marketing materials outlining Library services to faculty.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2016

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
<p>Data Related - Compare the Library Instruction statistics from 2015-2016 to 2016-2017 * Benchmark: 2015-2016 = Total Classes Taught = 149/Total Students attending = 2131 2016-2017 = Total Classes Taught = 123/Total Students attending = 1602 2017-2018= Total Classes Taught = 111/Total Students attending = 1582 2018-2019 =Total Classes Taught = 119/Total Students attending = 1646 Resource Requests: Personnel request AY2016-17 to hire new new</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met 2019-2020 = Total Classes Taught = 87 / Total Students attending = 1280 (07/31/2020) What did you learn about your unit through this assessment cycle?: Changes in BPS curriculum eliminated a significant number of classes. Some of that instruction is moving online. We need to develop a way to track usage there.</p>	

Teaching and Learning - Strategic Objective 2 - Offer faculty and staff professional development opportunities informed by program and student learning outcome data, best practices, and for the intellectual, scholarly and interpersonal growth of the campus community.

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study.

Means of Assessment	Results	Action Plans
Instruction/Outreach Librarian - Approved.		

Admin - Professional Development

Goal: Expand Professional Development programs to improve pedagogy

PDFs will synthesize the findings of the campus wide professional development needs assessment (AY 2018-2019) into a cohesive professional development plan for AY 2019-2020

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/19/2019

Means of Assessment	Results	Action Plans
Institutional Reports - PDSC and PDF meeting minutes, Professional Development Schedule of Offerings as reflecting needs identified by campus constituents and VPAA of Academic Affairs; analysis of participant feedback * Benchmark: Volume of offerings and attendance at offerings for AY 2019-2020; alignment of offerings with pedagogical theory and practical classroom application and faculty support; feedback provided by participants	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met PD Facilitators conducted a campus-wide needs assessment in the 18-19 year, and established a calendar of offerings, informed by findings of the survey, by the start of each semester. Offerings were anchored in pedagogy, classroom management, leadership, assessment, and professional and personal growth and development. (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Professional Development should continue to map its offerings to the goals of the institution, supporting the development of faculty in and out of the classroom. What did you learn about your unit through this assessment cycle?: In its current configuration, local PD offerings rely on participation from campus partners. A more robust budget would allow for a potential increase in criticality and relevance.	Action Plan: Continue to develop campus wide professional development offerings that are anchored in the goals of the institution, support student learning, and center the needs of diverse learners. A clear connection between retention, diversity, and pedagogy should underpin the unit. (08/14/2020) Budget/Resource Implications: In its current configuration, local PD offerings rely on participation from campus partners. A more robust budget would allow for a potential increase in criticality and relevance.

Teaching and Learning - Strategic Objective 2 - Offer faculty and staff professional development opportunities informed by program and student learning outcome data, best practices, and for the intellectual, scholarly and interpersonal growth of the campus community.

Admin - Professional Development

Goal: Review and Update Professional Development Website; Devise a Strategy to Increase Recognition of Professional Development; Develop and Distribute a Calendar of events for campus publication.

The PDFs will review and recommend changes to the Professional Development website and create a marketing strategy to increase recognition of Professional Development and its activities across campus

Goal Status: Archived

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/19/2019

Inactive Date: 05/20/2020

Means of Assessment	Results	Action Plans
Institutional Reports - PDF meeting minutes, updates to website, marketing strategy * Benchmark: Updated website, marketing strategy in place for AY 2019-2020	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met This goal has been met. The Professional Development website has been updated: http://www3.sunybroome.edu/prof-dev/ and contains a calendar feature embedded in the website. A logo has been created in collaboration with Marketing and Communications, as this will be used in numerous ways, including on all materials disseminated from the PDMC and PDFs, on electronic signage that is used to communicate information throughout the campus, and on any tangible marketing materials purchased. (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Regular maintenance of Professional Development calendar and website; campus communications to contain logo for recognition. What did you learn about your unit through this assessment cycle?: Feedback received from faculty participating in professional development offerings indicate that advanced scheduling and consistent branded communications contributed to an increased awareness of Professional Development offerings.	Action Plan: A sustainability plan related to Professional Development, including workshop development, calendar and website maintenance should be tasked to an individual or the PDSC; campus communications should continue to feature Professional Development logo. A robust Professional Development program must be the goal for the 2020-2021 academic year and beyond. (08/14/2020) Budget/Resource Implications: Re-imagining of how Professional Development is led on campus and appropriate resources to support the role should be considered.

Goal: Plan, Deliver, and Assess New Faculty Orientation

The PDFs, in collaboration with representatives from the PDSC, will plan, deliver, and assess New Faculty Orientation

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020, 2020 - 2021

Start Date: 08/19/2019

Teaching and Learning - Strategic Objective 2 - Offer faculty and staff professional development opportunities informed by program and student learning outcome data, best practices, and for the intellectual, scholarly and interpersonal growth of the campus community.

Admin - Professional Development

Goal: Plan, Deliver, and Assess New Faculty Orientation

Means of Assessment	Results	Action Plans
<p>Impact Assessment - New Faculty Orientation evaluation forms; meeting minutes from debriefing event</p> <p>* Benchmark: Faculty participants rate their experience with orientation as valuable and worthwhile in mixed method assessment; feedback is used to refine future orientations (in process summer 2020 for fall 2020)</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Participant feedback and professional development facilitator and PDSC input after the fall iteration informed some changes to the spring session. The spring session was shorter and (08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: New Faculty Orientation participant feedback and the goals and direction of the college (as indicated by Academic Affairs goals and requirements related to modality related to Covid 19) necessitated a move to a fully online and asynchronous model. The fall 2020 iteration will be seek participant feedback and relate these findings back for additional refinement as needed.</p> <p>What did you learn about your unit through this assessment cycle?: It is necessary for the institution to require specific trainings for all its new faculty, including Blackboard 1-2-3 and Starfish. Previous iterations of the orientation did not require training in these areas; this became a critical issue in the move to remote instruction as a result of Covid 19. Moving forward, all faculty will have the basic training needed to work in Blackboard in order to meet minimum requirements for remote instruction.</p>	<p>Action Plan: Changes made to New Faculty Orientation were informed by faculty and PDSC feedback with VPAA input in order to prepare new faculty for community college teaching. Additional refinements will be considered once a cohort of faculty have completed the new training and provided feedback. (08/19/2020)</p> <p>Budget/Resource Implications: Professional Development support</p>

Admin - Sponsored Programs

Goal: Goal 2. Teaching and Learning

Contribute to student growth and learning by supporting the College's institutional goals and strategies as well as specific department objectives through the planning, development and award of grant-funded initiatives that promote an inclusive teaching- and learning-centered environment.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
<p>Data Related - Track the number of grant proposals/applications submitted annually. Track the number and dollar amount of grants</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Twenty-nine (29) new grant proposals were submitted, totaling \$12,849,382 in requested funds. Twenty-two of those proposals totaling \$4,961,248 have been awarded to date. Four</p>	<p>Action Plan: Data collected and compared to prior year(s) has produced outcomes that show satisfactory progress towards</p>

Teaching and Learning - Strategic Objective 2 - Offer faculty and staff professional development opportunities informed by program and student learning outcome data, best practices, and for the intellectual, scholarly and interpersonal growth of the campus community.

Admin - Sponsored Programs

Goal: Goal 2. Teaching and Learning

Means of Assessment	Results	Action Plans															
<p>received. Compare numbers and dollar amounts to the two prior academic years.</p> <p>* Benchmark: Grant opportunities will be identified and publicized with faculty, staff and students, and grant proposals/funding applications that support pedagogical excellence, student success, and student attainment of key learning outcomes will be submitted.</p>	<p>more of those proposals totaling \$676,134 are pending approval/denial. (Does not include annual grant/contract renewals and formula allocation grants.)</p> <p>Four-year comparison of new funding awards received:</p> <table> <thead> <tr> <th>Academic Year</th> <th>Amount of Grant Funds Awarded</th> <th>Number of Awarded Grant Proposals</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>\$ 596,826 of \$3,102,487 (19%)</td> <td>9 of 19 (47%)</td> </tr> <tr> <td>2017-18</td> <td>\$5,442,616 of \$5,811,726 (94%)</td> <td>15 of 20 (75%)</td> </tr> <tr> <td>2018-19</td> <td>\$ 836,846 of \$1,755,153 (48%)</td> <td>22 of 28 (79%)</td> </tr> <tr> <td>2019-2020</td> <td>\$4,961,248 of \$12,849,382 (40%)</td> <td>22 of 29 (76%) (07/13/2020)</td> </tr> </tbody> </table> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Due to an unpaid leave of absence for the Sponsored Programs director to act as interim AVP & Dean of Students through AY 2020-2021, intensified delegation of complex grant management tasks to the Sr Staff Assistant is essential to sustaining the unit's operations at its current rate.</p> <p>What did you learn about your unit through this assessment cycle?: The amount of revenue generated from grant awards can vary greatly from year-to-year, depending on the specific RFP opportunities and strategic direction(s) of the college at any given time. Responsible grant planning continues to focus on supporting programmatic needs in alignment with college mission and objectives. Applying for grant funds simply for the sake of increasing revenue amounts can lead to negative impacts such as defaulting on awards and/or leaving unspent funds at the end of a grant cycle. It can be a challenge to communicate this premise effectively with faculty, staff and administration due to the constant stream of RFPs that are released from multiple sources.</p>	Academic Year	Amount of Grant Funds Awarded	Number of Awarded Grant Proposals	2016-17	\$ 596,826 of \$3,102,487 (19%)	9 of 19 (47%)	2017-18	\$5,442,616 of \$5,811,726 (94%)	15 of 20 (75%)	2018-19	\$ 836,846 of \$1,755,153 (48%)	22 of 28 (79%)	2019-2020	\$4,961,248 of \$12,849,382 (40%)	22 of 29 (76%) (07/13/2020)	<p>meeting and/or exceeding unit goals, thereby providing justification to maintain (vs. change) the current policies, procedures, goals, objectives and activities carried out by Sponsored Programs. (07/13/2020)</p> <p>Budget/Resource Implications: \$4,961,248 in new revenue to the College was secured through grant awards.</p>
Academic Year	Amount of Grant Funds Awarded	Number of Awarded Grant Proposals															
2016-17	\$ 596,826 of \$3,102,487 (19%)	9 of 19 (47%)															
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2019-2020	\$4,961,248 of \$12,849,382 (40%)	22 of 29 (76%) (07/13/2020)															
<p>Data Related - Track baseline numbers of Request for Proposals (RFP) announcements released, grant proposals submitted, grant revenue received by their support of specific institutional goals/objectives and specific department(s). Use for</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>1) A total of 62 RFPs were released (+22% change vs prior year), per this breakdown: 15% Student Affairs/Diversity, 16% Student Support Services, 7% Civic Engagement/LA, 20% STEM, 10% Professional Dev, 10% Continuing Ed/Workforce Dev, 4% Student-specific opportunities, 8% Admin/Facilities, 9% Health Sciences, and 5% BPS.</p> <p>2) A total of 29 new proposals were submitted (+3.6% change from prior year), per this</p>	<p>Action Plan: 2019-20 and 2018-19 outcomes were compiled in comparison format and were presented to the Grants Planning Team, June 2020. Significant changes were discussed, and feedback on new and/or</p>															

Teaching and Learning - Strategic Objective 2 - Offer faculty and staff professional development opportunities informed by program and student learning outcome data, best practices, and for the intellectual, scholarly and interpersonal growth of the campus community.

Admin - Sponsored Programs

Goal: Goal 2. Teaching and Learning

Means of Assessment	Results	Action Plans
<p>prior year comparisons in future academic years.</p> <p>* Benchmark: Faculty/staff utilization of the grants planning resources and supports available through Sponsored Programs to support College strategies and specific department objectives will increase from prior year.</p>	<p>breakdown: 7% STEM, 24% Student Support Services, 7% Student Affairs/Diversity, 41% Continuing Ed/Workforce Dev, 10% Admin/Facilities, 7% Health Sciences, and 4% LA.</p> <p>3) A total of \$4,961,248 in new grant revenue (excluding formula allocation grants and annual contract/grant renewals) was received (+493% change vs. prior year), as per this breakdown: 1% STEM, 45% Student Support Services, 2% Student Affairs, 4% Continuing Ed/WD, and 48% Admin/Facilities.</p> <p>4) A total of \$1,113,465 in formula allocation grants and annual contract/grant renewals was received (-57% change vs. prior year), as per this breakdown: 40% Student Support Services, 11% Continuing Ed/WD, 9% Health Sciences, 16% Student Affairs (including international education, diversity, public safety), 16% STEM, 5% LA, and 3% Professional Development. (07/13/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: 2019-20 and 2018-19 outcomes have been compiled in comparison format and were presented to the Grants Planning Team, June 2020. Significant changes were discussed, and feedback on new and/or modifications to existing ways to continue to meeting goals was solicited but no recommended changes to current operations were forthcoming.</p> <p>What did you learn about your unit through this assessment cycle?: The unit continues to support a diverse range of departments with grants planning resources, from academic affairs, student support services, and the four academic divisions to student affairs, professional development and facilities.</p> <p>Related Documents: Sponsored Programs unit outcomes 2019-20.pdf</p>	modifications to existing ways to continue to meeting goals was solicited. (07/13/2020)

Admin - Honors Program

Goal: First-Year Student Goal

Students will be able to identify an issue that impacts them on campus, develop a proposal to address the issue, and present their proposal.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 08/27/2018

Means of Assessment	Results	Action Plans
<p>Program/Project Development - Students will complete an oral and technology based presentation to their peers and Honors faculty members. * Benchmark: 90% of students enrolled in the freshmen seminar will pass the class with a C or higher.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met 82.6% of the fall 2019 cohort successfully completed the Honors Freshman Seminar (07/24/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: The course enrollment has been decreased in HON 170 for fall 2020. This will allow for a more intimate learning environment and better align with Honors education best practices that were identified in the 2018 self-study conducted by the National Collegiate Honors Council. In addition, there will be a subcommittee focused on enrollment and retention in fall 2020. One of the roles of this work-group is to establish a retention plan for the Honors Program. This will include leveraging Starfish for early alerts and student outreach. Additionally there will be a more comprehensive extracurricular schedule made available for students.</p> <p>What did you learn about your unit through this assessment cycle?: We were able to better understand the unique needs of Honors students. In particular the relationship between the Honors Program and BAP students. There was a large emphasis placed on BAP recruitment for the 2019-2020 academic year. This resulted in a less cohesive cohort as some students were living at Binghamton University and developed a strong relationship with their fellow BAP students that did not extend to others in the Honors Program. The recruitment for the 2020-2021 academic year was more broad to recruit a more diverse cohort, that still allow BAP students to participate.</p> <p>Related Documents: Summary Class List.pdf</p>	<p>Action Plan: There will be an emphasis placed on social integration to the Honors Program. Students will be provided Honors pennants to help establish a sense of pride and belonging in the program.</p> <p>Additional outreach and early interventions are being explored through Starfish. The students have been coding in Banner to allow for an academic coach role in Starfish for this cohort. (07/24/2020)</p> <p>Budget/Resource Implications: Funding that was previously spent on the capstone project for graduating seniors has partially been allocated to the incoming cohort with the goal of creating a sense of belonging that will result in higher retention rates.</p>

Goal: Second-Year Student

Students will develop a research proposal, identify and utilize scholarly articles within the library database, and present research findings.

Goal Status: Active

Admin - Honors Program

Goal: Second-Year Student

Planned Assessment Cycle: 2019 - 2020

Start Date: 01/28/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - Students will complete an oral and technology based presentation to their peers and Honors faculty members.</p> <p>* Benchmark: 90% of students enrolled in the senior capstone will pass the class with a C or higher.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Due to the COVID-19 pandemic students were not able to complete an oral based presentation to their peers and Honors faculty members. In light on this, students were responsible for developing a technology based presentation exclusively. This resulted in an increased capacity for technology. Students had to use power point and record their audio presentation through this platform and share with the Honors faculty members who were able to ask questions. All students enrolled in the course successfully completed their projects. (07/24/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The increased technology capacity that was created as a result of the modifications needed to ensure health and safety of students and faculty was a learning experience that may be incorporated in future years to ensure the highest use of technology in the presentation. Additionally, enrollment numbers will remain at an appropriate capacity that allows for seminar learning. The Library staff will continue to serve a critical role in supporting education of information literacy and citation practices.</p> <p>What did you learn about your unit through this assessment cycle?: The ability to adapt ways in which learning occurs in the remote classroom.</p> <p>Related Documents:</p> <p>Summary Class List, HON 270.pdf</p> <p>Summary Class List, HON 299 (HON 270 independent study).pdf</p>	<p>Action Plan: The Honors Program will continue to collaborate with the Library for information literacy education and students. There is potential to allow students to record and share their capstone projects in advance in the future which would allow for more critical discussion and conversation when convening to present live.</p> <p>(07/24/2020)</p> <p>Budget/Resource Implications:</p> <p>There was a student who was unable to participate in the HON 270 section due to schedule challenges. We have discussed the ability to create an online cross listed section in the future to prevent the need for independent study sections and allow the student opportunities to collaborate with their peers who may be learning on campus through Blackboard</p>

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 1:

Remain current with instructional methods and programmatic changes

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 1:

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Collect reports from Departments * Benchmark: Varies by department</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Complete scheduled program reviews: LAAA, EC, HSAS Program reviews: Timeline reviewed at Division Council and meeting with Dean Kinney & Kim McClain For each program review, work group has been Identified External Review teams are in place, and approved by Dr. Haynes (Nov 2019) Program Reviews are each 98% completed as of May 31 report date; to be completed summer 2020</p> <p>Complete scheduled course assessments Learning Assistance Department: Tutoring areas (Math Lab, Writing Center, Drop-in and 1-on-1 Tutoring) and the Testing Center engage in continuous indirect assessment via student and (if applicable) instructor evaluations. LRS & LTR courses are assessed in keeping with the planned schedule described in Nuventive LA Division: Schedule of Course Assessments completed and submitted by the Dean to IE for all LA Division departments (Dec 3, 2019) Music: Music Program PLOs have been changed and are being reviewed by Curriculum Committee. The new PLOs match the expectations of all graduates and are measurable. Nine music courses were either de- or inactivated from the catalog. All learning outcomes are entered into Nuventive. The three-year assessment plan, which includes all music courses and learning outcomes, was created. The fall 2019 assessment plans were entered into Nuventive. Physical Education: Professor Sandy Alter-Ballard attended The Basics of Assessment workshop offered through the Teachers Resource Center (TRC) in August 2019.</p>	<p>Action Plan: LA Division will continue to monitor program , curriculum, and use of updated technology (07/31/2019)</p>

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 1:

Means of Assessment	Results	Action Plans
	<p>History, Philosophy, Social Science: Course assessments were completed according to the HPSS department's three-year assessment plan.</p> <p>Foreign Language, ESL, Speaking: Professors Kathleen McKenna, Tuong Nguyen and Myriam Stanton revised the Student Learning Outcomes of SPK 110, SPA 101 & 102, FRE 101 & 102. The ILOs revisions were approved by the Curriculum Committee in Spring 2019 and will be included in Nuventive. Since Fall 2019 SPK 110 faculty have started adopting the Open Educational Resources (OER) text Stand-up, Speak-out: The Practice and Ethics of Public Speaking (University of Minnesota, 2016). This online textbook will not only provide students free access to a qualified text but also reduce the cost of course materials for students, thus enhancing their learning opportunities. Professors Kathleen McKenna and Teri Fadden each were awarded \$500 by SUNY OER fund for using OER text.</p> <p>Review and update all media materials that advertise Liberal Arts degree programs to ensure LA Division: Completed registration for online programs not already registered; All programs are now correctly registered / not registered. Registered programs: ARTS, EC, HSAS, ISAS, ISAT, LAAA, LAGS; Not registered: ECCT; Not intended to be registered: HSCD, LACM, MUSC, SPRT Theater: Facebook page creation and management of "theater at suny broome." Continue to manage and keep up to date this massive site listing all the shows since 2001 with photos. All programs have revised PLOs</p> <p>Update degree curricula to meet the demands of the changing job and academic environment Human Services Chemical Dependency: An articulation agreement was created with SUNY Empire State for a bachelor's in Addiction Studies. Music:- A transfer agreement was signed with LIU-Post in summer 2019. Foreign Language, ESL, Speaking:</p>	

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 1:

Means of Assessment	Results	Action Plans
	<p>Working in close collaboration with Susan Wellington (Admissions) to provide supporting academic curriculum information, the department was instrumental in helping the college secure an ESL Pathway License in Spring 2019. This license will allow international students to take a full load of ESL courses instead of the previous limit of 6 credits per semester before continuing with their degree program studies. With this license, SUNY Broome can serve as an ESL Pathway Institution, thus boosting ESL enrollment in the future.</p> <p>Assess needs and utilize most current educational technologies available</p> <p>Communications and Media Arts:</p> <p>Recent upgrades to the Television studio (TH-103) have been made, improving the learning experience for our students. Students are now working with the same equipment that can be found in any local television production studio.</p> <p>implemented the Classic Film Screening series to introduce our students to great cinematic works to learn various techniques from editing to lighting to cinematography. Films screened this Fall included: The Godfather, Modern Times, and Frankenstein.</p> <p>Music:</p> <p>All students in Music Theory classes are given a Microsoft Surface to use for composition work and theory assignments.</p> <p>Dr. Eric Sheffield reorganized and repaired parts of the recording studio and established an online reservation system to improve student access.</p> <p>(05/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: By remaining current with technology, program development in the various disciplines, pedagogical innovation and updating; current Program Review and Course Assessment schedules.</p> <p>What did you learn about your unit through this assessment cycle?: It is important for faculty to be engaged with their disciplines so that they can integrate evolving technologies into their teaching. The COVID 19 crisis pandemic has highlighted the need for faculty to make a commitment to remain current with pedagogical practices.</p>	

Admin - Library

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

Implement Open Educational Resources on campus providing support for faculty who are interested in adopting OER's for their courses.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 09/01/2018

Means of Assessment	Results	Action Plans
General Goal Observations	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. We may expect this growth to slow or decline if the pandemic causes a decline in enrollment.</p> <p>The Library has a set of web pages dedicated to OER (https://sunybroome.info/library/oer/oer-home) and manages the OER grant program, which has seen steady use, averaging 5 awards per semester.</p> <p>The Library presents OER workshops through the TRC every year. The most recent one attracted 20 registrants, so interest appears to be growing. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER</p>	
Data Related - We will track our outreach to faculty concerning the use of Open Educational resources and count the number of faculty who adopt some form of OER for the Spring or Fall 2018 Terms. Also look at the amount of money the campus receives from SUNY based on our OER usage. * Benchmark: Spring & Fall 2018 will	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>SUNY Broome has received OER funding from SUNY each year that the grant program has been active. The funding fluctuates due to changes in SUNY's distribution formula, but campus growth has been steady. To date the campus has received \$60,400 in OER funding from the state. We had 25 new OER sections in the 2019-20 year. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

be the benchmark.

Resource Requests: We will need some IR support in tracking the number of courses using OER's and the amount of money the campus receives from the State based on OER offerings.

Related Documents:

[OER Course Section Report.docx](#)

[OER courses 2018 - By semester.xlsx](#)

[OER courses.xlsx](#)

[SUNY OER Funding Report.docx](#)

Data Related - Compare the number of courses using OER's from one academic year to the next. AY 2018 is the benchmark year

* **Benchmark:** Number of courses using OER's AY 2018.

Resource Requests: Use of ARGOS reports indicating courses using OER's.

Reporting Period: 2019 - 2020

Conclusion: Benchmark Met

Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. (07/31/2020)

If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will continue to promote OER and the OER Award Program. We may expect growth to slow or decline if the pandemic causes a decline in enrollment.

What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.

Data Related - Comparison of professional development activities, i.e. Conferences, Workshops, Webinars and the attendance of faculty each academic year.

* **Benchmark:** AY 2018

Resource Requests: Need to utilize the TRC to support conferences, workshops, and webinars to market

Reporting Period: 2019 - 2020

Conclusion: Benchmark Met

TRC workshops were held in Fall and Spring for a total of 25 registrants. There were 7 individual meetings with faculty on OER. (07/31/2020)

What did you learn about your unit through this assessment cycle?: These promotion activities require time and planning. Staffing shortages and competing projects severely limited the time available for OER work this past year.

Teaching and Learning - Strategic Objective 3 - Support diverse teaching methodologies grounded in best practices that challenge and inspire students to attain academic success and intellectual enrichment

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

the events and receive attendance lists.

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study.

Create and revise marketing materials outlining Library services to faculty.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2016

Means of Assessment	Results	Action Plans
<p>Data Related - Compare the Library Instruction statistics from 2015-2016 to 2016-2017 * Benchmark: 2015-2016 = Total Classes Taught = 149/Total Students attending = 2131 2016-2017 = Total Classes Taught = 123/Total Students attending = 1602 2017-2018= Total Classes Taught = 111/Total Students attending = 1582 2018-2019 =Total Classes Taught = 119/Total Students attending = 1646 Resource Requests: Personnel request AY2016-17 to hire new new Instruction/Outreach Librarian - Approved.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met 2019-2020 = Total Classes Taught = 87 / Total Students attending = 1280 (07/31/2020) What did you learn about your unit through this assessment cycle?: Changes in BPS curriculum eliminated a significant number of classes. Some of that instruction is moving online. We need to develop a way to track usage there.</p>	

Admin - Professional Development

Goal: Expand Professional Development programs to improve pedagogy

PDFs will synthesize the findings of the campus wide professional development needs assessment (AY 2018-2019) into a cohesive professional development plan for AY 2019-2020

Admin - Professional Development

Goal: Expand Professional Development programs to improve pedagogy

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/19/2019

Means of Assessment	Results	Action Plans
<p>Institutional Reports - PDSC and PDF meeting minutes, Professional Development Schedule of Offerings as reflecting needs identified by campus constituents and VPAA of Academic Affairs; analysis of participant feedback</p> <p>* Benchmark: Volume of offerings and attendance at offerings for AY 2019-2020; alignment of offerings with pedagogical theory and practical classroom application and faculty support; feedback provided by participants</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>PD Facilitators conducted a campus-wide needs assessment in the 18-19 year, and established a calendar of offerings, informed by findings of the survey, by the start of each semester. Offerings were anchored in pedagogy, classroom management, leadership, assessment, and professional and personal growth and development. (08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Professional Development should continue to map its offerings to the goals of the institution, supporting the development of faculty in and out of the classroom.</p> <p>What did you learn about your unit through this assessment cycle?: In its current configuration, local PD offerings rely on participation from campus partners. A more robust budget would allow for a potential increase in criticality and relevance.</p>	<p>Action Plan: Continue to develop campus wide professional development offerings that are anchored in the goals of the institution, support student learning, and center the needs of diverse learners. A clear connection between retention, diversity, and pedagogy should underpin the unit. (08/14/2020)</p> <p>Budget/Resource Implications: In its current configuration, local PD offerings rely on participation from campus partners. A more robust budget would allow for a potential increase in criticality and relevance.</p>

Goal: Plan, Deliver, and Assess New Faculty Orientation

The PDFs, in collaboration with representatives from the PDSC, will plan, deliver, and assess New Faculty Orientation

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020, 2020 - 2021

Start Date: 08/19/2019

Means of Assessment	Results	Action Plans
<p>Impact Assessment - New Faculty Orientation evaluation forms; meeting minutes from debriefing event</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>Participant feedback and professional development facilitator and PDSC input after the fall iteration informed some changes to the spring session. The spring session was shorter and</p>	<p>Action Plan: Changes made to New Faculty Orientation were informed by faculty and PDSC feedback with</p>

Admin - Professional Development

Goal: Plan, Deliver, and Assess New Faculty Orientation

Means of Assessment	Results	Action Plans
<p>* Benchmark: Faculty participants rate their experience with orientation as valuable and worthwhile in mixed method assessment; feedback is used to refine future orientations (in process summer 2020 for fall 2020)</p>	<p>(08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: New Faculty Orientation participant feedback and the goals and direction of the college (as indicated by Academic Affairs goals and requirements related to modality related to Covid 19) necessitated a move to a fully online and asynchronous model. The fall 2020 iteration will be seek participant feedback and relate these findings back for additional refinement as needed.</p> <p>What did you learn about your unit through this assessment cycle?: It is necessary for the institution to require specific trainings for all its new faculty, including Blackboard 1-2-3 and Starfish. Previous iterations of the orientation did not require training in these areas; this became a critical issue in the move to remote instruction as a result of Covid 19. Moving forward, all faculty will have the basic training needed to work in Blackboard in order to meet minimum requirements for remote instruction.</p>	<p>VPAA input in order to prepare new faculty for community college teaching. Additional refinements will be considered once a cohort of faculty have completed the new training and provided feedback.</p> <p>(08/19/2020)</p> <p>Budget/Resource Implications: Professional Development support</p>

Admin - Sponsored Programs

Goal: Goal 2. Teaching and Learning

Contribute to student growth and learning by supporting the College's institutional goals and strategies as well as specific department objectives through the planning, development and award of grant-funded initiatives that promote an inclusive teaching- and learning-centered environment.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
<p>Data Related - Track the number of grant proposals/applications submitted annually. Track the number and dollar amount of grants received. Compare numbers and dollar amounts to the two prior academic years.</p> <p>* Benchmark: Grant opportunities</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Twenty-nine (29) new grant proposals were submitted, totaling \$12,849,382 in requested funds. Twenty-two of those proposals totaling \$4,961,248 have been awarded to date. Four more of those proposals totaling \$676,134 are pending approval/denial. (Does not include annual grant/contract renewals and formula allocation grants.)</p> <p>Four-year comparison of new funding awards received:</p>	<p>Action Plan: Data collected and compared to prior year(s) has produced outcomes that show satisfactory progress towards meeting and/or exceeding unit goals, thereby providing justification to maintain (vs.</p>

Admin - Sponsored Programs

Goal: Goal 2. Teaching and Learning

Means of Assessment	Results	Action Plans												
will be identified and publicized with faculty, staff and students, and grant proposals/funding applications that support pedagogical excellence, student success, and student attainment of key learning outcomes will be submitted.	<p>Academic Year Amount of Grant Funds Awarded Number of Awarded Grant Proposals</p> <table> <tbody> <tr> <td>2016-17</td><td>\$ 596,826 of \$3,102,487 (19%)</td><td>9 of 19 (47%)</td></tr> <tr> <td>2017-18</td><td>\$5,442,616 of \$5,811,726 (94%)</td><td>15 of 20 (75%)</td></tr> <tr> <td>2018-19</td><td>\$ 836,846 of \$1,755,153 (48%)</td><td>22 of 28 (79%)</td></tr> <tr> <td>2019-2020</td><td>\$4,961,248 of \$12,849,382 (40%)</td><td>22 of 29 (76%) (07/13/2020)</td></tr> </tbody> </table> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Due to an unpaid leave of absence for the Sponsored Programs director to act as interim AVP & Dean of Students through AY 2020-2021, intensified delegation of complex grant management tasks to the Sr Staff Assistant is essential to sustaining the unit's operations at its current rate.</p> <p>What did you learn about your unit through this assessment cycle?: The amount of revenue generated from grant awards can vary greatly from year-to-year, depending on the specific RFP opportunities and strategic direction(s) of the college at any given time. Responsible grant planning continues to focus on supporting programmatic needs in alignment with college mission and objectives. Applying for grant funds simply for the sake of increasing revenue amounts can lead to negative impacts such as defaulting on awards and/or leaving unspent funds at the end of a grant cycle. It can be a challenge to communicate this premise effectively with faculty, staff and administration due to the constant stream of RFPs that are released from multiple sources.</p>	2016-17	\$ 596,826 of \$3,102,487 (19%)	9 of 19 (47%)	2017-18	\$5,442,616 of \$5,811,726 (94%)	15 of 20 (75%)	2018-19	\$ 836,846 of \$1,755,153 (48%)	22 of 28 (79%)	2019-2020	\$4,961,248 of \$12,849,382 (40%)	22 of 29 (76%) (07/13/2020)	<p>change) the current policies, procedures, goals, objectives and activities carried out by Sponsored Programs. (07/13/2020)</p> <p>Budget/Resource Implications: \$4,961,248 in new revenue to the College was secured through grant awards.</p>
2016-17	\$ 596,826 of \$3,102,487 (19%)	9 of 19 (47%)												
2017-18	\$5,442,616 of \$5,811,726 (94%)	15 of 20 (75%)												
2018-19	\$ 836,846 of \$1,755,153 (48%)	22 of 28 (79%)												
2019-2020	\$4,961,248 of \$12,849,382 (40%)	22 of 29 (76%) (07/13/2020)												
<p>Data Related - Track baseline numbers of Request for Proposals (RFP) announcements released, grant proposals submitted, grant revenue received by their support of specific institutional goals/objectives and specific department(s). Use for prior year comparisons in future academic years.</p> <p>* Benchmark: Faculty/staff utilization of the grants planning</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>1) A total of 62 RFPs were released (+22% change vs prior year), per this breakdown: 15% Student Affairs/Diversity, 16% Student Support Services, 7% Civic Engagement/LA, 20% STEM, 10% Professional Dev, 10% Continuing Ed/Workforce Dev, 4% Student-specific opportunities, 8% Admin/Facilities, 9% Health Sciences, and 5% BPS.</p> <p>2) A total of 29 new proposals were submitted (+3.6% change from prior year), per this breakdown: 7% STEM, 24% Student Support Services, 7% Student Affairs/Diversity, 41% Continuing Ed/Workforce Dev, 10% Admin/Facilities, 7% Health Sciences, and 4% LA.</p> <p>3) A total of \$4,961,248 in new grant revenue (excluding formula allocation grants and annual contract/grant renewals) was received (+493% change vs. prior year), as per this breakdown:</p>	<p>Action Plan: 2019-20 and 2018-19 outcomes were compiled in comparison format and were presented to the Grants Planning Team, June 2020. Significant changes were discussed, and feedback on new and/or modifications to existing ways to continue to meeting goals was solicited. (07/13/2020)</p>												

Admin - Sponsored Programs

Goal: Goal 2. Teaching and Learning

Means of Assessment	Results	Action Plans
resources and supports available through Sponsored Programs to support College strategies and specific department objectives will increase from prior year.	<p>1% STEM, 45% Student Support Services, 2% Student Affairs, 4% Continuing Ed/WD, and 48% Admin/Facilities.</p> <p>4) A total of \$1,113,465 in formula allocation grants and annual contract/grant renewals was received (-57% change vs. prior year), as per this breakdown: 40% Student Support Services, 11% Continuing Ed/WD, 9% Health Sciences, 16% Student Affairs (including international education, diversity, public safety), 16% STEM, 5% LA, and 3% Professional Development. (07/13/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: 2019-20 and 2018-19 outcomes have been compiled in comparison format and were presented to the Grants Planning Team, June 2020. Significant changes were discussed, and feedback on new and/or modifications to existing ways to continue to meeting goals was solicited but no recommended changes to current operations were forthcoming.</p> <p>What did you learn about your unit through this assessment cycle?: The unit continues to support a diverse range of departments with grants planning resources, from academic affairs, student support services, and the four academic divisions to student affairs, professional development and facilities.</p> <p>Related Documents:</p> <p>Sponsored Programs unit outcomes 2019-20.pdf</p>	

Teaching and Learning - Strategic Objective 4 - Develop and implement a formalized framework for assessment and utilization of student learning, program and initiative outcome data in resource allocation decisions across all learning modalities to attain equity in student success

Admin - Business and Professional Studies Division

Goal: #2 Establish a clear, documented, well-communicated, and executed Program Review process and develop a new academic master plan focusing on pathways to completion

- BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes.
- BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional Effectiveness.
- All BPS program reviews will be completed on schedule.
- Review BPS programs for student success, retention, transfer, pathways, etc.

Planned Assessment Cycle: 2019 - 2020

Means of Assessment	Results	Action Plans
Program/Project Development - BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes. * Benchmark: BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none">o Criminal Justice & Emergency Services Student Association (CJESSA) students and faculty advisors went on a field trip to the Auburn Correctional Facility on 11-05-19 to gain firsthand knowledge about a NYS maximum facility prison.o CJES faculty brought in multiple professionals from the field to present in CJES courses, including (not limited to): the President of the Muslims of America, Binghamton Police, Broome County Sheriff's, NYS Police, Ocean City Police.o BUS 246 Principles of Management course integrated in service learning by having the students assist at the Broome County Dog Shelter as part of their curriculumo Sports Management/Sports Studies conducted a sports' day event at a local high school with the Binghamton Devils (08/19/2020) What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Development - BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional Effectiveness. * Benchmark: BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met <ul style="list-style-type: none">o BIT work group was successful in completing their program review. (08/19/2020) What did you learn about your unit through this assessment cycle?: TBD	

Teaching and Learning - Strategic Objective 4 - Develop and implement a formalized framework for assessment and utilization of student learning, program and initiative outcome data in resource allocation decisions across all learning modalities to attain equity in student success

Admin - Business and Professional Studies Division

Goal: #2 Establish a clear, documented, well-communicated, and executed Program Review process and develop a new academic master plan focusing on pathways to completion

Means of Assessment	Results	Action Plans
Effectiveness.		
Program/Project Implementation - All BPS program reviews will be completed on schedule. * Benchmark: All BPS program reviews will be completed on schedule.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none">o Business Info Mgmt AAS - completed Web Dev & Mgmt Cert (will be incorporated into BIM)o Office Admin AAS - completed Office Tech Cert (will be incorporated in Office Admin)o Restaurant Mgmt AAS – in progresso The following are being deactivated: Office Admin AAS, Desktop Publishing Cert, Fire Protection Technology AAS, Financial Services AAS, Business Skills Cert, EMT Critical Care Cert (08/19/2020) What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Development - Review BPS programs for student success, retention, transfer, pathways, etc. * Benchmark: Review BPS programs for student success, retention, transfer, pathways, etc	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none">o Business Admin AS, Sports Mgmt AS, International Business AS were revised for better transfer.o Criminal Justice Police AAS , Corrections AS and Homeland Security AS were revised for more course options and better transfer.o Financial Accounting (BUS 111) was assessed, and to better support student retention and success, it was divided into two courses, Financial Accounting I (BUS 100) and Financial Accounting II (BUS 101).o The Business Department created an articulation agreement for its business programs with the University of Limerick.	

Teaching and Learning - Strategic Objective 4 - Develop and implement a formalized framework for assessment and utilization of student learning, program and initiative outcome data in resource allocation decisions across all learning modalities to attain equity in student success

Admin - Business and Professional Studies Division

Goal: #2 Establish a clear, documented, well-communicated, and executed Program Review process and develop a new academic master plan focusing on pathways to completion

Means of Assessment	Results	Action Plans
	(08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	

Admin - Institutional Effectiveness

Goal: Program Review

Develop program review process, provide leadership for campus in its execution and assist with completion of 2019-2020 Program Reviews.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
Program/Project Implementation - Program Review process developed, train faculty in its use, and provide support for faculty in completion of the PR process. * Benchmark: 100% of program reviews for 19-20 academic year completed.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met A new PR template was developed and distributed to the campus by August 2019. All PR Chairs and WGs were trained in its use. The Dean of IE worked with all faculty who had program reviews for the 19-20 year and aided in their completion. All Alumni Surveys were administered, analyzed, and provided to programs. All programs were provided with extensive data for use in their PR by the Budget & Institutional Effectiveness Specialist. 82% of academic programs developed assessment schedules with the assistance of the Dean of IE. 100% of programs reviewed and made revisions as necessary to their PLOs. 100% of programs developed mission statements. The program websites and catalogs were revised to include publication of PLOs and program mission statements. (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: The IE Office will continue to review and refine the PR process, provide data to programs to aid them in effectively reviewing their programs and in decision-making. What did you learn about your unit through this assessment cycle?: Enhanced communication and additional check-ins are needed to aid faculty to stay on track with PRs. Due to COVID-19, there were some delays in completing all the PRs for the year. It is essential	Action Plan: The PR template and timeline will be assessed and refined, incorporating feedback received from faculty and deans over the past year, to continue to make improvements in the template and process. Deadlines will be added to the timeline, specifying sections that should be completed. Enhanced information about the external review process will be provided to faculty. (08/14/2020)

Teaching and Learning - Strategic Objective 4 - Develop and implement a formalized framework for assessment and utilization of student learning, program and initiative outcome data in resource allocation decisions across all learning modalities to attain equity in student success

Admin - Institutional Effectiveness

Goal: Program Review

Means of Assessment	Results	Action Plans
	<p>that academic deans, the dean of IE and faculty work together and engage in frequent and clear communication to ensure program reviews are completed in a timely manner. During the PR process this past year, it was recognized that more detail is needed to aid faculty in selecting and scheduling external reviewers, and in compiling the final PR document.</p> <p>Related Documents:</p> <p>PR Template FINAL Fall 2019.pdf</p> <p>SUNY Broome Academic Program Review Timeline.pdf</p> <p>External Review Team Checklist.pdf</p>	

Goal: IE Plan

Develop and execute an Institutional Effectiveness Plan utilizing Nuventive.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - IE plan developed, communicated to campus and implemented. Nuventive software security plan developed and implemented. Nuventive SLO, PLO and administrative areas cleaned up for productive utilization. * Benchmark: IE plan developed and implemented. Nuventive security plan implemented. Nuventive SLO, PLO and administrative units ready for implementation.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>An IE Plan was drafted and is in the process of revision. It has not communicated with the campus community at large. The assessment plan components have been discussed with executive and academic leadership.</p> <p>A security plan for the Nuventive system was developed and implemented in Fall 2020, with administrators having read-only access to units supervise and faculty/chairs/staff having administrative access. Access to the system has been established with a single-sign on via MyCollege.</p> <p>All SLOs for courses have been entered by training division secretaries who entered SLOs for faculty.</p> <p>All PLO areas have been cleaned up to reflect correct courses required in programs, correct PLOs.</p>	<p>Action Plan: The IE Plan will be refined and ready for fall dissemination to the campus. Trainings will be developed to aid faculty in the use of the PLO areas. (08/14/2020)</p>

Teaching and Learning - Strategic Objective 4 - Develop and implement a formalized framework for assessment and utilization of student learning, program and initiative outcome data in resource allocation decisions across all learning modalities to attain equity in student success

Admin - Institutional Effectiveness

Goal: IE Plan

Means of Assessment	Results	Action Plans
Resource Requests: Nuventive assistance.	<p>Curriculum maps have been added and mapped in PLO areas for all programs. Lessons learned areas were built into both academic and administrative areas to provide faculty and staff with the ability to reflect on the process of assessment and provide an opportunity for a narrative, which may not be captured in other areas of the results section. A continuous improvement process was developed for all Nuventive areas (admin and academic) in which plans are developed based on result data and lessons learned. Discussion of resource allocation has been built into action plan and follow-up areas to better tie assessment with resource allocation and aid in budget planning. (08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Security will continue to be maintained and the system will continue to be overseen by the Dean of IE.</p> <p>The Dean of IE will need to continue to work with faculty and staff on effectively utilizing the system and aid the campus in becoming more comfortable with the software and planning/reporting assessments.</p> <p>What did you learn about your unit through this assessment cycle?: Additional training and support staff was needed to provide faculty with support to get SLOs entered, which was hindering their ability to effectively utilize the system.</p>	

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 2:

Provide students the academic tools and campus infrastructure to be successful

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans

Teaching and Learning - Strategic Objective 4 - Develop and implement a formalized framework for assessment and utilization of student learning, program and initiative outcome data in resource allocation decisions across all learning modalities to attain equity in student success

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 2:

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Collect reports from Departments * Benchmark: Varies by Department</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Offer faculty training to Increase use of Starfish and Degree Works Learning Assistance Department: All key Tutoring area personnel are trained in using Starfish to monitor referrals and respond accordingly</p> <p>Support an academic environment that fosters learning Accessibility Resources Office: Meet the accommodation and service provision needs of 593 students with disabilities registered with the Accessibility Resources Office through service provision addressing classroom and campus access (notetaking, accessible text format, accommodated testing, interpreting services, accessible furniture, coaching strategies). Learning Assistance Department: The LAD offered a wide range of tutoring support for students: Math Lab; Writing Center; Drop-in Tutoring (in Library) which includes specialized drop-in tutoring for Business (in BB), Comp. Sci. (in AT), and Health Sci. (in DH); 1-on-1 Tutoring by appointment; Supplemental Instruction in selected courses; and participation in the STAR-NY tutoring consortium. Distance Learners have access to selected on-line subject tutoring, Writing Center responses to e-mailed submissions, and access to STAR-NY services.</p> <p>Continue to evaluate the success of academic coaching and other methods to increase retention LA Division: Academic Coach / Learning Specialist: The LA Division works closely with this group to increase retention of at-risk cohorts such as students on probation or at risk of losing their financial aid through the 150% rule. Larry King, working with the non-perkins population for Liberal Arts programs, reports that 229 appointments were completed in the fall 2019 semester. Data show that students that meet more than three times during the semester are more likely to show improvement: For instance, of the 19 students that kept more than 3 appointments, 17 returned to good standing; 85% (30) of the 35 students that kept 2 or more appointments, showed an increase in gpa; 75% of those (23) returned to good standing.</p>	<p>Action Plan: Dean will continue to supervise implementation of goals and receive updates through one-on-one meetings and Division Council (07/31/2020)</p>

Teaching and Learning - Strategic Objective 4 - Develop and implement a formalized framework for assessment and utilization of student learning, program and initiative outcome data in resource allocation decisions across all learning modalities to attain equity in student success

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 2:

Means of Assessment	Results	Action Plans
	<p>Enrollment Management: Each semester, the Liberal Arts management team (Dean, Staff Associate, Assistant to the Dean) collaborates to create and implement a strategic plan to maximize enrollment potential for continuing and new students. Fall 2019 a database was created to capture the retention rate of continuing, while certificates and enrollment information was mailed to all accepted students in LA programs.</p> <p>All Departments participated in the November Open House</p> <p>Identify gaps in student degree completion</p> <p>LA Division: Collaboration with Erin Marulli in Reverse Transfer and the Hears grant identifies students that are near degree completion, either through credits earned from their transfer school, or by assisting them to return to complete their remaining credits. A team comprised of Erin, Samantha Potter (Registrar's office), and Donna Rehak work to assist students with the process of transfer evaluation, enrollment, paperwork needed to complete their degrees. Fall 19: 6 students graduated from LA programs through Reverse Transfer; 5 through the HEARS initiative, returned to complete their degree after having stopped out. Over 20 students in the Reverse Transfer and HEARS pipeline are anticipated to graduate in the spring and summer cycle.</p> <p>(05/31/2019)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Faculty must undergo continual training as needed in the TRC to ensure that students at levels of ability have their needs met. This will mean that the campus as a whole must meet the needs of our very diverse population. Faculty will be encouraged to utilize student support tools such as the LAD, Starfish and Degree Works.</p> <p>What did you learn about your unit through this assessment cycle?: Faculty are underutilizing the resources that are available to students.</p>	

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Teaching and Learning - Strategic Objective 4 - Develop and implement a formalized framework for assessment and utilization of student learning, program and initiative outcome data in resource allocation decisions across all learning modalities to attain equity in student success

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
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Admin - Business and Professional Studies Division

Goal: #2 Establish a clear, documented, well-communicated, and executed Program Review process and develop a new academic master plan focusing on pathways to completion

- BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes.
- BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional Effectiveness.
- All BPS program reviews will be completed on schedule.
- Review BPS programs for student success, retention, transfer, pathways, etc.

Planned Assessment Cycle: 2019 - 2020

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
<p>Program/Project Development - BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes.</p> <p>* Benchmark: BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o Criminal Justice & Emergency Services Student Association (CJESSA) students and faculty advisors went on a field trip to the Auburn Correctional Facility on 11-05-19 to gain firsthand knowledge about a NYS maximum facility prison. o CJES faculty brought in multiple professionals from the field to present in CJES courses, including (not limited to): the President of the Muslims of America, Binghamton Police, Broome County Sheriff's, NYS Police, Ocean City Police. o BUS 246 Principles of Management course integrated in service learning by having the students assist at the Broome County Dog Shelter as part of their curriculum o Sports Management/Sports Studies conducted a sports' day event at a local high school with the Binghamton Devils (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Development - BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional Effectiveness.</p> <p>* Benchmark: BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional Effectiveness.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <ul style="list-style-type: none"> o BIT work group was successful in completing their program review. (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	

Admin - Business and Professional Studies Division

Goal: #2 Establish a clear, documented, well-communicated, and executed Program Review process and develop a new academic master plan focusing on pathways to completion

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
<p>Program/Project Implementation - All BPS program reviews will be completed on schedule. * Benchmark: All BPS program reviews will be completed on schedule.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o Business Info Mgmt AAS - completed Web Dev & Mgmt Cert (will be incorporated into BIM) o Office Admin AAS - completed Office Tech Cert (will be incorporated in Office Admin) o Restaurant Mgmt AAS – in progress o The following are being deactivated: Office Admin AAS, Desktop Publishing Cert, Fire Protection Technology AAS, Financial Services AAS, Business Skills Cert, EMT Critical Care Cert (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Development - Review BPS programs for student success, retention, transfer, pathways, etc. * Benchmark: Review BPS programs for student success, retention, transfer, pathways, etc</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o Business Admin AS, Sports Mgmt AS, International Business AS were revised for better transfer. o Criminal Justice Police AAS , Corrections AS and Homeland Security AS were revised for more course options and better transfer. o Financial Accounting (BUS 111) was assessed, and to better support student retention and success, it was divided into two courses, Financial Accounting I (BUS 100) and Financial Accounting II (BUS 101). o The Business Department created an articulation agreement for its business programs with the University of Limerick. <p>What did you learn about your unit through this assessment cycle?: TBD</p>	

Admin - Educational Opportunity Program (EOP)

Admin - Educational Opportunity Program (EOP)

Goal: Students with GPA of 3.0 and above.

15% of EOP students will earn a GPA of 3.0 and above.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Utilizing a final grade report, we will calculate the percentage of students who earn a cumulative GPA of a 3.0 or better by Spring of the give academic year.</p> <p>* Benchmark: 15% of EOP students will earn a cumulative GPA of a 3.0 or better</p> <p>Resource Requests: Continued tutoring support for EOP student above and beyond what the College provides.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>23% of EOP students earned a cumulative GPA of a 3.0 or better in the 2019/2020 AY. This percentage exceeds our goal and is the highest percentage of students who have earned a cumulative GPA of a 3.0 or better since we started tracking this goal. (06/16/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We plan to continue to offer EOP study sessions to our students as well as continue to publicly celebrate these accomplishments with our students. We also plan to continue to educate our students about the importance of a strong GPA starting beginning in our EOP Summer Advancement Academy.</p> <p>What did you learn about your unit through this assessment cycle?: This benchmark is trending in the right direction. We know and have been able to translate for our students that earning a 3.0 GPA opens the door for opportunities. We have been able to demonstrate that having a 3.0 GPA opens up transfer options, scholarship opportunities and, in some cases, job and internship opportunities. Giving space for our high achieving students to speak with all students about the secrets to their success has been something we have found that students respond to. We plan to facilitate student discussions of this nature more often as a way of demystifying the factors that lead to academic success.</p>	<p>Action Plan: We believe that these results bolster the effectiveness and necessity of the EOP Summer Advancement Academy as our a large percentage of the students who earned a 3.0 or better are students who attended a summer program. (06/16/2020)</p>

Goal: Persistence

70% of EOP students will persist from the Fall to the Spring semester

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
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Admin - Educational Opportunity Program (EOP)

Goal: Persistence

Means of Assessment	Results	Action Plans
<p>Data Related - Utilizing the EOP Roster, we will calculate how many students starting in the Fall return for the Spring semester.</p> <p>* Benchmark: 70% of students will persist</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>75% of students enrolled in the fall 2019 returned to the spring 2020 semester. This percentage exceeds the goal of 70%. (06/16/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We plan to continue providing wrap around services to our students which include mentoring and coaching from their assigned EOP Counselor, enhanced academic support through individual tutoring and EOP group study sessions (2x's a week with tutors available), EOP Success Workshops that address the non-cognitive skills needed for college success and a concerted effort to inform students about the registration process utilizing StarFish.</p> <p>What did you learn about your unit through this assessment cycle?: The students that we lost from Fall to Spring left for reasons beyond our control. With that said, we believe that the supports mentioned above are effective and having a positive impact on our persistence.</p>	

Goal: Retention

50% of EOP students will be retained from Fall to Fall

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Utilize the EOP Roster to determine which students who attended in Fall returned in Fall</p> <p>* Benchmark: 50%</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>60% (49/81 *100) of EOP students who attended the fall 2019 semester returned for Fall 2020 (this number is based on the number of students register for fall 2020 and are subject to change- a final assessment can not be determined until the first week of class in the fall). This exceeds our goal of 50%. This also represents a significant increase in our retention rate from previous years. (06/16/2020)</p> <p>What did you learn about your unit through this assessment cycle?: We believe that the EOP Summer Advancement Academy is having a positive impact on our ability to retain students. As a result of the SAA, we believe that our students are better prepared to successfully navigate the transition to college.</p>	<p>Action Plan: Continued funding of the EOP SAA. (06/16/2020)</p>

Admin - Educational Opportunity Program (EOP)

Goal: Retention

Goal: Summer Advancement Academy Participant Rentention

60% of students who attend Summer Advancement Academy will be retained from fall to fall.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - We will use the EOP Roster to establish the retention rate for SAA students from fall to fall. * Benchmark: 60%</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 64% (23/36*100) of the students who attended the 2019 Summer Advancement Academy returned to SUNY Broome in the Fall 2020 (This stat is based on the number of students registered for Fall 2020 and is subject to change- final analysis will happen during the first week of the Fall 2020 semester). This exceeds the 60% goal and is the highest percentage of students who attended an SAA retained. (06/16/2020)</p> <p>What did you learn about your unit through this assessment cycle?: The 2019 SAA attendees experienced a 3 week extended orientation. This was the first year the SAA was that long as the 2018 SAA was 2 weeks in length and the 2017 was 4 days in length. We feel strongly that our ability to exceed our goal of retention of these students is an indication that the 3 week SAA model is more effective than other models.</p>	

Goal: Summer Advancement Academy students in Good academic Standing

60% of students who attend an EOP Summer Advancement Academy will be in good academic standing at the end of their first academic year.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - We will use the final grade report to assess SAA student's academic standing. * Benchmark: 60%</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 61% of the students who attended the 2019 EOP Summer Advancement Academy were in good academic standing at the end of their first academic year. (08/01/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: This is another indicator that the students who have attended the EOP Summer Advancement</p>	

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy students in Good academic Standing

Means of Assessment	Results	Action Plans
	<p>Academy are better prepared for a successful first year than if they had not attended the extended orientation.</p> <p>What did you learn about your unit through this assessment cycle?: Although we have seen gains in this crucial benchmark, we believe that specifically highlighting the College's academic standards during their summer program experience will allow us to ensure that the students understand the broader expectations as well as the way they will be measured. We feel this is important because many of our students do not understand how their progress will be measured in college nor do they fully understand how their academic performance impacts their financial aid and progress toward degree attainment.</p>	

Goal: Summer Advancement Academy Participant Persistence

75% of EOP students who attend the Summer Advancement Academy will persist from Fall to Spring

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/12/2018

Means of Assessment	Results	Action Plans
<p>Data Related - Using the EOP Roster, we will calculate the percentage of students who persist from fall to spring by SAA co-hort</p> <p>* Benchmark: 70%</p> <p>Resource Requests: Funding to continue to provide the EOP Summer Advancement Academy to incoming EOP pre-freshmen</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The persistence rate of the 2019 SAA cohort from fall 2019 to spring 2020 is 83% (30/36*100). This percentage exceeds the goal percentage of 70% (06/16/2020)</p> <p>What did you learn about your unit through this assessment cycle?: The fact that we have consistently exceeded this goal is an indication that the EOP SAA is having a positive impact on our student persistence.</p>	

Goal: Summer Advancement Academy Successful College Level Math Course Completion on first attempt

50% of students who attend an EOP Summer Advancement Academy will successfully complete a college level math course with a C or better

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Successful College Level Math Course Completion on first attempt

Means of Assessment	Results	Action Plans
<p>Data Related - EOP will track the outcomes in college level math courses of students who attend a Summer Advancement Academy</p> <p>* Benchmark: 50% of SAA students will earn a C or better in college level math</p> <p>Resource Requests: final grade reports</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>56% (n=10/18) of Summer Advancement Academy students who took a College level math in their first semester received a C or better (12/19/2019)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will need to fine tune our efforts for the 2020 SAA to continue to see an increase in successful completion of math among our SAA participants.</p> <p>What did you learn about your unit through this assessment cycle?: We know from our experience that exposing students to mymath lab has had a positive effect on their ability to successfully navigate both developmental and College level math. We also learned from this year that the practice of enrolling students in a math course in their first semester so that they do not lose vital skills learned during their summer experience has been proven to be effective and strategic. We will continue this practice in the future.</p>	

Goal: Summer Advancement Academy Successful completion of ENG 110 on first attempt

60% of summer advancement academy students will successfully complete ENG 110 with a C or better on first attempt.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - EOP will track the outcomes of SAA students who take ENG 110.</p> <p>* Benchmark: 60% of SAA students who take ENG 110 will earn a C or better in the class.</p> <p>Resource Requests: final grade reports</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>65% (n=20/31) of SAA participants who took ENG 110 in their first semester received a C or better. (12/19/2019)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Students take a literacy workshop during the summer. Although this workshop infuses elements of writing, reading and comprehension, it does not specifically focus on writing. We plan to offer a writing workshop during the 2020 SAA where students will focus solely on the mechanics of writing in preparation for ENG 110. We hope that this switch will better prepare our students for successful completion of college level writing.</p> <p>What did you learn about your unit through this assessment cycle?: We expected to see an</p>	

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Successful completion of ENG 110 on first attempt

Means of Assessment	Results	Action Plans
	upward trend in the number of students who successfully completed ENG 110 with a C or better. We believe that this year we did not see an increase in this benchmark due to a number of our students being English Language Learners, many of whom had not placed into ESL courses. This is a factor that we need to pay more attention to and seek the assistance and advisement of the ESL program for proper placement.	

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 2:

Provide students the academic tools and campus infrastructure to be successful

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans
Program/Project Implementation - Collect reports from Departments * Benchmark: Varies by Department	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Offer faculty training to Increase use of Starfish and Degree Works</p> <p>Learning Assistance Department:</p> <p>All key Tutoring area personnel are trained in using Starfish to monitor referrals and respond accordingly</p> <p>Support an academic environment that fosters learning</p> <p>Accessibility Resources Office:</p> <p>Meet the accommodation and service provision needs of 593 students with disabilities registered with the Accessibility Resources Office through service provision addressing classroom and campus access (notetaking, accessible text format, accommodated testing, interpreting services, accessible furniture, coaching strategies).</p>	<p>Action Plan: Dean will continue to supervise implementation of goals and receive updates through one-on-one meetings and Division Council (07/31/2020)</p>

Admin - Liberal Arts Division**Goal: Liberal Arts Division Goal 2:**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
	<p>Learning Assistance Department: The LAD offered a wide range of tutoring support for students: Math Lab; Writing Center; Drop-in Tutoring (in Library) which includes specialized drop-in tutoring for Business (in BB), Comp. Sci. (in AT), and Health Sci. (in DH); 1-on-1 Tutoring by appointment; Supplemental Instruction in selected courses; and participation in the STAR-NY tutoring consortium. Distance Learners have access to selected on-line subject tutoring, Writing Center responses to e-mailed submissions, and access to STAR-NY services.</p> <p>Continue to evaluate the success of academic coaching and other methods to increase retention LA Division: Academic Coach / Learning Specialist: The LA Division works closely with this group to increase retention of at-risk cohorts such as students on probation or at risk of losing their financial aid through the 150% rule. Larry King, working with the non-perkins population for Liberal Arts programs, reports that 229 appointments were completed in the fall 2019 semester. Data show that students that meet more than three times during the semester are more likely to show improvement: For instance, of the 19 students that kept more than 3 appointments, 17 returned to good standing; 85% (30) of the 35 students that kept 2 or more appointments, showed an increase in gpa; 75% of those (23) returned to good standing. Enrollment Management: Each semester, the Liberal Arts management team (Dean, Staff Associate, Assistant to the Dean) collaborates to create and implement a strategic plan to maximize enrollment potential for continuing and new students. Fall 2019 a database was created to capture the retention rate of continuing, while certificates and enrollment information was mailed to all accepted students in LA programs. All Departments participated in the November Open House</p> <p>Identify gaps in student degree completion LA Division: Collaboration with Erin Marulli in Reverse Transfer and the Hears grant identifies students that are near degree completion, either through credits earned from their transfer school, or by assisting them to return to complete their remaining credits. A team comprised of Erin, Samantha Potter (Registrar's office), and Donna Rehak work to assist students with the process of transfer evaluation, enrollment, paperwork needed to complete their degrees. Fall 19: 6 students graduated from LA programs through Reverse Transfer; 5</p>	

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 2:

Means of Assessment	Results	Action Plans
	<p>through the HEARS initiative, returned to complete their degree after having stopped out. Over 20 students in the Reverse Transfer and HEARS pipeline are anticipated to graduate in the spring and summer cycle.</p> <p>(05/31/2019)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Faculty must undergo continual training as needed in the TRC to ensure that students at levels of ability have their needs met. This will mean that the campus as a whole must meet the needs of our very diverse population. Faculty will be encouraged to utilize student support tools such as the LAD, Starfish and Degree Works.</p> <p>What did you learn about your unit through this assessment cycle?: Faculty are under-utilizing the resources that are available to students.</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

Implement Open Educational Resources on campus providing support for faculty who are interested in adopting OER's for their courses.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 09/01/2018

Means of Assessment	Results	Action Plans
General Goal Observations	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. We may expect this growth to slow or decline if the pandemic causes a decline in enrollment.</p> <p>The Library has a set of web pages dedicated to OER (https://sunnybroome.info/library/oer/oer-home) and manages the OER grant program, which</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

Means of Assessment	Results	Action Plans
General Goal Observations	<p>averaging 5 awards per semester. The Library presents OER workshops through the TRC every year. The most recent one attracted 20 registrants, so interest appears to be growing. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER</p>	
<p>Data Related - We will track our outreach to faculty concerning the use of Open Educational resources and count the number of faculty who adopt some form of OER for the Spring or Fall 2018 Terms. Also look at the amount of money the campus receives from SUNY based on our OER usage.</p> <p>* Benchmark: Spring & Fall 2018 will be the benchmark.</p> <p>Resource Requests: We will need some IR support in tracking the number of courses using OER's and the amount of money the campus receives from the State based on OER offerings.</p> <p>Related Documents:</p> <p>OER Course Section Report.docx</p> <p>OER courses 2018 - By semester.xlsx</p> <p>OER courses.xlsx</p> <p>SUNY OER Funding Report.docx</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>SUNY Broome has received OER funding from SUNY each year that the grant program has been active. The funding fluctuates due to changes in SUNY's distribution formula, but campus growth has been steady. To date the campus has received \$60,400 in OER funding from the state. We had 25 new OER sections in the 2019-20 year. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	
<p>Data Related - Compare the number</p>	<p>Reporting Period: 2019 - 2020</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

<p>of courses using OER's from one academic year to the next. AY 2018 is the benchmark year</p> <p>* Benchmark: Number of courses using OER's AY 2018.</p> <p>Resource Requests: Use of ARGOS reports indicating courses using OER's.</p>	<p>Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. (07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will continue to promote OER and the OER Award Program. We may expect growth to slow or decline if the pandemic causes a decline in enrollment.</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	
<p>Data Related - Comparison of professional development activities, i.e. Conferences, Workshops, Webinars and the attendance of faculty each academic year.</p> <p>* Benchmark: AY 2018</p> <p>Resource Requests: Need to utilize the TRC to support conferences, workshops, and webinars to market the events and receive attendance lists.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>TRC workshops were held in Fall and Spring for a total of 25 registrants. There were 7 individual meetings with faculty on OER. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: These promotion activities require time and planning. Staffing shortages and competing projects severely limited the time available for OER work this past year.</p>	

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study.

Create and revise marketing materials outlining Library services to faculty.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2016

Means of Assessment	Results	Action Plans
<p>Data Related - Compare the Library Instruction statistics from 2015-2016 to 2016-2017</p> <p>* Benchmark: 2015-2016 = Total Classes Taught = 149/Total Students</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>2019-2020 = Total Classes Taught = 87 / Total Students attending = 1280 (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: Changes in BPS curriculum eliminated a significant number of classes. Some of that instruction is moving</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study.

Means of Assessment	Results	Action Plans
<p>attending = 2131 2016-2017 = Total Classes Taught = 123 Total Students attending = 1602 2017-2018= Total Classes Taught = 111 Total Students attending = 1582 2018-2019 =Total Classes Taught = 119 Total Students attending = 1646 Resource Requests: Personnel request AY2016-17 to hire new new Instruction/Outreach Librarian - Approved.</p>	<p>online. We need to develop a way to track usage there.</p>	

Admin - Professional Development

Goal: Expand Professional Development programs to improve pedagogy

PDFs will synthesize the findings of the campus wide professional development needs assessment (AY 2018-2019) into a cohesive professional development plan for AY 2019-2020

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/19/2019

Means of Assessment	Results	Action Plans
<p>Institutional Reports - PDSC and PDF meeting minutes, Professional Development Schedule of Offerings as reflecting needs identified by campus constituents and VPAA of Academic Affairs; analysis of participant feedback</p> <p>* Benchmark: Volume of offerings</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>PD Facilitators conducted a campus-wide needs assessment in the 18-19 year, and established a calendar of offerings, informed by findings of the survey, by the start of each semester. Offerings were anchored in pedagogy, classroom management, leadership, assessment, and professional and personal growth and development. (08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Professional Development should continue to map its offerings to the goals of the institution, supporting the development of faculty in and out of the classroom.</p>	<p>Action Plan: Continue to develop campus wide professional development offerings that are anchored in the goals of the institution, support student learning, and center the needs of diverse learners. A clear connection between retention, diversity, and pedagogy should underpin the unit.</p>

Admin - Professional Development

Goal: Expand Professional Development programs to improve pedagogy

Means of Assessment	Results	Action Plans
and attendance at offerings for AY 2019-2020; alignment of offerings with pedagogical theory and practical classroom application and faculty support; feedback provided by participants	What did you learn about your unit through this assessment cycle?: In its current configuration, local PD offerings rely on participation from campus partners. A more robust budget would allow for a potential increase in criticality and relevance.	(08/14/2020) Budget/Resource Implications: In its current configuration, local PD offerings rely on participation from campus partners. A more robust budget would allow for a potential increase in criticality and relevance.

Goal: Review and Update Professional Development Website; Devise a Strategy to Increase Recognition of Professional Development; Develop and Distribute a Calendar of events for campus publication.

The PDFs will review and recommend changes to the Professional Development website and create a marketing strategy to increase recognition of Professional Development and its activities across campus

Goal Status: Archived

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/19/2019

Inactive Date: 05/20/2020

Means of Assessment	Results	Action Plans
Institutional Reports - PDF meeting minutes, updates to website, marketing strategy * Benchmark: Updated website, marketing strategy in place for AY 2019-2020	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met This goal has been met. The Professional Development website has been updated: http://www3.sunybroome.edu/prof-dev/ and contains a calendar feature embedded in the website. A logo has been created in collaboration with Marketing and Communications, as this will be used in numerous ways, including on all materials disseminated from the PDMC and PDFs, on electronic signage that is used to communicate information throughout the campus, and on any tangible marketing materials purchased. (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Regular maintenance of Professional Development calendar and website; campus communications to contain logo for recognition. What did you learn about your unit through this assessment cycle?: Feedback received from faculty participating in professional development offerings indicate that advanced scheduling	Action Plan: A sustainability plan related to Professional Development, including workshop development, calendar and website maintenance should be tasked to an individual or the PDSC; campus communications should continue to feature Professional Development logo. A robust Professional Development program must be the goal for the 2020-2021 academic year and beyond. (08/14/2020) Budget/Resource Implications: Re-imaging of how Professional

Admin - Professional Development

Goal: Review and Update Professional Development Website; Devise a Strategy to Increase Recognition of Professional Development; Develop and Distribute a Calendar of events for campus publication.

Means of Assessment	Results	Action Plans
	and consistent branded communications contributed to an increased awareness of Professional Development offerings.	Development is led on campus and appropriate resources to support the role should be considered.

Goal: Plan, Deliver, and Assess New Faculty Orientation

The PDFs, in collaboration with representatives from the PDSC, will plan, deliver, and assess New Faculty Orientation

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020, 2020 - 2021

Start Date: 08/19/2019

Means of Assessment	Results	Action Plans
Impact Assessment - New Faculty Orientation evaluation forms; meeting minutes from debriefing event * Benchmark: Faculty participants rate their experience with orientation as valuable and worthwhile in mixed method assessment; feedback is used to refine future orientations (in process summer 2020 for fall 2020)	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Participant feedback and professional development facilitator and PDSC input after the fall iteration informed some changes to the spring session. The spring session was shorter and (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: New Faculty Orientation participant feedback and the goals and direction of the college (as indicated by Academic Affairs goals and requirements related to modality related to Covid 19) necessitated a move to a fully online and asynchronous model. The fall 2020 iteration will be seek participant feedback and relate these findings back for additional refinement as needed. What did you learn about your unit through this assessment cycle?: It is necessary for the institution to require specific trainings for all its new faculty, including Blackboard 1-2-3 and Starfish. Previous iterations of the orientation did not require training in these areas; this became a critical issue in the move to remote instruction as a result of Covid 19. Moving forward, all faculty will have the basic training needed to work in Blackboard in order to meet minimum requirements for remote instruction.	Action Plan: Changes made to New Faculty Orientation were informed by faculty and PDSC feedback with VPAA input in order to prepare new faculty for community college teaching. Additional refinements will be considered once a cohort of faculty have completed the new training and provided feedback. (08/19/2020) Budget/Resource Implications: Professional Development support

Admin - SEO-International Admissions, Global Experiences

Admin - SEO-International Admissions, Global Experiences**Goal: Promote more resources to international students**

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students</p>	<p>Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)</p>
<p>Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be measured through the exit surveys</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes to international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).</p>	<p>Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)</p>

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
<p>reported number of students at the end of each semester.</p> <p>Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner</p>		
<p>Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings</p> <p>* Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about.</p> <p>Resource Requests: Promotional - funding for food/beverages at meeting.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020)</p> <p>What did you learn about your unit through this assessment cycle?: I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.</p>	<p>Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)</p>

Admin - Sponsored Programs

Goal: Goal 2. Teaching and Learning

Contribute to student growth and learning by supporting the College's institutional goals and strategies as well as specific department objectives through the planning, development and award of grant-funded initiatives that promote an inclusive teaching- and learning-centered environment.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
<p>Data Related - Track the number of grant proposals/applications</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p>	<p>Action Plan: Data collected and compared to prior year(s) has</p>

Admin - Sponsored Programs**Goal: Goal 2. Teaching and Learning**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>															
<p>submitted annually. Track the number and dollar amount of grants received. Compare numbers and dollar amounts to the two prior academic years.</p> <p>* Benchmark: Grant opportunities will be identified and publicized with faculty, staff and students, and grant proposals/funding applications that support pedagogical excellence, student success, and student attainment of key learning outcomes will be submitted.</p>	<p>Twenty-nine (29) new grant proposals were submitted, totaling \$12,849,382 in requested funds. Twenty-two of those proposals totaling \$4,961,248 have been awarded to date. Four more of those proposals totaling \$676,134 are pending approval/denial. (Does not include annual grant/contract renewals and formula allocation grants.)</p> <p>Four-year comparison of new funding awards received:</p> <table> <thead> <tr> <th>Academic Year</th> <th>Amount of Grant Funds Awarded</th> <th>Number of Awarded Grant Proposals</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>\$ 596,826 of \$3,102,487 (19%)</td> <td>9 of 19 (47%)</td> </tr> <tr> <td>2017-18</td> <td>\$5,442,616 of \$5,811,726 (94%)</td> <td>15 of 20 (75%)</td> </tr> <tr> <td>2018-19</td> <td>\$ 836,846 of \$1,755,153 (48%)</td> <td>22 of 28 (79%)</td> </tr> <tr> <td>2019-2020</td> <td>\$4,961,248 of \$12,849,382 (40%)</td> <td>22 of 29 (76%) (07/13/2020)</td> </tr> </tbody> </table> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Due to an unpaid leave of absence for the Sponsored Programs director to act as interim AVP & Dean of Students through AY 2020-2021, intensified delegation of complex grant management tasks to the Sr Staff Assistant is essential to sustaining the unit's operations at its current rate.</p> <p>What did you learn about your unit through this assessment cycle?: The amount of revenue generated from grant awards can vary greatly from year-to-year, depending on the specific RFP opportunities and strategic direction(s) of the college at any given time. Responsible grant planning continues to focus on supporting programmatic needs in alignment with college mission and objectives. Applying for grant funds simply for the sake of increasing revenue amounts can lead to negative impacts such as defaulting on awards and/or leaving unspent funds at the end of a grant cycle. It can be a challenge to communicate this premise effectively with faculty, staff and administration due to the constant stream of RFPs that are released from multiple sources.</p>	Academic Year	Amount of Grant Funds Awarded	Number of Awarded Grant Proposals	2016-17	\$ 596,826 of \$3,102,487 (19%)	9 of 19 (47%)	2017-18	\$5,442,616 of \$5,811,726 (94%)	15 of 20 (75%)	2018-19	\$ 836,846 of \$1,755,153 (48%)	22 of 28 (79%)	2019-2020	\$4,961,248 of \$12,849,382 (40%)	22 of 29 (76%) (07/13/2020)	<p>produced outcomes that show satisfactory progress towards meeting and/or exceeding unit goals, thereby providing justification to maintain (vs. change) the current policies, procedures, goals, objectives and activities carried out by Sponsored Programs. (07/13/2020)</p> <p>Budget/Resource Implications: \$4,961,248 in new revenue to the College was secured through grant awards.</p>
Academic Year	Amount of Grant Funds Awarded	Number of Awarded Grant Proposals															
2016-17	\$ 596,826 of \$3,102,487 (19%)	9 of 19 (47%)															
2017-18	\$5,442,616 of \$5,811,726 (94%)	15 of 20 (75%)															
2018-19	\$ 836,846 of \$1,755,153 (48%)	22 of 28 (79%)															
2019-2020	\$4,961,248 of \$12,849,382 (40%)	22 of 29 (76%) (07/13/2020)															
<p>Data Related - Track baseline numbers of Request for Proposals (RFP) announcements released, grant proposals submitted, grant revenue received by their support of specific institutional goals/objectives</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>1) A total of 62 RFPs were released (+22% change vs prior year), per this breakdown: 15% Student Affairs/Diversity, 16% Student Support Services, 7% Civic Engagement/LA, 20% STEM, 10% Professional Dev, 10% Continuing Ed/Workforce Dev, 4% Student-specific opportunities, 8% Admin/Facilities, 9% Health Sciences, and 5% BPS.</p>	<p>Action Plan: 2019-20 and 2018-19 outcomes were compiled in comparison format and were presented to the Grants Planning Team, June 2020. Significant changes were discussed, and</p>															

Admin - Sponsored Programs

Goal: Goal 2. Teaching and Learning

Means of Assessment	Results	Action Plans
<p>and specific department(s). Use for prior year comparisons in future academic years.</p> <p>* Benchmark: Faculty/staff utilization of the grants planning resources and supports available through Sponsored Programs to support College strategies and specific department objectives will increase from prior year.</p>	<p>2) A total of 29 new proposals were submitted (+3.6% change from prior year), per this breakdown: 7% STEM, 24% Student Support Services, 7% Student Affairs/Diversity, 41% Continuing Ed/Workforce Dev, 10% Admin/Facilities, 7% Health Sciences, and 4% LA.</p> <p>3) A total of \$4,961,248 in new grant revenue (excluding formula allocation grants and annual contract/grant renewals) was received (+493% change vs. prior year), as per this breakdown: 1% STEM, 45% Student Support Services, 2% Student Affairs, 4% Continuing Ed/WD, and 48% Admin/Facilities.</p> <p>4) A total of \$1,113,465 in formula allocation grants and annual contract/grant renewals was received (-57% change vs. prior year), as per this breakdown: 40% Student Support Services, 11% Continuing Ed/WD, 9% Health Sciences, 16% Student Affairs (including international education, diversity, public safety), 16% STEM, 5% LA, and 3% Professional Development. (07/13/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: 2019-20 and 2018-19 outcomes have been compiled in comparison format and were presented to the Grants Planning Team, June 2020. Significant changes were discussed, and feedback on new and/or modifications to existing ways to continue to meeting goals was solicited but no recommended changes to current operations were forthcoming.</p> <p>What did you learn about your unit through this assessment cycle?: The unit continues to support a diverse range of departments with grants planning resources, from academic affairs, student support services, and the four academic divisions to student affairs, professional development and facilities.</p> <p>Related Documents: Sponsored Programs unit outcomes 2019-20.pdf </p>	<p>feedback on new and/or modifications to existing ways to continue to meeting goals was solicited. (07/13/2020)</p>

Admin - Business and Professional Studies Division

Goal: #4 Clarify the role of Professional Development and the associated processes

- BPS faculty will actively serve on, and offer training courses through the Professional Development Steering Committee (PDSC) and on campus to enhance and enrich BPS faculty and staff.
- The BPS division will encourage faculty and staff to utilize various professional development opportunities offered both on and off campus.

Planned Assessment Cycle: 2019 - 2020

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
<p>Program/Project Development - BPS faculty will actively serve on, and offer training courses through the Professional Development Steering Committee (PDSC) and on campus to enhance and enrich BPS faculty and staff.</p> <p>* Benchmark: BPS faculty will actively serve on, and offer training courses through the Professional Development Steering Committee (PDSC) and on campus to enhance and enrich BPS faculty and staff.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o Denise Wells (PDSC facilitator and committee member) Google Suite Training – Basic Overview What's File Management? o Leigh Martindale (PDSC committee member) o Lauren Bunnell and Kate Taylor facilitated a Degree Works for Advising Professional Development workshop. o Sandy Wright: Designing with Canva (08/20/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Development - The BPS division will encourage faculty and staff to utilize various professional development opportunities offered both on and off campus.</p> <p>* Benchmark: The BPS division will encourage faculty and staff to utilize various professional development opportunities offered both on and off campus.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o SUNY Success Summit (attended and presented) o Criminal Justice Educators Association of NYS conference o NY Women in Law Enforcement conference o Hobson's Summer Institute o PDSC offerings (including, but not limited to): Cyber Security Basics & Beyond Google Suite Training – Basic Overview Promotion and Appointment Process An overview of Leadership (08/20/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	

Admin - Educational Opportunity Program (EOP)

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Retention

60% of students who attend Summer Advancement Academy will be retained from fall to fall.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - We will use the EOP Roster to establish the retention rate for SAA students from fall to fall. * Benchmark: 60%</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 64% (23/36*100) of the students who attended the 2019 Summer Advancement Academy returned to SUNY Broome in the Fall 2020 (This stat is based on the number of students registered for Fall 2020 and is subject to change- final analysis will happen during the first week of the Fall 2020 semester). This exceeds the 60% goal and is the highest percentage of students who attended an SAA retained. (06/16/2020) What did you learn about your unit through this assessment cycle?: The 2019 SAA attendees experienced a 3 week extended orientation. This was the first year the SAA was that long as the 2018 SAA was 2 weeks in length and the 2017 was 4 days in length. We feel strongly that our ability to exceed our goal of retention of these students is an indication that the 3 week SAA model is more effective than other models.</p>	

Goal: Summer Advancement Academy students in Good academic Standing

60% of students who attend an EOP Summer Advancement Academy will be in good academic standing at the end of their first academic year.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - We will use the final grade report to assess SAA student's academic standing. * Benchmark: 60%</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 61% of the students who attended the 2019 EOP Summer Advancement Academy were in good academic standing at the end of their first academic year. (08/01/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: This is another indicator that the students who have attended the EOP Summer Advancement Academy are better prepared for a successful first year then if they had not attended the</p>	

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy students in Good academic Standing

Means of Assessment	Results	Action Plans
	<p>extended orientation.</p> <p>What did you learn about your unit through this assessment cycle?: Although we have seen gains in this crucial benchmark, we believe that specifically highlighting the College's academic standards during their summer program experience will allow us to ensure that the students understand the broader expectations as well as the way they will be measured. We feel this is important because many of our students do not understand how their progress will be measured in college nor do they full understand how their academic performance impacts their financial aid and progress toward degree attainment.</p>	

Goal: Summer Advancement Academy Participant Persistence

75% of EOP students who attend the Summer Advancement Academy will persist from Fall to Spring

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/12/2018

Means of Assessment	Results	Action Plans
<p>Data Related - Using the EOP Roster, we will calculate the percentage of students who persist from fall to spring by SAA co-hort</p> <p>* Benchmark: 70%</p> <p>Resource Requests: Funding to continue to provide the EOP Summer Advancement Academy to incoming EOP pre-freshmen</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The persistence rate of the 2019 SAA cohort from fall 2019 to spring 2020 is 83% (30/36*100). This percentage exceeds the goal percentage of 70% (06/16/2020)</p> <p>What did you learn about your unit through this assessment cycle?: The fact that we have consistently exceeded this goal is an indication that the EOP SAA is having a positive impact on our student persistence.</p>	

Goal: Summer Advancement Academy Successful College Level Math Course Completion on first attempt

50% of students who attend an EOP Summer Advancement Academy will successfully complete a college level math course with a c or better

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Successful College Level Math Course Completion on first attempt

Means of Assessment	Results	Action Plans
<p>Data Related - EOP will track the outcomes in college level math courses of students who attend a Summer Advancement Academy</p> <p>* Benchmark: 50% of SAA students will earn a C or better in college level math</p> <p>Resource Requests: final grade reports</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>56% (n=10/18) of Summer Advancement Academy students who took a College level math in their first semester received a C or better (12/19/2019)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will need to fine tune our efforts for the 2020 SAA to continue to see an increase in successful completion of math among our SAA participants.</p> <p>What did you learn about your unit through this assessment cycle?: We know from our experience that exposing students to mymath lab has had a positive effect on their ability to successfully navigate both developmental and College level math. We also learned from this year that the practice of enrolling students in a math course in their first semester so that they do not lose vital skills learned during their summer experience has been proven to be effective and strategic. We will continue this practice in the future.</p>	

Goal: Summer Advancement Academy Successful completion of ENG 110 on first attempt

60% of summer advancement academy students will successfully complete ENG 110 with a C or better on first attempt.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - EOP will track the outcomes of SAA students who take ENG 110.</p> <p>* Benchmark: 60% of SAA students who take ENG 110 will earn a C or better in the class.</p> <p>Resource Requests: final grade reports</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>65% (n=20/31) of SAA participants who took ENG 110 in their first semester received a C or better. (12/19/2019)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Students take a literacy workshop during the summer. Although this workshop infuses elements of writing, reading and comprehension, it does not specifically focus on writing. We plan to offer a writing workshop during the 2020 SAA where students will focus solely on the mechanics of writing in preparation for ENG 110. We hope that this switch will better prepare our students for successful completion of college level writing.</p> <p>What did you learn about your unit through this assessment cycle?: We expected to see an upward trend in the number of students who successfully completed ENG 110 with a C or</p>	

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Successful completion of ENG 110 on first attempt

Means of Assessment	Results	Action Plans
	better. We believe that this year we did not see an increase in this benchmark due to a number of our students being English Language Learners, many of whom had not placed into ESL courses. This is a factor that we need to pay more attention to and seek the assistance and advisement of the ESL program for proper placement.	

Admin - Office of the Vice President for Student Affairs

Goal: Teaching and Learning 2019-2020

Provide opportunities for students to enhance classroom learning and practice personal behaviors that enhance well-being and cross cultural consciousness

Objectives

- Serve as adjunct faculty in Business Division
- Plan co-curricular off-campus experiences for students

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
Data Related - Feedback from students on their experience in my class. * Benchmark: Serve as an adjunct faculty member by teaching at least one course.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met The goal to serve as an adjunct faculty member for the Business Division was not met due to low enrollment for the class. Did serve as a guest lecturer in 2 classes on diversity. (07/24/2020)	Action Plan: Continue to seek opportunities to collaborate with teaching faculty. (07/24/2020)
Data Related - Track attendance and collect feedback on off-campus co-curricular experiences. * Benchmark: Plan for, and offer students at least 3 opportunities for educational, off-campus experiences.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Offered over five off-campus experiences which include: a step show at Binghamton University, Cyntoia Brown guest lecture at Binghamton University, movie night at Regal Theater, the Celebrating Women's Athletics event at Binghamton University, SUNY Delhi Equity Summit, and the SUNY Cortland Men of Color Summit. (07/24/2020)	Action Plan: Create special opportunities for students to engage with the VPSA, on-campus and off-campus. (07/24/2020)

Admin - SEO-International Admissions, Global Experiences

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students</p>	<p>Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)</p>
<p>Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers What did you learn about your unit through this assessment cycle?: The</p>	<p>Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to</p>

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
<p>measured through the exit surveys reported number of students at the end of each semester.</p> <p>Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner</p>	<p>challenges/roadblocks are always the same when it comes international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).</p>	<p>a report. (08/14/2020)</p>
<p>Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings</p> <p>* Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about.</p> <p>Resource Requests: Promotional - funding for food/beverages at meeting.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Inconclusive</p> <p>The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020)</p> <p>What did you learn about your unit through this assessment cycle?: I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.</p>	<p>Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)</p>

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans

Admin - Sponsored Programs

Goal: Goal 2. Teaching and Learning

Contribute to student growth and learning by supporting the College's institutional goals and strategies as well as specific department objectives through the planning,

Admin - Sponsored Programs**Goal: Goal 2. Teaching and Learning**

development and award of grant-funded initiatives that promote an inclusive teaching- and learning-centered environment.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>															
<p>Data Related - Track the number of grant proposals/applications submitted annually. Track the number and dollar amount of grants received. Compare numbers and dollar amounts to the two prior academic years.</p> <p>* Benchmark: Grant opportunities will be identified and publicized with faculty, staff and students, and grant proposals/funding applications that support pedagogical excellence, student success, and student attainment of key learning outcomes will be submitted.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>Twenty-nine (29) new grant proposals were submitted, totaling \$12,849,382 in requested funds. Twenty-two of those proposals totaling \$4,961,248 have been awarded to date. Four more of those proposals totaling \$676,134 are pending approval/denial. (Does not include annual grant/contract renewals and formula allocation grants.)</p> <p>Four-year comparison of new funding awards received:</p> <table border="1"> <thead> <tr> <th data-bbox="555 747 713 771">Academic Year</th> <th data-bbox="713 747 988 771">Amount of Grant Funds Awarded</th> <th data-bbox="988 747 1474 771">Number of Awarded Grant Proposals</th> </tr> </thead> <tbody> <tr> <td data-bbox="555 780 713 804">2016-17</td> <td data-bbox="713 780 988 804">\$ 596,826 of \$3,102,487 (19%)</td> <td data-bbox="988 780 1474 804">9 of 19 (47%)</td> </tr> <tr> <td data-bbox="555 812 713 837">2017-18</td> <td data-bbox="713 812 988 837">\$5,442,616 of \$5,811,726 (94%)</td> <td data-bbox="988 812 1474 837">15 of 20 (75%)</td> </tr> <tr> <td data-bbox="555 845 713 869">2018-19</td> <td data-bbox="713 845 988 869">\$ 836,846 of \$1,755,153 (48%)</td> <td data-bbox="988 845 1474 869">22 of 28 (79%)</td> </tr> <tr> <td data-bbox="555 878 713 902">2019-2020</td> <td data-bbox="713 878 988 902">\$4,961,248 of \$12,849,382 (40%)</td> <td data-bbox="988 878 1474 902">22 of 29 (76%) (07/13/2020)</td> </tr> </tbody> </table> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Due to an unpaid leave of absence for the Sponsored Programs director to act as interim AVP & Dean of Students through AY 2020-2021, intensified delegation of complex grant management tasks to the Sr Staff Assistant is essential to sustaining the unit's operations at its current rate.</p> <p>What did you learn about your unit through this assessment cycle?: The amount of revenue generated from grant awards can vary greatly from year-to-year, depending on the specific RFP opportunities and strategic direction(s) of the college at any given time. Responsible grant planning continues to focus on supporting programmatic needs in alignment with college mission and objectives. Applying for grant funds simply for the sake of increasing revenue amounts can lead to negative impacts such as defaulting on awards and/or leaving unspent funds at the end of a grant cycle. It can be a challenge to communicate this premise effectively with faculty, staff and administration due to the constant stream of RFPs that are released from multiple sources.</p>	Academic Year	Amount of Grant Funds Awarded	Number of Awarded Grant Proposals	2016-17	\$ 596,826 of \$3,102,487 (19%)	9 of 19 (47%)	2017-18	\$5,442,616 of \$5,811,726 (94%)	15 of 20 (75%)	2018-19	\$ 836,846 of \$1,755,153 (48%)	22 of 28 (79%)	2019-2020	\$4,961,248 of \$12,849,382 (40%)	22 of 29 (76%) (07/13/2020)	<p>Action Plan: Data collected and compared to prior year(s) has produced outcomes that show satisfactory progress towards meeting and/or exceeding unit goals, thereby providing justification to maintain (vs. change) the current policies, procedures, goals, objectives and activities carried out by Sponsored Programs. (07/13/2020)</p> <p>Budget/Resource Implications: \$4,961,248 in new revenue to the College was secured through grant awards.</p>
Academic Year	Amount of Grant Funds Awarded	Number of Awarded Grant Proposals															
2016-17	\$ 596,826 of \$3,102,487 (19%)	9 of 19 (47%)															
2017-18	\$5,442,616 of \$5,811,726 (94%)	15 of 20 (75%)															
2018-19	\$ 836,846 of \$1,755,153 (48%)	22 of 28 (79%)															
2019-2020	\$4,961,248 of \$12,849,382 (40%)	22 of 29 (76%) (07/13/2020)															
<p>Data Related - Track baseline numbers of Request for Proposals (RFP) announcements released,</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>1) A total of 62 RFPs were released (+22% change vs prior year), per this breakdown: 15%</p>	<p>Action Plan: 2019-20 and 2018-19 outcomes were compiled in comparison format and were</p>															

Admin - Sponsored Programs

Goal: Goal 2. Teaching and Learning

Means of Assessment	Results	Action Plans
<p>grant proposals submitted, grant revenue received by their support of specific institutional goals/objectives and specific department(s). Use for prior year comparisons in future academic years.</p> <p>* Benchmark: Faculty/staff utilization of the grants planning resources and supports available through Sponsored Programs to support College strategies and specific department objectives will increase from prior year.</p>	<p>Student Affairs/Diversity, 16% Student Support Services, 7% Civic Engagement/LA, 20% STEM, 10% Professional Dev, 10% Continuing Ed/Workforce Dev, 4% Student-specific opportunities, 8% Admin/Facilities, 9% Health Sciences, and 5% BPS.</p> <p>2) A total of 29 new proposals were submitted (+3.6% change from prior year), per this breakdown: 7% STEM, 24% Student Support Services, 7% Student Affairs/Diversity, 41% Continuing Ed/Workforce Dev, 10% Admin/Facilities, 7% Health Sciences, and 4% LA.</p> <p>3) A total of \$4,961,248 in new grant revenue (excluding formula allocation grants and annual contract/grant renewals) was received (+493% change vs. prior year), as per this breakdown: 1% STEM, 45% Student Support Services, 2% Student Affairs, 4% Continuing Ed/WD, and 48% Admin/Facilities.</p> <p>4) A total of \$1,113,465 in formula allocation grants and annual contract/grant renewals was received (-57% change vs. prior year), as per this breakdown: 40% Student Support Services, 11% Continuing Ed/WD, 9% Health Sciences, 16% Student Affairs (including international education, diversity, public safety), 16% STEM, 5% LA, and 3% Professional Development. (07/13/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: 2019-20 and 2018-19 outcomes have been compiled in comparison format and were presented to the Grants Planning Team, June 2020. Significant changes were discussed, and feedback on new and/or modifications to existing ways to continue to meeting goals was solicited but no recommended changes to current operations were forthcoming.</p> <p>What did you learn about your unit through this assessment cycle?: The unit continues to support a diverse range of departments with grants planning resources, from academic affairs, student support services, and the four academic divisions to student affairs, professional development and facilities.</p> <p>Related Documents:</p> <p>Sponsored Programs unit outcomes 2019-20.pdf</p>	<p>presented to the Grants Planning Team, June 2020. Significant changes were discussed, and feedback on new and/or modifications to existing ways to continue to meeting goals was solicited. (07/13/2020)</p>

Admin - Starfish

Goal: Engagement: Expand Administrative Engagement

Expand Administrative engagement.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Admin - Starfish**Goal: Engagement: Expand Administrative Engagement****Start Date:** 06/01/2019

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
Data Related - Catalog of Administrative Units using Starfish * Benchmark: Total number of administrative units who used Starfish will increase by 5 new areas from 22 to 27.	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The total number of administrative units using Starfish increased from 22 (2018-19) to 29 in 2019-20. (07/30/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Starfish Core Team will continue to canvass administrative units to discuss ways the tool can support their workflow and support for students. Additionally, the refinement of workflow behind the Intake Form will likely yield additional administrative use.</p> <p>Related Documents: Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	
Data Related - Total number of appointments scheduled in Starfish (June 1 - May 31) * Benchmark: Total number of appointments scheduled in Starfish will increase from 19,148 in 2018-19 to 21,000 in 2019-20.	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The total number of appointments documented in Starfish grew from 19,148 (2018-19) to 21,839 in 2019-20. (07/30/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Starfish Core Team will continue to support academic advising in use of Starfish for appointment documentation. As this area continues to grow, use of Starfish for appointment documentation will grow. As many faculty/staff will be working remotely for much of the upcoming academic year, the Starfish Core Team will provide training on using Starfish for self-scheduling and documenting outcomes.</p> <p>Related Documents: Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	
Data Related - Total number of Referrals documented in Starfish. * Benchmark: Total number of Referrals documented in Starfish will increase from 774 in 2018-19 to 1500 in 2019-20.	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The use of Referral grew from 774 (2018-19) to 2297 in 2019-20. (07/30/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The use of Referral grew a great deal this academic year. Referrals were made part of the Progress Surveys this year increasing their use and several administrative units used Referrals in response to Intake Forms for students. Starfish Core Team plans to continue listing Referrals in</p>	

Admin - Starfish

Goal: Engagement: Expand Administrative Engagement

Means of Assessment	Results	Action Plans
	<p>Progress Surveys, expand the use in response to Intake Forms and market/promote Referrals as a means to get students connected to support resources.</p> <p>Related Documents:</p> <p>Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	
<p>Data Related - Total number of To-dos in Starfish. * Benchmark: Total number of To-dos documented in Starfish will increase from 3623 in 2018-19 to 4000 in 2019-20.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met The total number of To-dos for an academic year decreased from 3623 (2018-19) to 3243 in 2019-20. (07/30/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Starfish Core Team will need to investigate users of To-dos and see if they have stopped or are using them less. Starfish Core Team can also consider working with various administrative users to talk about how the use of To-dos can support workflow.</p> <p>Related Documents:</p> <p>Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	

Admin - Business and Professional Studies Division

Goal: #2 Establish a clear, documented, well-communicated, and executed Program Review process and develop a new academic master plan focusing on pathways to completion

- BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes.
- BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional Effectiveness.
- All BPS program reviews will be completed on schedule.
- Review BPS programs for student success, retention, transfer, pathways, etc.

Planned Assessment Cycle: 2019 - 2020

Means of Assessment	Results	Action Plans
<p>Program/Project Development - BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes.</p> <p>* Benchmark: BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o Criminal Justice & Emergency Services Student Association (CJESSA) students and faculty advisors went on a field trip to the Auburn Correctional Facility on 11-05-19 to gain firsthand knowledge about a NYS maximum facility prison. o CJES faculty brought in multiple professionals from the field to present in CJES courses, including (not limited to): the President of the Muslims of America, Binghamton Police, Broome County Sheriff's, NYS Police, Ocean City Police. o BUS 246 Principles of Management course integrated in service learning by having the students assist at the Broome County Dog Shelter as part of their curriculum o Sports Management/Sports Studies conducted a sports' day event at a local high school with the Binghamton Devils (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Development - BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional Effectiveness.</p> <p>* Benchmark: BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional Effectiveness.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <ul style="list-style-type: none"> o BIT work group was successful in completing their program review. (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	

Admin - Business and Professional Studies Division

Goal: #2 Establish a clear, documented, well-communicated, and executed Program Review process and develop a new academic master plan focusing on pathways to completion

Means of Assessment	Results	Action Plans
Program/Project Implementation - All BPS program reviews will be completed on schedule. * Benchmark: All BPS program reviews will be completed on schedule.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none"> o Business Info Mgmt AAS - completed Web Dev & Mgmt Cert (will be incorporated into BIM) o Office Admin AAS - completed Office Tech Cert (will be incorporated in Office Admin) o Restaurant Mgmt AAS – in progress o The following are being deactivated: Office Admin AAS, Desktop Publishing Cert, Fire Protection Technology AAS, Financial Services AAS, Business Skills Cert, EMT Critical Care Cert (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
Program/Project Development - Review BPS programs for student success, retention, transfer, pathways, etc. * Benchmark: Review BPS programs for student success, retention, transfer, pathways, etc	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none"> o Business Admin AS, Sports Mgmt AS, International Business AS were revised for better transfer. o Criminal Justice Police AAS , Corrections AS and Homeland Security AS were revised for more course options and better transfer. o Financial Accounting (BUS 111) was assessed, and to better support student retention and success, it was divided into two courses, Financial Accounting I (BUS 100) and Financial Accounting II (BUS 101). o The Business Department created an articulation agreement for its business programs with the University of Limerick. <p>What did you learn about your unit through this assessment cycle?: TBD</p>	

Goal: #4 Clarify the role of Professional Development and the associated processes

Admin - Business and Professional Studies Division

Goal: #4 Clarify the role of Professional Development and the associated processes

- BPS faculty will actively serve on, and offer training courses through the Professional Development Steering Committee (PDSC) and on campus to enhance and enrich BPS faculty and staff.
- The BPS division will encourage faculty and staff to utilize various professional development opportunities offered both on and off campus.

Planned Assessment Cycle: 2019 - 2020

Means of Assessment	Results	Action Plans
<p>Program/Project Development - BPS faculty will actively serve on, and offer training courses through the Professional Development Steering Committee (PDSC) and on campus to enhance and enrich BPS faculty and staff.</p> <p>* Benchmark: BPS faculty will actively serve on, and offer training courses through the Professional Development Steering Committee (PDSC) and on campus to enhance and enrich BPS faculty and staff.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o Denise Wells (PDSC facilitator and committee member) Google Suite Training – Basic Overview What's File Management? o Leigh Martindale (PDSC committee member) o Lauren Bunnell and Kate Taylor facilitated a Degree Works for Advising Professional Development workshop. o Sandy Wright: Designing with Canva (08/20/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Development - The BPS division will encourage faculty and staff to utilize various professional development opportunities offered both on and off campus.</p> <p>* Benchmark: The BPS division will encourage faculty and staff to utilize various professional development opportunities offered both on and off campus.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o SUNY Success Summit (attended and presented) o Criminal Justice Educators Association of NYS conference o NY Women in Law Enforcement conference o Hobson's Summer Institute o PDSC offerings (including, but not limited to): <ul style="list-style-type: none"> Cyber Security Basics & Beyond Google Suite Training – Basic Overview Promotion and Appointment Process An overview of Leadership <p>What did you learn about your unit through this assessment cycle?: TBD</p>	

Admin - Continuing Education and Workforce Development

Admin - Continuing Education and Workforce Development

Goal: Increase opportunities for many populations to take job readiness and community programs

Add 2 career steps online [programs or CE offerings, change the look of the CE catalog to better reflect workforce and community offerings.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 01/01/2020

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - having 2 career steps online programs in our community catalog, review catalog look and content for focus on workforce development. * Benchmark: 2 career steps programs added to the catalog. New catalog look and feel created. Resource Requests: Support from Deans for career steps programs, support from MARCOM for catalog look and feel.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met Career Steps programs have not been included in our catalog at this time. We are looking to establish some online programs and have a meeting with 1890 skills vendor today. (07/09/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: We are currently working to establish some online programs that will enhance the college offering for workforce development. What did you learn about your unit through this assessment cycle?: COVID 19 stressed the need for CE to have the ability to offer online programs that address community needs.</p>	<p>Action Plan: We are actively looking at offerings CE can provide that won't conflict with credit offerings. (07/09/2020)</p>

Admin - International Education

Goal: Goal 1

Expand on international collaborative efforts of the college through more partnerships and agreements

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

Means of Assessment	Results	Action Plans
<p>Impact Assessment - Increase the number of international</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Inconclusive</p>	<p>Action Plan: We will explore new methods for establishing new</p>

Admin - International Education**Goal: Goal 1**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
<p>partnerships with the college for the next five years</p> <p>* Benchmark: 1. Develop 2 new international-academic articulation agreements (2017-18). These agreements involve transfer evaluations and dual-degree options 2. Develop 2 new inter institutional agreements (2017-18). These agreements are intended to initiate mutual collaboration between the college and an overseas institutions</p> <p>Resource Requests: Travel funding and resources for welcoming visitors</p>	<p>No new agreements were developed due to the COVID-19. We started, however, the BIS Universities Program, a new collaborative effort that substituted the Becalos Program from Mexico. The BIS Universities Program will continue offering Mexican students from selected BIS universities the opportunity to enhance their academic and international experience at SUNY Broome. BIS Universities Program students will attend SUNY Broome with funds provided by their own universities and college Foundation contributions. This year, we welcomed the first student of the new BIS Universities Program.</p> <p>Note also that Gia Dinh University, in Ho Chi Minh City, Vietnam, approved the development of an international partnership between our institutions. Due to the COVID-19, however, the agreement was postponed for next year. (07/14/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: We will need to enhance the virtual communication to establish or promote new partnerships</p> <p>What did you learn about your unit through this assessment cycle?: Since partner and potential partner institutions were also affected by the global health emergency ,there is a need to develop new institutional models for establishing agreements</p>	<p>institutional relationships with universities overseas (07/14/2020)</p>

Goal: Goal 3

Increase the number of faculty/administrators participation in global opportunities in the next five years

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
<p>Impact Assessment - Increase number of exchange opportunities</p> <p>* Benchmark: Increase exchange opportunities by 2 each academic year</p> <p>Resource Requests: Faculty and staff funding for overseas visits and funding for hosting international visitors</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>International Education Endowment funds were awarded to two faculty members for projects overseas. Also, our joint institutional proposal with Binghamton University for the Fulbright Scholar-in-Residence (S-I-R) Program, was awarded. A Fulbright visiting scholar will join the faculty from both campuses increasing the global education and exchange opportunities for the future. The visit, however, is scheduled for the 2021-22 academic year. (07/14/2020)</p>	<p>Action Plan: Exchange opportunities that have been provided during this year will be used to promote and encourage further participation of faculty and administrators in overseas experiences. (07/17/2020)</p>

Admin - International Education

Goal: Goal 3

Means of Assessment	Results	Action Plans
	<p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: We will propose alternative dates for submission of the International Education Endowment to minimize situations when unforeseen events may disrupt the normal deadlines for applications</p> <p>What did you learn about your unit through this assessment cycle?: We must increase more deadline options to make available more opportunities for applicants during the academic year. This can be achieved by setting two application periods: one in the Fall semester and another in the spring semester</p>	

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 2:

Provide students the academic tools and campus infrastructure to be successful

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Collect reports from Departments * Benchmark: Varies by Department</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Offer faculty training to Increase use of Starfish and Degree Works</p> <p>Learning Assistance Department:</p> <p>All key Tutoring area personnel are trained in using Starfish to monitor referrals and respond accordingly</p> <p>Support an academic environment that fosters learning</p> <p>Accessibility Resources Office:</p> <p>Meet the accommodation and service provision needs of 593 students with disabilities registered with the Accessibility Resources Office through service provision addressing</p>	<p>Action Plan: Dean will continue to supervise implementation of goals and receive updates through one-on-one meetings and Division Council (07/31/2020)</p>

Admin - Liberal Arts Division**Goal: Liberal Arts Division Goal 2:**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
	<p>classroom and campus access (notetaking, accessible text format, accommodated testing, interpreting services, accessible furniture, coaching strategies).</p> <p>Learning Assistance Department:</p> <p>The LAD offered a wide range of tutoring support for students: Math Lab; Writing Center; Drop-in Tutoring (in Library) which includes specialized drop-in tutoring for Business (in BB), Comp. Sci. (in AT), and Health Sci. (in DH); 1-on-1 Tutoring by appointment; Supplemental Instruction in selected courses; and participation in the STAR-NY tutoring consortium.</p> <p>Distance Learners have access to selected on-line subject tutoring, Writing Center responses to e-mailed submissions, and access to STAR-NY services.</p> <p>Continue to evaluate the success of academic coaching and other methods to increase retention</p> <p>LA Division:</p> <p>Academic Coach / Learning Specialist: The LA Division works closely with this group to increase retention of at-risk cohorts such as students on probation or at risk of losing their financial aid through the 150% rule. Larry King, working with the non-perkins population for Liberal Arts programs, reports that 229 appointments were completed in the fall 2019 semester. Data show that students that meet more than three times during the semester are more likely to show improvement: For instance, of the 19 students that kept more than 3 appointments, 17 returned to good standing; 85% (30) of the 35 students that kept 2 or more appointments, showed an increase in gpa; 75% of those (23) returned to good standing.</p> <p>Enrollment Management: Each semester, the Liberal Arts management team (Dean, Staff Associate, Assistant to the Dean) collaborates to create and implement a strategic plan to maximize enrollment potential for continuing and new students. Fall 2019 a database was created to capture the retention rate of continuing, while certificates and enrollment information was mailed to all accepted students in LA programs.</p> <p>All Departments participated in the November Open House</p> <p>Identify gaps in student degree completion</p> <p>LA Division: Collaboration with Erin Marulli in Reverse Transfer and the Hears grant identifies students that are near degree completion, either through credits earned from their transfer school, or by assisting them to return to complete their remaining credits. A team comprised of Erin, Samantha Potter (Registrar's office), and Donna Rehak work to assist students with the process of transfer evaluation, enrollment, paperwork needed to complete</p>	

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 2:

Means of Assessment	Results	Action Plans
	<p>their degrees. Fall 19: 6 students graduated from LA programs through Reverse Transfer; 5 through the HEARS initiative, returned to complete their degree after having stopped out. Over 20 students in the Reverse Transfer and HEARS pipeline are anticipated to graduate in the spring and summer cycle.</p> <p>(05/31/2019)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Faculty must undergo continual training as needed in the TRC to ensure that students at levels of ability have their needs met. This will mean that the campus as a whole must meet the needs of our very diverse population. Faculty will be encouraged to utilize student support tools such as the LAD, Starfish and Degree Works.</p> <p>What did you learn about your unit through this assessment cycle?: Faculty are under-utilizing the resources that are available to students.</p>	

Goal: Liberal Arts Division Goal 5:

Foster a diverse and inclusive environment on campus and throughout the local community

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans
Program/Project Implementation - Collect Reports from Departments * Benchmark: varies by Department	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Promote and deliver courses, activities, and events that address social diversity issues at the local, state, national, and global levels</p> <p>Civic Engagement Center:</p> <p>Deliberations were conducted in 14 sections of COL 105 Academic Planning, SOC 110 Introduction to Sociology, CRJ 245 Criminology, SOC 155W Media & Society; 12 on the topic of "Mass Shootings" (244 students), and 2 on the topic of "Making Ends Meet" (46 students)</p> <p>Human Services Chemical Dependency: HSCD Club Drag Show, held on October 18, 2019, generated \$1,000 donation to Voices for Recovery program of Fairview Recovery Services, Inc.</p>	<p>Action Plan: The results will be part of an on-going process of analysis and evaluation of how faculty have integrated diversity and inclusion into their curricula. At Division Council meetings the topic of diversity and inclusion will be on the agenda throughout the academic year. (07/31/2020)</p>

Admin - Liberal Arts Division**Goal: Liberal Arts Division Goal 5:**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
	<p>Dr. Henry Bartlett and Lisa Strahley have provided services identified in an MOU between SUNY Broome and WSKG (local PBS station) created in 2017 that provides expert support for convening focus groups and evaluation of their "Chasing the Dream" programs that constitutes their poverty education initiative funded by Klee Foundation.</p> <p>Communications and Media Arts:</p> <p>Hosted the annual Fall 2019 Documentary film screening series that highlights and discusses current issues that shape our culture. Screenings this semester included: "Freedom Riders" and "They Shall Not Grow Old."</p> <p>Identify ways to increase accessibility in the classroom, building, and online courses</p> <p>Learning Assistance Department:</p> <p>Math Lab: Secured a new adjustable-height table to improve access for students in motorized chairs</p> <p>Math Lab: Reviewed their web content to improve screen reader function</p> <p>Titchener Building: John Covert placed Braille signs for the building, stairwells, offices, bathrooms, and classrooms. These were added to other places across campus as well.</p> <p>Participate in campus and community activities and groups that welcome inclusivity</p> <p>Music: Students in Dr. O'Connell's course MUS113 "From Spirituals to Hip-Hop: American Music of the African Diaspora" attended services at historically-black churches in Binghamton, as well as the BPO concert "Simone, Ellington, and Parks," to experience first-hand the contributions of African-Americans to diverse genres of music.</p> <p>(05/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?:</p> <p>Continue to Identify and plan for inclusive events designed to yield diversity within the campus community and throughout our local community. Through the Arts we will reach out to the community by giving concerts, plays, and art exhibits that highlight diversity and inclusion.</p> <p>Faculty will be encouraged to include a diversity component in their courses.</p> <p>What did you learn about your unit through this assessment cycle?: Faculty are continuing to integrate into their curriculae diversity and inclusion.</p>	

Admin - Library

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

Implement Open Educational Resources on campus providing support for faculty who are interested in adopting OER's for their courses.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 09/01/2018

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
General Goal Observations	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. We may expect this growth to slow or decline if the pandemic causes a decline in enrollment.</p> <p>The Library has a set of web pages dedicated to OER (https://sunnybroome.info/library/oer/oer-home) and manages the OER grant program, which has seen steady use, averaging 5 awards per semester.</p> <p>The Library presents OER workshops through the TRC every year. The most recent one attracted 20 registrants, so interest appears to be growing. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER</p>	
<p>Data Related - We will track our outreach to faculty concerning the use of Open Educational resources and count the number of faculty who adopt some form of OER for the Spring or Fall 2018 Terms. Also look at the amount of money the campus receives from SUNY based on our OER usage.</p> <p>* Benchmark: Spring & Fall 2018 will be the benchmark.</p> <p>Resource Requests: We will need some IR support in tracking the number of courses using OER's and the amount of money the campus</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>SUNY Broome has received OER funding from SUNY each year that the grant program has been active. The funding fluctuates due to changes in SUNY's distribution formula, but campus growth has been steady. To date the campus has received \$60,400 in OER funding from the state. We had 25 new OER sections in the 2019-20 year. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

<p>receives from the State based on OER offerings.</p> <p>Related Documents:</p> <p>OER Course Section Report.docx</p> <p>OER courses 2018 - By semester.xlsx</p> <p>OER courses.xlsx</p> <p>SUNY OER Funding Report.docx</p>		
<p>Data Related - Compare the number of courses using OER's from one academic year to the next. AY 2018 is the benchmark year</p> <p>* Benchmark: Number of courses using OER's AY 2018.</p> <p>Resource Requests: Use of ARGOS reports indicating courses using OER's.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. (07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will continue to promote OER and the OER Award Program. We may expect growth to slow or decline if the pandemic causes a decline in enrollment.</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	
<p>Data Related - Comparison of professional development activities, i.e. Conferences, Workshops, Webinars and the attendance of faculty each academic year.</p> <p>* Benchmark: AY 2018</p> <p>Resource Requests: Need to utilize the TRC to support conferences, workshops, and webinars to market the events and receive attendance lists.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>TRC workshops were held in Fall and Spring for a total of 25 registrants. There were 7 individual meetings with faculty on OER. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: These promotion activities require time and planning. Staffing shortages and competing projects severely limited the time available for OER work this past year.</p>	

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study.

Create and revise marketing materials outlining Library services to faculty.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study.

Start Date: 09/01/2016

Means of Assessment	Results	Action Plans
<p>Data Related - Compare the Library Instruction statistics from 2015-2016 to 2016-2017</p> <p>* Benchmark: 2015-2016 = Total Classes Taught = 149/Total Students attending = 2131</p> <p>2016-2017 = Total Classes Taught = 123/Total Students attending = 1602</p> <p>2017-2018= Total Classes Taught = 111/Total Students attending = 1582</p> <p>2018-2019 =Total Classes Taught = 119/Total Students attending = 1646</p> <p>Resource Requests: Personnel request AY2016-17 to hire new new Instruction/Outreach Librarian - Approved.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>2019-2020 = Total Classes Taught = 87 / Total Students attending = 1280 (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: Changes in BPS curriculum eliminated a significant number of classes. Some of that instruction is moving online. We need to develop a way to track usage there.</p>	

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>International students came to outreach check in sessions (07/08/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students</p>	<p>Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due</p>

Admin - SEO-International Admissions, Global Experiences**Goal: Promote more resources to international students**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.		the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)
Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be measured through the exit surveys reported number of students at the end of each semester. Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).	Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there Where is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)
Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings * Benchmark: Benchmark was not	Reporting Period: 2019 - 2020 Conclusion: Inconclusive The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I	Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
<p>met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about.</p> <p>Resource Requests: Promotional - funding for food/beverages at meeting.</p>	<p>did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020)</p> <p>What did you learn about your unit through this assessment cycle?: I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.</p>	<p>are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)</p>

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans
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Admin - Sponsored Programs

Goal: Goal 2. Teaching and Learning

Contribute to student growth and learning by supporting the College's institutional goals and strategies as well as specific department objectives through the planning, development and award of grant-funded initiatives that promote an inclusive teaching- and learning-centered environment.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
<p>Data Related - Track the number of grant proposals/applications submitted annually. Track the number and dollar amount of grants received. Compare numbers and dollar amounts to the two prior</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>Twenty-nine (29) new grant proposals were submitted, totaling \$12,849,382 in requested funds. Twenty-two of those proposals totaling \$4,961,248 have been awarded to date. Four more of those proposals totaling \$676,134 are pending approval/denial. (Does not include annual grant/contract renewals and formula allocation grants.)</p>	<p>Action Plan: Data collected and compared to prior year(s) has produced outcomes that show satisfactory progress towards meeting and/or exceeding unit</p>

Admin - Sponsored Programs**Goal: Goal 2. Teaching and Learning**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>															
academic years. * Benchmark: Grant opportunities will be identified and publicized with faculty, staff and students, and grant proposals/funding applications that support pedagogical excellence, student success, and student attainment of key learning outcomes will be submitted.	<p>Four-year comparison of new funding awards received:</p> <table> <thead> <tr> <th>Academic Year</th> <th>Amount of Grant Funds Awarded</th> <th>Number of Awarded Grant Proposals</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>\$ 596,826 of \$3,102,487 (19%)</td> <td>9 of 19 (47%)</td> </tr> <tr> <td>2017-18</td> <td>\$5,442,616 of \$5,811,726 (94%)</td> <td>15 of 20 (75%)</td> </tr> <tr> <td>2018-19</td> <td>\$ 836,846 of \$1,755,153 (48%)</td> <td>22 of 28 (79%)</td> </tr> <tr> <td>2019-2020</td> <td>\$4,961,248 of \$12,849,382 (40%)</td> <td>22 of 29 (76%) (07/13/2020)</td> </tr> </tbody> </table> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Due to an unpaid leave of absence for the Sponsored Programs director to act as interim AVP & Dean of Students through AY 2020-2021, intensified delegation of complex grant management tasks to the Sr Staff Assistant is essential to sustaining the unit's operations at its current rate.</p> <p>What did you learn about your unit through this assessment cycle?: The amount of revenue generated from grant awards can vary greatly from year-to-year, depending on the specific RFP opportunities and strategic direction(s) of the college at any given time. Responsible grant planning continues to focus on supporting programmatic needs in alignment with college mission and objectives. Applying for grant funds simply for the sake of increasing revenue amounts can lead to negative impacts such as defaulting on awards and/or leaving unspent funds at the end of a grant cycle. It can be a challenge to communicate this premise effectively with faculty, staff and administration due to the constant stream of RFPs that are released from multiple sources.</p>	Academic Year	Amount of Grant Funds Awarded	Number of Awarded Grant Proposals	2016-17	\$ 596,826 of \$3,102,487 (19%)	9 of 19 (47%)	2017-18	\$5,442,616 of \$5,811,726 (94%)	15 of 20 (75%)	2018-19	\$ 836,846 of \$1,755,153 (48%)	22 of 28 (79%)	2019-2020	\$4,961,248 of \$12,849,382 (40%)	22 of 29 (76%) (07/13/2020)	<p>goals, thereby providing justification to maintain (vs. change) the current policies, procedures, goals, objectives and activities carried out by Sponsored Programs. (07/13/2020)</p> <p>Budget/Resource Implications: \$4,961,248 in new revenue to the College was secured through grant awards.</p>
Academic Year	Amount of Grant Funds Awarded	Number of Awarded Grant Proposals															
2016-17	\$ 596,826 of \$3,102,487 (19%)	9 of 19 (47%)															
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2019-2020	\$4,961,248 of \$12,849,382 (40%)	22 of 29 (76%) (07/13/2020)															
Data Related - Track baseline numbers of Request for Proposals (RFP) announcements released, grant proposals submitted, grant revenue received by their support of specific institutional goals/objectives and specific department(s). Use for prior year comparisons in future academic years. * Benchmark: Faculty/staff utilization of the grants planning resources and supports available	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>1) A total of 62 RFPs were released (+22% change vs prior year), per this breakdown: 15% Student Affairs/Diversity, 16% Student Support Services, 7% Civic Engagement/LA, 20% STEM, 10% Professional Dev, 10% Continuing Ed/Workforce Dev, 4% Student-specific opportunities, 8% Admin/Facilities, 9% Health Sciences, and 5% BPS.</p> <p>2) A total of 29 new proposals were submitted (+3.6% change from prior year), per this breakdown: 7% STEM, 24% Student Support Services, 7% Student Affairs/Diversity, 41% Continuing Ed/Workforce Dev, 10% Admin/Facilities, 7% Health Sciences, and 4% LA.</p> <p>3) A total of \$4,961,248 in new grant revenue (excluding formula allocation grants and annual contract/grant renewals) was received (+493% change vs. prior year), as per this breakdown:</p>	<p>Action Plan: 2019-20 and 2018-19 outcomes were compiled in comparison format and were presented to the Grants Planning Team, June 2020. Significant changes were discussed, and feedback on new and/or modifications to existing ways to continue to meeting goals was solicited. (07/13/2020)</p>															

Admin - Sponsored Programs**Goal: Goal 2. Teaching and Learning**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
through Sponsored Programs to support College strategies and specific department objectives will increase from prior year.	<p>1% STEM, 45% Student Support Services, 2% Student Affairs, 4% Continuing Ed/WD, and 48% Admin/Facilities.</p> <p>4) A total of \$1,113,465 in formula allocation grants and annual contract/grant renewals was received (-57% change vs. prior year), as per this breakdown: 40% Student Support Services, 11% Continuing Ed/WD, 9% Health Sciences, 16% Student Affairs (including international education, diversity, public safety), 16% STEM, 5% LA, and 3% Professional Development. (07/13/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: 2019-20 and 2018-19 outcomes have been compiled in comparison format and were presented to the Grants Planning Team, June 2020. Significant changes were discussed, and feedback on new and/or modifications to existing ways to continue to meeting goals was solicited but no recommended changes to current operations were forthcoming.</p> <p>What did you learn about your unit through this assessment cycle?: The unit continues to support a diverse range of departments with grants planning resources, from academic affairs, student support services, and the four academic divisions to student affairs, professional development and facilities.</p> <p>Related Documents: Sponsored Programs unit outcomes 2019-20.pdf</p>	

Admin - Faculty Student Association (FSA)

Goal: Bookstore/ Follett

Increase the learning support opportunities that are available and continue support to students by providing textbook options and supplies for courses. To expand IncludEd/ All Access for the students to receive their resources in a more timely manner to assist with student success

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - Textbook committee meets throughout the academic year to work on goal that is presented to the committee and issues of concern are brought to the committee. Textbook committee has been tabled so far this year. Textbook committee is no longer active, this is a disadvantage to new management in the bookstore, the committee was a source to find out issues and topics the bookstore could address but is never looped into the conversations. example bookstore has a program called IncludEd that bundles books through fees on the college bill and reduces price for students, similar to OCC box of books program, an adjunct emails wanting to know why we do not have a "box of books" program when we in fact can work with the professor to help with this.</p> <p>* Benchmark: Goal presented to committee is to expand OER, open educational resources, to students especially ones taking online classes. Follett offers a program through Blackboard called Follett Discover</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>example bookstore has a program called IncludEd that bundles books through fees on the college bill and reduces price for students, similar to OCC box of books program, an adjunct emails wanting to know why we do not have a "box of books" program when we in fact can work with the professor to help with this. Currently the textbooks made available through the IncludEd program are digital making the access for students very easy, (08/19/2020)</p> <p>What did you learn about your unit through this assessment cycle?: Follett is trying to stay competitive and has options for the campus, it is trying to educate the campus of the opportunities that is some times a challenge</p>	

Admin - Faculty Student Association (FSA)

Goal: Bookstore/ Follett

Means of Assessment	Results	Action Plans
and has a partnership with Lumen which is an OER resource. Follett has piloted this past year IncludEd with course that seem to use the same text resource each year and is able to offer to students at a reduced rate, currently all sections participating are using digital versions		

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

Implement Open Educational Resources on campus providing support for faculty who are interested in adopting OER's for their courses.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 09/01/2018

Means of Assessment	Results	Action Plans
General Goal Observations	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. We may expect this growth to slow or decline if the pandemic causes a decline in enrollment.</p> <p>The Library has a set of web pages dedicated to OER (https://sunnybroome.info/library/oer/oer-home) and manages the OER grant program, which has seen steady use, averaging 5 awards per semester.</p> <p>The Library presents OER workshops through the TRC every year. The most recent one attracted 20 registrants, so interest appears to be growing. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
General Goal Observations	among faculty appears particularly effective. We will continue to foster discussions of OER	
<p>Data Related - We will track our outreach to faculty concerning the use of Open Educational resources and count the number of faculty who adopt some form of OER for the Spring or Fall 2018 Terms. Also look at the amount of money the campus receives from SUNY based on our OER usage.</p> <p>* Benchmark: Spring & Fall 2018 will be the benchmark.</p> <p>Resource Requests: We will need some IR support in tracking the number of courses using OER's and the amount of money the campus receives from the State based on OER offerings.</p> <p>Related Documents:</p> <p>OER Course Section Report.docx</p> <p>OER courses 2018 - By semester.xlsx</p> <p>OER courses.xlsx</p> <p>SUNY OER Funding Report.docx</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>SUNY Broome has received OER funding from SUNY each year that the grant program has been active. The funding fluctuates due to changes in SUNY's distribution formula, but campus growth has been steady. To date the campus has received \$60,400 in OER funding from the state. We had 25 new OER sections in the 2019-20 year. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	
<p>Data Related - Compare the number of courses using OER's from one academic year to the next. AY 2018 is the benchmark year</p> <p>* Benchmark: Number of courses using OER's AY 2018.</p> <p>Resource Requests: Use of ARGOS</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. (07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will continue to promote OER and the OER Award Program. We may expect growth to slow or</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

reports indicating courses using OER's.	<p>decline if the pandemic causes a decline in enrollment.</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	
<p>Data Related - Comparison of professional development activities, i.e. Conferences, Workshops, Webinars and the attendance of faculty each academic year.</p> <p>* Benchmark: AY 2018</p> <p>Resource Requests: Need to utilize the TRC to support conferences, workshops, and webinars to market the events and receive attendance lists.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>TRC workshops were held in Fall and Spring for a total of 25 registrants. There were 7 individual meetings with faculty on OER. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: These promotion activities require time and planning. Staffing shortages and competing projects severely limited the time available for OER work this past year.</p>	

Teaching and Learning - Strategic Objective 9 - Enhance capacity for prior learning assessment

Admin - Business and Professional Studies Division

Goal: #2 Establish a clear, documented, well-communicated, and executed Program Review process and develop a new academic master plan focusing on pathways to completion

- BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes.
- BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional Effectiveness.
- All BPS program reviews will be completed on schedule.
- Review BPS programs for student success, retention, transfer, pathways, etc.

Planned Assessment Cycle: 2019 - 2020

Means of Assessment	Results	Action Plans
<p>Program/Project Development - BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes.</p> <p>* Benchmark: BPS faculty will work with professionals from the community to enhance student learning, and meet student learning outcomes.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none">o Criminal Justice & Emergency Services Student Association (CJESSA) students and faculty advisors went on a field trip to the Auburn Correctional Facility on 11-05-19 to gain firsthand knowledge about a NYS maximum facility prison.o CJES faculty brought in multiple professionals from the field to present in CJES courses, including (not limited to): the President of the Muslims of America, Binghamton Police, Broome County Sheriff's, NYS Police, Ocean City Police.o BUS 246 Principles of Management course integrated in service learning by having the students assist at the Broome County Dog Shelter as part of their curriculumo Sports Management/Sports Studies conducted a sports' day event at a local high school with the Binghamton Devils (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Development - BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional Effectiveness.</p> <p>* Benchmark: BPS departments will establish work groups to conduct program reviews based on the timeline supplied by Institutional Effectiveness.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <ul style="list-style-type: none">o BIT work group was successful in completing their program review. (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	

Admin - Business and Professional Studies Division

Goal: #2 Establish a clear, documented, well-communicated, and executed Program Review process and develop a new academic master plan focusing on pathways to completion

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
Program/Project Implementation - All BPS program reviews will be completed on schedule. * Benchmark: All BPS program reviews will be completed on schedule.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none"> o Business Info Mgmt AAS - completed Web Dev & Mgmt Cert (will be incorporated into BIM) o Office Admin AAS - completed Office Tech Cert (will be incorporated in Office Admin) o Restaurant Mgmt AAS – in progress o The following are being deactivated: Office Admin AAS, Desktop Publishing Cert, Fire Protection Technology AAS, Financial Services AAS, Business Skills Cert, EMT Critical Care Cert (08/19/2020) What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Development - Review BPS programs for student success, retention, transfer, pathways, etc. * Benchmark: Review BPS programs for student success, retention, transfer, pathways, etc	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none"> o Business Admin AS, Sports Mgmt AS, International Business AS were revised for better transfer. o Criminal Justice Police AAS , Corrections AS and Homeland Security AS were revised for more course options and better transfer. o Financial Accounting (BUS 111) was assessed, and to better support student retention and success, it was divided into two courses, Financial Accounting I (BUS 100) and Financial Accounting II (BUS 101). o The Business Department created an articulation agreement for its business programs with the University of Limerick. What did you learn about your unit through this assessment cycle?: TBD	

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 1 - Prioritize and allocate fiscal resources based on objective criteria and outcome assessment results

Admin - Finance - Accounting Area II

Goal: To work effectively as a unit

To work effectively as a unit to ensure accounting, billing, and reconciliations are prepared and processed accurately on a monthly basis to ensure the seamless flow of information and funding.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Means of Assessment	Results	Action Plans
Audit Reports - Reconciliation of accounts; bank statements; billing logs; JE logs; and Capital Project logs * Benchmark: successful audit Resource Requests: N/A	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met This has been a difficult year due to increased workloads as well as learning to effectively work remotely during the COVID 19 epidemic. As such we, as a unit, have not always been able to maintain our typical monthly workflow schedules and have collectively found ourselves behind in many areas - the processing or payroll and payment of related liabilities being the exception. (08/14/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Unfortunately with Barb's retirement I only foresee it becoming more difficult to manage the workload with less manpower and deal with the larger problems or projects that arise in a timely manner. What did you learn about your unit through this assessment cycle?: That mistakes increase as we struggle with the volume of work and with the technological and logistical challenges of working remotely.	Action Plan: Hopefully to get additional manpower to adequately handle the workload and improved technology to facilitate a more efficient remote working scenario. (08/14/2020) Budget/Resource Implications: There is an obvious cost to adding employees and providing existing employees with appropriate technology

Admin - Finance - Purchasing Area

Goal: To empower faculty to achieve at their fullest potential.

Ensure all purchasing requirements and legal requirements are processed and completed within 15 working days.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Means of Assessment	Results	Action Plans
Work Orders - Turnaround time for		

Admin - Finance - Purchasing Area

Goal: To empower faculty to achieve at their fullest potential.

Means of Assessment	Results	Action Plans
<p>contracts, agreements and memorandums * Benchmark: 100% of agreements completed within 15 working days. Resource Requests: Digital forms with digital signature request</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met</p> <p>The goal will need to be changed as the path for success has been changed. Projects now depend on the contracted to provide insurance information which removes the ability to control the time frame completely. (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Insurance needs will have to be issued directly by the college as to the county.</p> <p>What did you learn about your unit through this assessment cycle?: We have shortened the time immensely as to inhouse pathways.</p>	<p>Action Plan: Seek the County's permission to make changes to the path for the contract approval process concerning insurance requirements. The request would be for the college to provide the insurance documents from the awarded vendor with the agreement. Such permission would save ten (10) business since the county normally receives the agreement then sends out a form by postal mail requesting insurance documents. (08/21/2020)</p>

Admin - Finance Office

Goal: Financial transactions within compliance

Process and monitor financial transactions within compliance parameters

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Confirmation/receipt of data and/or resources. Confirmation that data meets compliance regulations - data on audit report, reports from outside agencies such as Dept of Ed, IRS, SSA, SUNY, NYS Dept Taxation, OSC,</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met</p> <p>No fines or penalties were assessed. Confirmations, receipts on files indicate met compliance. Funds were received. However, one of our internal compliance audits identified an area of noncompliance. (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: FICA/Medicare Compliance - Underwithholding of formerly exempt students whose</p>	<p>Action Plan: We will continue to develop controls and best practices in this area. (07/31/2020)</p> <p>Budget/Resource Implications: Investigating how Banner or Dynamic Forms will allow us to achieve compliance efficiently.</p>

Admin - Finance Office

Goal: Financial transactions within compliance

Means of Assessment	Results	Action Plans
Broome County, etc. Receipt of resources triggered by meeting compliance parameters such as state aid , Federal aid, grant payments, student payments, equipment, supplies and contractual items, etc. Not receiving fines or findings that impact the college finances.	<p>status changed to nonstudent. Exception reports and updated checklist will provide controls. This was discovered as part of one of our internal compliance audits.</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: This is a continuous process.</p> <p>What did you learn about your unit through this assessment cycle?: Additional human resources assisted in our meeting the ever increasing compliance parameters that the College operates under. Compliance ensures with the safeguarding of college assets and plays a role when seeking funding.</p>	<p>Follow-Up: This is an area that continues to grow. We will continue to develop internal controls, internal audits and look to use technology to ensure transactions are processed within compliance parameters. (07/31/2020)</p>

Goal: Accurate financial data

Process information in an accurate/efficient and timely manner - provide accurate financial data to end users

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Confirmation/receipt of data and/or resources. Feedback from end users such as students, employees, college departments, SUNY, Exec Council, Accreditors, Dept of Ed, IRS, SSA, NYS, Broome County , etc.</p> <p>* Benchmark: Did we receive the resources(funding, aid, grant,etc). Financial decision making by end user (student, employee, dept, etc). Was the employee/vendor paid accurately and on time.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>Resources (funding, aid, grants, etc were received. Financial decisioning by end user. A small population of employees who were formerly student employees did not have their exempt status changed when moving to regular employee status, which resulted in underwithholding of FICA/Medicare tax. This was identified as one of the college's internal compliance audits.</p> <p>Customer survey was implemented - small percentage of responses as compared to available populations. (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Improved internal payroll controls, exception reports, and updated checklist. to prevent this from re-ocuring.</p> <p>Will seek to expand survey to all populations. A separate Student Opinion Survey resulted in updates to the paying for college section of the website, rebranding student financial services, creating easily digestible sections on the website, additional workshops, ability to meet with students virtually and to set up appointments online, as well as early outreach to at risk</p>	<p>Action Plan: Continue to perform interanl compliance audits. Expand customer surveys (07/31/2020)</p> <p>Budget/Resource Implications: Accuracy drives expanded and continuing funding sources.</p> <p>Follow-Up: Expand survey population outreach. Continue internal compliance audits. Develop internal controls and best practices. (07/31/2020)</p>

Admin - Finance Office

Goal: Accurate financial data

Means of Assessment	Results	Action Plans
	<p>student populations.</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The goal was met overall. Receipt of resources funding grants aid, etc. No fines or penalties</p> <p>What did you learn about your unit through this assessment cycle?: We need to continue to review and audit for compliance.</p> <p>The customer surveys will be modified to include all customers not just those who are in the area in person to obtain the customer survey and drop off. The survey will be made available and promoted online as many customers are served remotely, virtually, email, and interoffice means.</p>	

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans

Admin - SEO-Marketing, Communications and Public Information (MARCOM)

Goal: Maximize marketing funds for high frequency targeted advertising

To ensure that marketing is targeted to a reasonable number of program areas to allow for increased frequency of exposure based on the funds allocated.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

Inactive Date: 01/02/2019

Means of Assessment	Results	Action Plans

Admin - SEO-Marketing, Communications and Public Information (MARCOM)

Goal: Maximize marketing funds for high frequency targeted advertising

Means of Assessment	Results	Action Plans
<p>Data Related - We will select 4 programs using the targeted program rubric. Each mini-marketing campaign will be tracked to determine increase in enrollment.</p> <p>* Benchmark: Increase enrollment for targeted programs by at least 10 students at a cost per acquisition of less than \$150</p> <p>Resource Requests: minimum of \$5000 per targeted program needed to sustain.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>MarCom reconfigured ad buys for more dedicated exposure per campaign. Topics also changed in light of Covid-19. (06/01/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Future annual campaigns will be separated to allow for at least \$5000 spends per segment.</p> <p>What did you learn about your unit through this assessment cycle?: We were able to be VERY flexible with the subject and content of these ads. We quickly changed gears to support the "stay local" message.</p>	<p>Action Plan: Depending on the budget of the upcoming year, we will use targeted advertising through social media as well as conduct research on advertising through popular mediums such as YouTube.</p> <p>Will revisit the targeted programs rubric to see what programs need assistance this year and will allocate funds as much as possible. (08/25/2020)</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 2 - Invest in energy efficient resources that reduce cost and sustain the teaching and learning environment

Admin - Continuing Education and Workforce Development

Goal: Increase Opportunities for the community to obtain certifications and skills upgrades

Create 2 non-credit microcredentials to support local workforce shortages, get 1 non-credit workforce program to be given credit, identify 5 related instruction classes for current local apprenticeships that credit classes can satisfy.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 12/10/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - Review to see that 2 microcredentials were created, 1 non-credit program given credit, and 5 related instruction skills are mapped to credit offerings. * Benchmark: We will have met our goal when the above have been achieved.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>Three non-credit badges (Micro-credentials) have been developed and are waiting formalization out in Acclaim. Electrical Skills Enhancement 1, Manufacturing Basics, and CPIM Part 1 are in draft form waiting for formalization of our SUNY process and badge look. (07/15/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to work with the micro-credential committee to establish more non-credit badges.</p> <p>What did you learn about your unit through this assessment cycle?: There are several non-credit topic areas that lend themselves to badging. I learned that it will take some time to get them approved and published to ensure they reflect the rigor and "feel" of SUNY Broome.</p>	<p>Action Plan: Work with the micro credential committee to finalize the process and get badges published. (08/12/2020)</p>

Admin - Finance - Accounting Area I

Goal: Process fixed assets

Process fixed assets in Banner by September of each year

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
<p>Institutional Reports - Any Purchase over \$5,000 will be reviewed to</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p>	<p>Action Plan: Continue to review and update our procedures.</p>

Admin - Finance - Accounting Area I

Goal: Process fixed assets

Means of Assessment	Results	Action Plans
determine if it is a capital expense to be recorded in the plant fund. * Benchmark: We will review and track any expenditure in the equipment account code 75xx to ensure capital compliance.	Asset Acquisitions totals 51 with a cost of \$1,927,239 and were transferred to the plant fund. All purchases over \$,000 were reviewed (07/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Our current staff can handle the amount of work that needs to be processed. What did you learn about your unit through this assessment cycle?: Our procedures for scrapping a fixed asset need to be in more detail for new staff to follow.	(07/31/2020) Budget/Resource Implications: If due to budget cuts, staff is reduced, our ability to review every purchase over \$5,000 and monitor purchase guidelines may be hindered.

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education,	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students	Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.		
Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be measured through the exit surveys reported number of students at the end of each semester. Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).	Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there Where is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)
Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings * Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about.	Reporting Period: 2019 - 2020 Conclusion: Inconclusive The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020) What did you learn about your unit through this assessment cycle?: I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.	Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
Resource Requests: Promotional - funding for food/beverages at meeting.		wellness counselors, Starfish (08/20/2020)

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Assist the College to practice fiscal responsibility and sustainability by maintaining a consistent overall level of grant-funded/external financial support.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
Data Related - Monitor budget changes in formula allocations (i.e. Perkins, EOP). Compare amount of reductions, if any, to amount of revenue realized from new sources. * Benchmark: New sources of grant revenue will offset any reductions in formula allocations and other funding sources. A consistent overall level of grant-funded support will be maintained.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 1) Formula allocation grant amounts increased by 1% from prior year (\$627,270 vs. \$620,694). 2) Twenty-nine new grant proposals were developed, totaling more than \$12,849,382 in requested funds. Twenty-two of those proposals totaling \$4,961,248 have been awarded to date. Four more of those proposals totaling \$676,134 are pending award notification. (Three totaling \$7,212,000 were denied.) 3) Established 27 additional grant/contract awards, totaling \$523,168 received from FSA, BCC Foundation, SUNY, Binghamton University, NYSED, SV Housing Development Board, and Broome County DSS. 4) As of 6/05/20, was providing grants management (i.e., budgetary, reporting, compliance) oversight to 102 grant-funded projects totaling \$15,782,345 (vs. 84 grant accounts totaling \$13,281,045 for the prior year, same period). This equals a 19% increase from prior year. [less] (07/13/2020) Related Documents: Grant Information Report _run date 6-21-19.pdf	Action Plan: Use of Results 2018-19 and 2017-18 outcomes have been compiled in comparison format and will be presented to the Grants Planning Team, Sept 2019. Significant changes will be discussed, and feedback on new and/or modifications to existing ways to continue to meeting goals will be solicited. (07/13/2020)

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Means of Assessment	Results	Action Plans
<p>Data Related - Monitor amount of available funds remaining unspent at the end of each grant's award period. Compute total for fiscal year. Compare to prior fiscal year.</p> <p>* Benchmark: Post-award utilization of available grant funds will be maximized.</p>	<p>Grant Information Report_run date 6-05-2020.pdf</p> <p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met Of grants ending for the same period (7/1 - 6/30) during the past five years, the percent of available funds that were fully spent each year is: 2019-2020 - 77% 2018-2019 - 99.2% 2017-2018 = 98% 2016-2017 = 98% 2015-2016 = 98% (07/16/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: A decline of 21 percentage points in fully spent funds from this year compared to the same period, prior year (98% to 77%) is largely due to the COVID pandemic. Travel restrictions and the move to remote activities and distance learning resulted in several grant-funded projects ending prior to their June 30 end dates, and in turn, incurring less expenses. In addition, several multi-year grant projects that had been operating under no-cost extension agreements were terminated by the funding sources earlier than their extended end date (6/12/20 vs. 12/31/20). This historic situation underscored the importance of continuing to monitor and manage progress regarding individual grant deliverables and budgets despite the substantial amount of SP staff time to do so, even for grant awards that have specifically assigned grant program directors. Many faculty and clerical staff who are assigned to work on a grant project have limited understanding and/or experience to independently negotiate campus-wide policies and procedures regarding HR, purchasing/procurement, budgeting.</p> <p>What did you learn about your unit through this assessment cycle?: It remains imperative that Sponsored Programs staff continue to issue a consistent and firm message about the importance of meeting originally approved deadlines for use of grant funds. If the seven projects that needed extended end dates to carryout intended deliverables had been completed by the originally approved deadlines, the college would not now be faced with returning \$386,825 to the funding source (SUNY), and the now unmet deliverables would have already been accomplished.</p>	<p>Action Plan: These results will be shared with Grants Planning Team members in an effort to underscore the gravity of having unspent funds at the end of an approved grant period. Extensions should be relied upon only when necessary not as the norm., as to do so opens the college up to greater risk that the funds will be rescinded (at least by SUNY) in economic emergencies. (07/16/2020)</p> <p>Budget/Resource Implications: Of 22 grant projects with end dates of 6/30/2020 and totaling \$1,765,667 in funds, 13 ended with a combined total of \$409,539 left unspent and needing to be returned to funders.</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 2 - Invest in energy efficient resources that reduce cost and sustain the teaching and learning environment

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 3 - Invest in the maintenance of facilities and the building of new ones when needed to support the strategic priorities of the college

Admin - BC Center (Child Care)

Goal: Complete Playground Installation

Continue to investigate funding opportunities in order to replace existing playground. Initiate process so that a new playground is installed by Fall 2020

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Create list of potential funding sources. * Benchmark: Will locate at least 5 potential funding sources.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Funding was secured and playground was installed in November 2019. (08/10/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Playground was successfully installed, so there is no longer a need to meet this goal. What did you learn about your unit through this assessment cycle?: The campus community is motivated to help make improvements to the child care center. The children now have opportunities for large motor activities that are both safe and developmentally appropriate. The playground is an excellent learning environment for SUNY Broome Early Childhood observers and interns.</p>	

Admin - Finance - Accounting Area I

Goal: Process fixed assets

Process fixed assets in Banner by September of each year

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
<p>Institutional Reports - Any Purchase over \$5,000 will be reviewed to determine if it is a capital expense to be recorded in the plant fund. * Benchmark: We will review and track any expenditure in the equipment account code 75xx to</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Asset Acquisitions totals 51 with a cost of \$1,927,239 and were transferred to the plant fund. All purchases over \$,000 were reviewed (07/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Our current staff can handle the amount of work that needs to be processed.</p>	<p>Action Plan: Continue to review and update our procedures. (07/31/2020) Budget/Resource Implications: If due to budget cuts, staff is reduced, our ability to review every purchase</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 3 - Invest in the maintenance of facilities and the building of new ones when needed to support the strategic priorities of the college

Admin - Finance - Accounting Area I

Goal: Process fixed assets

Means of Assessment	Results	Action Plans
ensure capital compliance.	What did you learn about your unit through this assessment cycle? : Our procedures for scrapping a fixed asset need to be in more detail for new staff to follow.	over \$5,000 and monitor purchase guidelines may be hindered.

Admin - Finance - Accounting Area II

Goal: To work effectively as a unit

To work effectively as a unit to ensure accounting, billing, and reconciliations are prepared and processed accurately on a monthly basis to ensure the seamless flow of information and funding.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Means of Assessment	Results	Action Plans
Audit Reports - Reconciliation of accounts; bank statements; billing logs; JE logs; and Capital Project logs * Benchmark: successful audit Resource Requests: N/A	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met This has been a difficult year due to increased workloads as well as learning to effectively work remotely during the COVID 19 epidemic. As such we, as a unit, have not always been able to maintain our typical monthly workflow schedules and have collectively found ourselves behind in many areas - the processing or payroll and payment of related liabilities being the exception. (08/14/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal? : Unfortunately with Barb's retirement I only foresee it becoming more difficult to manage the workload with less manpower and deal with the larger problems or projects that arise in a timely manner. What did you learn about your unit through this assessment cycle? : That mistakes increase as we struggle with the volume of work and with the technological and logistical challenges of working remotely.	Action Plan: Hopefully to get additional manpower to adequately handle the workload and improved technology to facilitate a more efficient remote working scenario. (08/14/2020) Budget/Resource Implications: There is an obvious cost to adding employees and providing existing employees with appropriate technology

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 3 - Invest in the maintenance of facilities and the building of new ones when needed to support the strategic priorities of the college

Admin - Finance Office

Admin - Finance Office

Goal: Accurate financial data

Process information in an accurate/efficient and timely manner - provide accurate financial data to end users

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Confirmation/receipt of data and/or resources. Feedback from end users such as students, employees, college departments, SUNY, Exec Council, Accreditors, Dept of Ed, IRS, SSA, NYS, Broome County , etc.</p> <p>* Benchmark: Did we receive the resources(funding, aid, grant,etc). Financial decision making by end user (student, employee, dept, etc). Was the employee/vendor paid accurately and on time.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>Resources (funding, aid, grants, etc) were received. Financial decisioning by end user. A small population of employees who were formerly student employees did not have their exempt status changed when moving to regular employee status, which resulted in underwithholding of FICA/Medicare tax. This was identified as one of the college's internal compliance audits.</p> <p>Customer survey was implemented - small percentage of responses as compared to available populations. (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Improved internal payroll controls, exception reports, and updated checklist. to prevent this from re-ocuring.</p> <p>Will seek to expand survey to all populations. A separate Student Opinion Survey resulted in updates to the paying for college section of the website, rebranding student financial services, creating easily digestible sections on the website, additional workshops, ability to meet with students virtually and to set up appointments online, as well as early outreach to at risk student populations.</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The goal was met overall. Receipt of resources funding grants aid, etc. No fines or penalties</p> <p>What did you learn about your unit through this assessment cycle?: We need to continue to review and audit for compliance.</p> <p>The customer surveys will be modified to include all customers not just those who are in the area in person to obtain the customer survey and drop off. The survey will be made available and promoted online as many customers are served remotely, virtually, email, and interoffice means.</p>	<p>Action Plan: Continue to perform internal compliance audits. Expand customer surveys (07/31/2020)</p> <p>Budget/Resource Implications: Accuracy drives expanded and continuing funding sources.</p> <p>Follow-Up: Expand survey population outreach. Continue internal compliance audits. Develop internal controls and best practices. (07/31/2020)</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 3 - Invest in the maintenance of facilities and the building of new ones when needed to support the strategic priorities of the college

Admin - Office of the Vice President for Finance

Admin - Office of the Vice President for Finance

Goal: Goal #1

The unaudited net income/assets shall reflect a balanced budget and up to a \$500,000 operating margin.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 12/19/2017

Means of Assessment	Results	Action Plans
<p>Audit Reports - The monthly unaudited financial forecast of 2017-18, 2018-19 operating revenues, expenses and net assets. * Benchmark: Comparison of final outcome with benchmark (target): Will use this target Resource Requests: Assistance in conducting/analyzing/presenting an event/.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The College achieved its goal of a balanced budget for the 2018-19 fiscal year, with no use of fund balance. (07/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to strategically meet fiscal responsibilities through the use of processes in place such as PARs and PAR justification for employment, CPFIAR for capital and facility improvements, tech fee, budget, capital improvements under \$5k, section management, payroll monitoring and spending monitoring, and monthly financial forecast. What did you learn about your unit through this assessment cycle?: Monitoring and analysis is critical. The process must be nimble to make changes quickly.</p>	<p>Action Plan: Review analysis and make changes. Provide information to decision makers quickly. (07/31/2020) Budget/Resource Implications: Up to date reporting and analysis is crucial to maintaining a sustainable budget.</p>
<p>Institutional Reports - The 2017-18, 2018-19 Annual Financial Report submitted to SUNY. * Benchmark: Comparison of final outcome with benchmark (target): Will use this target. Resource Requests: Assistance in conducting/analyzing/presenting an event.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Same as Audit Reports above (07/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Same as Audit Reports above What did you learn about your unit through this assessment cycle?: Same as Audit reports above</p>	<p>Action Plan: Same as audit reports above (07/31/2020) Budget/Resource Implications: Same as audit reports</p>
<p>Audit Reports - The 2017-18, 2018-19 audited financial statements. * Benchmark: Comparison of final outcome with benchmark (target): Will use this target. Resource Requests: Assistance in</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The College met its goal for a balanced budget. Please see Institutional Report section (07/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Please see institutional report</p>	<p>Action Plan: Please see institutional report (07/31/2020) Budget/Resource Implications: Please see institutional report</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 3 - Invest in the maintenance of facilities and the building of new ones when needed to support the strategic priorities of the college

Admin - Office of the Vice President for Finance

Goal: Goal #1

Means of Assessment	Results	Action Plans
conducting/analyzing/presenting an event.	What did you learn about your unit through this assessment cycle?: Please see institutional report	

Goal: Goal #2

The unrestricted fund balance shall be at least 7% 2017-18; 9% 2018-19 of annual operating expenditures.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 12/19/2017

Means of Assessment	Results	Action Plans
Audit Reports - The unaudited financial forecast * Benchmark: Comparison of final outcome with benchmark (target): Will use this target Resource Requests: Assistance in conducting/analyzing/presenting an event.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The College met its goal of 9% with the undesignated fund balance at 9.3% of operating expenditures. (07/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continuous monitoring and analysis of fiscal position. What did you learn about your unit through this assessment cycle?: Challenges will be potential state aid cuts and declining enrollment.	Action Plan: Reallocation of resources may be necessary. The College will offer a voluntary separation incentive to reduce personnel and benefit expense. (07/31/2020)
Institutional Reports - The 2017-18; 2018-19 Annual Financial Report submitted to SUNY. * Benchmark: Comparison of final outcome with benchmark (target): Will use this target. Resource Requests: Assistance in conducting/analyzing/presenting an event.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The College met its goal please see audit reports above (07/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Please see audit report above What did you learn about your unit through this assessment cycle?: Please see audit reports above	Action Plan: Please see audit reports above (07/31/2020) Budget/Resource Implications: Please see audit reports above
Audit Reports - The 2017-18; 2018-19 audited financial statements. * Benchmark: Comparison of final outcome with benchmark (target): Will use this target.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The College met its goal achieving a 9.3% of annual operating expenditures for fiscal year 18-19 (07/31/2020)	Action Plan: Please see audit reports above (07/31/2020) Follow-Up: Please see audit reports above (07/31/2020)

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 3 - Invest in the maintenance of facilities and the building of new ones when needed to support the strategic priorities of the college

Admin - Office of the Vice President for Finance

Goal: Goal #2

Means of Assessment	Results	Action Plans
Resource Requests: Assistance in conducting/analyzing/presenting an event.	If you met your benchmark, how will you maintain your ability to keep meeting goals?: Please see audit reports above What did you learn about your unit through this assessment cycle?: Please see audit reports above	

Admin - Office of the Vice President for Student Affairs

Goal: Fiscal Responsibility, Program Development and Infrastructure Sustainability 2019-2020

Inculcate a culture of organizational stewardship through fiscally responsible practices, seeking of external resources and support, and the recruitment, retention and professional development of talented staff.

Objectives

- Hire Staff Associate to support Office
- Ensure departments remain within budget
- Oversee the Institutional Compliance program
- Oversee the Institutional Policies and Procedures program

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
Data Related - By working with Human Resources and the finance department to approve and hire support staff for the VPSA and CDO. * Benchmark: Hire 1 staff associate to support the VPSA and CDO.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met Although unable to hire a Staff Associate to support the Vice President's office, the position was approved. (07/24/2020)	Action Plan: When appropriate, the position will be searched. Having the position allows for enhanced services and support from the Vice President's office, especially as it related to addressing the support needs of URM students and Diversity and Inclusion programming. (07/24/2020)

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 3 - Invest in the maintenance of facilities and the building of new ones when needed to support the strategic priorities of the college

Admin - Office of the Vice President for Student Affairs

Goal: Fiscal Responsibility, Program Development and Infrastructure Sustainability 2019-2020

Means of Assessment	Results	Action Plans
<p>Data Related - By working closely with the VPAFA and finance department to set rules for the budget. Working with IT to streamline a process to link budget increase requests to institutional goals to ensure funds are spent responsibly.</p> <p>* Benchmark: Division stays within the budget for the 2019-2020 fiscal year.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>All departments worked within budget. However, the impact of the COVID pandemic has not been without challenges, especially as it relates to the refunding of programs and the lost revenue from auxiliary programs. Federal funds were secured to make up for some of the lost funding. However, adjustments like decreasing full time hours, as well as part-time positions were cut in order to maintain the budget. (07/24/2020)</p>	<p>Action Plan: Re-engineer the Division departments, programs, and services inclusive of a successful creation of a Wellness Department that also promotes a more streamlined and efficient division of programs and services. Eliminate or add programs intended to better align with the mission of the division in meeting student needs. Continue to seek external funding sources to support services like childcare, student/community partnerships, and student success initiatives. In partnership with Housing, create and enrollment management plan designed to enhance the intentional sustainability efforts of the program. Assess the impact of the new model for the distribution of Student Activities fees. (07/24/2020)</p>
<p>Program/Project Development - By working closely with SUNY to make certain we stay in compliance, and our compliance program is up to date.</p> <p>* Benchmark: Meet with SUNY staff to review and come up with a base for new Institutional Compliance Program.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Held multiple meetings with SUNY on way to better our compliance program. Have set a bi-weekly meeting with SUNY staff to help review, plan, and implement a new Institutional Compliance program. New plan and base of the program is in process. (07/24/2020)</p>	<p>Action Plan: Will continue to make progress on the Institutional Compliance Program. (07/24/2020)</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 3 - Invest in the maintenance of facilities and the building of new ones when needed to support the strategic priorities of the college

Admin - Office of the Vice President for Student Affairs

Goal: Fiscal Responsibility, Program Development and Infrastructure Sustainability 2019-2020

Means of Assessment	Results	Action Plans
Program/Project Implementation - By creating a working group to review and update the policy and procedures of the College. * Benchmark: Review and update College policies	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The working group charged with reviewing and updating the policies and procedures program, successfully completed its mission by securing Board of Trustees approval for a policy on policies and procedures. (07/24/2020)	Action Plan: Continue to create, update and sun set institutional policies and procedures. (07/24/2020)

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Assist the College to practice fiscal responsibility and sustainability by maintaining a consistent overall level of grant-funded/external financial support.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
Data Related - Monitor budget changes in formula allocations (i.e. Perkins, EOP). Compare amount of reductions, if any, to amount of revenue realized from new sources. * Benchmark: New sources of grant revenue will offset any reductions in formula allocations and other funding sources. A consistent overall level of grant-funded support will be maintained.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 1) Formula allocation grant amounts increased by 1% from prior year (\$627,270 vs. \$620,694). 2) Twenty-nine new grant proposals were developed, totaling more than \$12,849,382 in requested funds. Twenty-two of those proposals totaling \$4,961,248 have been awarded to date. Four more of those proposals totaling \$676,134 are pending award notification. (Three totaling \$7,212,000 were denied.) 3) Established 27 additional grant/contract awards, totaling \$523,168 received from FSA, BCC Foundation, SUNY, Binghamton University, NYSED, SV Housing Development Board, and Broome County DSS. 4) As of 6/05/20, was providing grants management (i.e., budgetary, reporting, compliance) oversight to 102 grant-funded projects totaling \$15,782,345 (vs. 84 grant accounts totaling \$13,281,045 for the prior year, same period). This equals a 19% increase from prior year. [less] (07/13/2020) Related Documents:	Action Plan: Use of Results 2018-19 and 2017-18 outcomes have been compiled in comparison format and will be presented to the Grants Planning Team, Sept 2019. Significant changes will be discussed, and feedback on new and/or modifications to existing ways to continue to meeting goals will be solicited. (07/13/2020)

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 3 - Invest in the maintenance of facilities and the building of new ones when needed to support the strategic priorities of the college

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Means of Assessment	Results	Action Plans
	Grant Information Report_run date 6-21-19.pdf Grant Information Report_run date 6-05-2020.pdf	
Data Related - Monitor amount of available funds remaining unspent at the end of each grant's award period. Compute total for fiscal year. Compare to prior fiscal year. * Benchmark: Post-award utilization of available grant funds will be maximized.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met Of grants ending for the same period (7/1 - 6/30) during the past five years, the percent of available funds that were fully spent each year is: 2019-2020 - 77% 2018-2019 - 99.2% 2017-2018 = 98% 2016-2017 = 98% 2015-2016 = 98% (07/16/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: A decline of 21 percentage points in fully spent funds from this year compared to the same period, prior year (98% to 77%) is largely due to the COVID pandemic. Travel restrictions and the move to remote activities and distance learning resulted in several grant-funded projects ending prior to their June 30 end dates, and in turn, incurring less expenses. In addition, several multi-year grant projects that had been operating under no-cost extension agreements were terminated by the funding sources earlier than their extended end date (6/12/20 vs. 12/31/20). This historic situation underscored the importance of continuing to monitor and manage progress regarding individual grant deliverables and budgets despite the substantial amount of SP staff time to do so, even for grant awards that have specifically assigned grant program directors. Many faculty and clerical staff who are assigned to work on a grant project have limited understanding and/or experience to independently negotiate campus-wide policies and procedures regarding HR, purchasing/procurement, budgeting. What did you learn about your unit through this assessment cycle?: It remains imperative that Sponsored Programs staff continue to issue a consistent and firm message about the importance of meeting originally approved deadlines for use of grant funds. If the seven projects that needed extended end dates to carryout intended deliverables had been completed by the originally approved deadlines, the college would not now be faced with returning \$386,825 to the funding source (SUNY), and the now unmet deliverables would have already been accomplished.	Action Plan: These results will be shared with Grants Planning Team members in an effort to underscore the gravity of having unspent funds at the end of an approved grant period. Extensions should be relied upon only when necessary not as the norm., as to do so opens the college up to greater risk that the funds will be rescinded (at least by SUNY) in economic emergencies. (07/16/2020) Budget/Resource Implications: Of 22 grant projects with end dates of 6/30/2020 and totaling \$1,765,667 in funds, 13 ended with a combined total of \$409,539 left unspent and needing to be returned to funders.

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 3 - Invest in the maintenance of facilities and the building of new ones when needed to support the strategic priorities of the college

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 4 - Continue to procure equipment and technological resources that meet the changing needs of instructional delivery, student support services and administrative needs aimed at student success

Admin - Faculty Student Association (FSA)

Goal: Balanced Budget

FSA to sustain a balanced budget without having to use net assets to balance at year end. Considering a modest increase of \$10,000 to net assets To access revenue streams, evaluate spending

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
Audit Reports - 2019-2020 final audit report to be posted Fall 2020 * Benchmark: To increase our net assets to a minimum of \$10,000, with the assistance of a PPP loan from the Cares act the increase to net assets should be higher than anticipated	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Anticipated increase to net assets should be \$50,000 or higher. PPP loan was used to offset salaries and fringes expenses for the Admin office and the daycare center (08/19/2020) What did you learn about your unit through this assessment cycle? : 2019-2020 was an exceptional year with the campus shutting down in March due to Covid a portion of our revenues also shut down. The PPP loan that was made available to the FSA had a major impact on how our numbers ended up	

Admin - Finance - Accounting Area I

Goal: Process fixed assets

Process fixed assets in Banner by September of each year

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
Institutional Reports - Any Purchase over \$5,000 will be reviewed to determine if it is a capital expense to be recorded in the plant fund. * Benchmark: We will review and track any expenditure in the equipment account code 75xx to ensure capital compliance.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Asset Acquisitions totals 51 with a cost of \$1,927,239 and were transferred to the plant fund. All purchases over \$,000 were reviewed (07/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals? : Our current staff can handle the amount of work that needs to be processed. What did you learn about your unit through this assessment cycle? : Our procedures for	Action Plan: Continue to review and update our procedures. (07/31/2020) Budget/Resource Implications: If due to budget cuts, staff is reduced, our ability to review every purchase over \$5,000 and monitor purchase

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 4 - Continue to procure equipment and technological resources that meet the changing needs of instructional delivery, student support services and administrative needs aimed at student success

Admin - Finance - Accounting Area I

Goal: Process fixed assets

Means of Assessment	Results	Action Plans
	scrapping a fixed asset need to be in more detail for new staff to follow.	guidelines may be hindered.

Admin - Finance - Purchasing Area

Goal: Procure assets and resources

Fostering honest competition while in compliance with federal, state, local and college laws and college guidelines.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
Supervisor Evaluation - Vet and negotiate college contracts and procurements to ensure compliance with applicable rules and regulations. * Benchmark: Our target benchmark is 100% compliance of Federal, State, General Municipal Law and SUNY Broome purchasing guidelines	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Our goal was met at 100% compliance for fiscal year 20. (07/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue following the colleges guidelines and procedures. What did you learn about your unit through this assessment cycle?: The purchasing office is extremely busy throughout the year and can be still in compliance.	Action Plan: To continue to be successful in this goal the time allotted for review will continue to be necessary. (08/21/2020)

Admin - Finance Office

Goal: Audit

Audit - Seek no material weaknesses/no findings and an unmodified opinion for reporting areas

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/31/2017

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 4 - Continue to procure equipment and technological resources that meet the changing needs of instructional delivery, student support services and administrative needs aimed at student success

Admin - Finance Office

Goal: Audit

Means of Assessment	Results	Action Plans
Audit Reports - Review the independent audit report * Benchmark: No findings or material weakness	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met -College received an unmodified opinion for audit of the 18-19 year completed in 19-20. omaterial weaknesses/no --findings. (07/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to monitor financial controls. What did you learn about your unit through this assessment cycle?: Team will continue to diligence in monitoring internal controls. Team will take a proactive approach.	Action Plan: Data is reviewed to see where improvements might be made. Audit results play a key role in obtaining future funding. (07/31/2020) Follow-Up: Audit results are key to future funding (07/31/2020)

Goal: Financial transactions within compliance

Process and monitor financial transactions within compliance parameters

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
Data Related - Confirmation/receipt of data and/or resources. Confirmation that data meets compliance regulations - data on audit report, reports from outside agencies such as Dept of Ed, IRS, SSA, SUNY, NYS Dept Taxation, OSC, Broome County, etc. Receipt of resources triggered by meeting compliance parameters such as state aid , Federal aid, grant payments, student payments, equipment, supplies and contractual items, etc. Not receiving fines or findings that	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met No fines or penalties were assessed. Confirmations, receipts on files indicate met compliance. Funds were received. However, one of our internal compliance audits identified an area of noncompliance. (07/31/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: FICA/Medicare Compliance - Underwithholding of formerly exempt students whose status changed to nonstudent. Exception reports and updated checklist will provide controls. This was discovered as part of one of our internal compliance audits. If you met your benchmark, how will you maintain your ability to keep meeting goals?: This is a continuous process. What did you learn about your unit through this assessment cycle?: Additional human resources assisted in our meeting the ever increasing compliance parameters that the College operates under. Compliance ensures with the safeguarding of college assets and plays a role	Action Plan: We will continue to develop controls and best practices in this area. (07/31/2020) Budget/Resource Implications: Investigating how Banner or Dynamic Forms will allow us to achieve compliance efficiently. Follow-Up: This is an area that continues to grow. We will continue to develop internal controls, internal audits and look to use technology to ensure transactions are processed within compliance parameters.

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 4 - Continue to procure equipment and technological resources that meet the changing needs of instructional delivery, student support services and administrative needs aimed at student success

Admin - Finance Office

Goal: Financial transactions within compliance

Means of Assessment	Results	Action Plans
impact the college finances.	when seeking funding.	(07/31/2020)

Goal: Accurate financial data

Process information in an accurate/efficient and timely manner - provide accurate financial data to end users

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Confirmation/receipt of data and/or resources. Feedback from end users such as students, employees, college departments, SUNY, Exec Council, Accreditors, Dept of Ed, IRS, SSA, NYS, Broome County , etc.</p> <p>* Benchmark: Did we receive the resources(funding, aid, grant,etc). Financial decision making by end user (student, employee, dept, etc). Was the employee/vendor paid accurately and on time.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>Resources (funding, aid, grants, etc were received. Financial decisioning by end user. A small population of employees who were formerly student employees did not have their exempt status changed when moving to regular employee status, which resulted in underwithholding of FICA/Medicare tax. This was identified as one of the college's internal compliance audits.</p> <p>Customer survey was implemented - small percentage of responses as compared to available populations. (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Improved internal payroll controls, exception reports, and updated checklist. to prevent this from re-ocuring.</p> <p>Will seek to expand survey to all populations. A separate Student Opinion Survey resulted in updates to the paying for college section of the website, rebranding student financial services, creating easily digestible sections on the website, additional workshops, ability to meet with students virtually and to set up appointments online, as well as early outreach to at risk student populations.</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The goal was met overall. Receipt of resources funding grants aid, etc. No fines or penalties</p> <p>What did you learn about your unit through this assessment cycle?: We need to continue to review and audit for compliance.</p> <p>The customer surveys will be modified to include all customers not just those who are in the area in person to obtain the customer survey and drop off. The survey will be made available</p>	<p>Action Plan: Continue to perform interanl compliance audits. Expand customer surveys (07/31/2020)</p> <p>Budget/Resource Implications: Accuracy drives expanded and continuing funding sources.</p> <p>Follow-Up: Expand survey population outreach. Continue internal compliance audits. Develop internal controls and best practices. (07/31/2020)</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 4 - Continue to procure equipment and technological resources that meet the changing needs of instructional delivery, student support services and administrative needs aimed at student success

Admin - Finance Office

Goal: Accurate financial data

Means of Assessment	Results	Action Plans
	and promoted online as many customers are served remotely, virtually, email, and interoffice means.	

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 2:

Provide students the academic tools and campus infrastructure to be successful

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans
Program/Project Implementation - Collect reports from Departments * Benchmark: Varies by Department	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Offer faculty training to Increase use of Starfish and Degree Works Learning Assistance Department: All key Tutoring area personnel are trained in using Starfish to monitor referrals and respond accordingly Support an academic environment that fosters learning Accessibility Resources Office: Meet the accommodation and service provision needs of 593 students with disabilities registered with the Accessibility Resources Office through service provision addressing classroom and campus access (notetaking, accessible text format, accommodated testing, interpreting services, accessible furniture, coaching strategies). Learning Assistance Department: The LAD offered a wide range of tutoring support for students: Math Lab; Writing Center; Drop-in Tutoring (in Library) which includes specialized drop-in tutoring for Business (in BB),	Action Plan: Dean will continue to supervise implementation of goals and receive updates through one-on-one meetings and Division Council (07/31/2020)

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 4 - Continue to procure equipment and technological resources that meet the changing needs of instructional delivery, student support services and administrative needs aimed at student success

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 2:

Means of Assessment	Results	Action Plans
	<p>Comp. Sci. (in AT), and Health Sci. (in DH); 1-on-1 Tutoring by appointment; Supplemental Instruction in selected courses; and participation in the STAR-NY tutoring consortium. Distance Learners have access to selected on-line subject tutoring, Writing Center responses to e-mailed submissions, and access to STAR-NY services.</p> <p>Continue to evaluate the success of academic coaching and other methods to increase retention</p> <p>LA Division:</p> <p>Academic Coach / Learning Specialist: The LA Division works closely with this group to increase retention of at-risk cohorts such as students on probation or at risk of losing their financial aid through the 150% rule. Larry King, working with the non-perkins population for Liberal Arts programs, reports that 229 appointments were completed in the fall 2019 semester. Data show that students that meet more than three times during the semester are more likely to show improvement: For instance, of the 19 students that kept more than 3 appointments, 17 returned to good standing; 85% (30) of the 35 students that kept 2 or more appointments, showed an increase in gpa; 75% of those (23) returned to good standing.</p> <p>Enrollment Management: Each semester, the Liberal Arts management team (Dean, Staff Associate, Assistant to the Dean) collaborates to create and implement a strategic plan to maximize enrollment potential for continuing and new students. Fall 2019 a database was created to capture the retention rate of continuing, while certificates and enrollment information was mailed to all accepted students in LA programs.</p> <p>All Departments participated in the November Open House</p> <p>Identify gaps in student degree completion</p> <p>LA Division: Collaboration with Erin Marulli in Reverse Transfer and the Hears grant identifies students that are near degree completion, either through credits earned from their transfer school, or by assisting them to return to complete their remaining credits. A team comprised of Erin, Samantha Potter (Registrar's office), and Donna Rehak work to assist students with the process of transfer evaluation, enrollment, paperwork needed to complete their degrees. Fall 19: 6 students graduated from LA programs through Reverse Transfer; 5 through the HEARS initiative, returned to complete their degree after having stopped out. Over 20 students in the Reverse Transfer and HEARS pipeline are anticipated to graduate in the spring and summer cycle.</p>	

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 4 - Continue to procure equipment and technological resources that meet the changing needs of instructional delivery, student support services and administrative needs aimed at student success

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 2:

Means of Assessment	Results	Action Plans
	<p>(05/31/2019)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Faculty must undergo continual training as needed in the TRC to ensure that students at levels of ability have their needs met. This will mean that the campus as a whole must meet the needs of our very diverse population. Faculty will be encouraged to utilize student support tools such as the LAD, Starfish and Degree Works.</p> <p>What did you learn about your unit through this assessment cycle?: Faculty are under-utilizing the resources that are available to students.</p>	

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students</p>	<p>Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 4 - Continue to procure equipment and technological resources that meet the changing needs of instructional delivery, student support services and administrative needs aimed at student success

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.		different immigration status. (08/14/2020)
Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be measured through the exit surveys reported number of students at the end of each semester. Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).	Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there Where is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)
Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings * Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information	Reporting Period: 2019 - 2020 Conclusion: Inconclusive The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020) What did you learn about your unit through this assessment cycle?: I have learned that I	Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 4 - Continue to procure equipment and technological resources that meet the changing needs of instructional delivery, student support services and administrative needs aimed at student success

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
regarding the meeting and what the meeting was about. Resource Requests: Promotional - funding for food/beverages at meeting.	need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.	instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans
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Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Assist the College to practice fiscal responsibility and sustainability by maintaining a consistent overall level of grant-funded/external financial support.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
Data Related - Monitor budget changes in formula allocations (i.e Perkins, EOP). Compare amount of reductions, if any, to amount of revenue realized from new sources. * Benchmark: New sources of grant revenue will offset any reductions in formula allocations and other funding sources. A	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 1) Formula allocation grant amounts increased by 1% from prior year (\$627,270 vs. \$620,694). 2) Twenty-nine new grant proposals were developed, totaling more than \$12,849,382 in requested funds. Twenty-two of those proposals totaling \$4,961,248 have been awarded to date. Four more of those proposals totaling \$676,134 are pending award notification. (Three totaling \$7,212,000 were denied.) 3) Established 27 additional grant/contract awards, totaling \$523,168 received from FSA, BCC	Action Plan: Use of Results 2018-19 and 2017-18 outcomes have been compiled in comparison format and will be presented to the Grants Planning Team, Sept 2019. Significant changes will be discussed, and feedback on new and/or modifications to existing ways to continue to meeting goals

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Means of Assessment	Results	Action Plans
consistent overall level of grant-funded support will be maintained.	<p>Foundation, SUNY, Binghamton University, NYSED, SV Housing Development Board, and Broome County DSS.</p> <p>4) As of 6/05/20, was providing grants management (i.e., budgetary, reporting, compliance) oversight to 102 grant-funded projects totaling \$15,782,345 (vs. 84 grant accounts totaling \$13,281,045 for the prior year, same period). This equals a 19% increase from prior year. [less] (07/13/2020)</p> <p>Related Documents:</p> <p>Grant Information Report_run date 6-21-19.pdf</p> <p>Grant Information Report_run date 6-05-2020.pdf</p>	will be solicited. (07/13/2020)
<p>Data Related - Monitor amount of available funds remaining unspent at the end of each grant's award period. Compute total for fiscal year. Compare to prior fiscal year.</p> <p>* Benchmark: Post-award utilization of available grant funds will be maximized.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>Of grants ending for the same period (7/1 - 6/30) during the past five years, the percent of available funds that were fully spent each year is:</p> <p>2019-2020 - 77%</p> <p>2018-2019 - 99.2%</p> <p>2017-2018 = 98%</p> <p>2016-2017 = 98%</p> <p>2015-2016 = 98% (07/16/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: A decline of 21 percentage points in fully spent funds from this year compared to the same period, prior year (98% to 77%) is largely due to the COVID pandemic. Travel restrictions and the move to remote activities and distance learning resulted in several grant-funded projects ending prior to their June 30 end dates, and in turn, incurring less expenses. In addition, several multi-year grant projects that been operating under no-cost extension agreements were terminated by the funding sources earlier than their extended end date (6/12/20 vs. 12/31/20). This historic situation underscored the importance of continuing to monitor and manage progress regarding individual grant deliverables and budgets despite the substantial amount of SP staff time to do so, even for grant awards that have specifically assigned grant program directors. Many faculty and clerical staff who are assigned to work on a grant project have limited understanding and/or experience to independently negotiate campus-wide policies and procedures regarding HR, purchasing/procurement, budgeting.</p>	<p>Action Plan: These results will be shared with Grants Planning Team members in an effort to underscore the gravity of having unspent funds at the end of an approved grant period. Extensions should be relied upon only when necessary not as the norm., as to do so opens the college up to greater risk that the funds will be rescinded (at least by SUNY) in economic emergencies. (07/16/2020)</p> <p>Budget/Resource Implications: Of 22 grant projects with end dates of 6/30/2020 and totaling \$1,765,667 in funds, 13 ended with a combined total of \$409,539 left unspent and needing to be returned to funders.</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 4 - Continue to procure equipment and technological resources that meet the changing needs of instructional delivery, student support services and administrative needs aimed at student success

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
	What did you learn about your unit through this assessment cycle?: It remains imperative that Sponsored Programs staff continue to issue a consistent and firm message about the importance of meeting originally approved deadlines for use of grant funds. If the seven projects that needed extended end dates to carryout intended deliverables had been completed by the originally approved deadlines, the college would not now be faced with returning \$386,825 to the funding source (SUNY), and the now unmet deliverables would have already been accomplished.	

Admin - BC Center (Child Care)

Goal: Complete Playground Installation

Continue to investigate funding opportunities in order to replace existing playground. Initiate process so that a new playground is installed by Fall 2020

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Create list of potential funding sources. * Benchmark: Will locate at least 5 potential funding sources.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Funding was secured and playground was installed in November 2019. (08/10/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Playground was successfully installed, so there is no longer a need to meet this goal. What did you learn about your unit through this assessment cycle?: The campus community is motivated to help make improvements to the child care center. The children now have opportunities for large motor activities that are both safe and developmentally appropriate. The playground is an excellent learning environment for SUNY Broome Early Childhood observers and interns.</p>	

Admin - Health and Safety

Goal: Improve student access to Health Services.

Health and Safety has set up a voucher system for Medical Taxi Transport after hours and is working to provide access to online medical services at a reduced fee. The number of vouchers used and online hits to the service will be tallied

Goal Status: Archived

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Inactive Date: 07/31/2020

Means of Assessment	Results	Action Plans
<p>Audit Reports - A tally of taxi cab payments/vouchers used will be performed students determine how many students received medical services off campus. This will be</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Inconclusive While there are some numbers for the Fall Semester the pandemic has prevented its tabulation. Results are currently in an office that cannot be accessed due to remote work.</p>	<p>Action Plan: Working with the Dean of Students Office a Wellness Center is being created with expanded services to include</p>

Admin - Health and Safety

Goal: Improve student access to Health Services.

Means of Assessment	Results	Action Plans
<p>compared to the number of students receiving services on campus to assess the increase in overall services.</p> <p>* Benchmark: No initial data was available to determine a first year benchmark. Data from 17-18 will used as a benchmark for 18-19.</p>	<p>For the Spring semester a shutdown of operations left us with no students and staff on campus. There were no services or numbers to offer for the Spring. You can also write in the results area that In the Action Plan area--put what you told me about going in a different direction as your next steps. (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: When operations begin again in the Fall of 2020, the 2019 numbers will be tabulated, and an assessment performed based on the results from that semester. Moving beyond 19-20 the College is taking a different direction with Health Services. This is described in the Action Plan</p> <p>What did you learn about your unit through this assessment cycle?: Given the pandemic, we learned what operations could be performed remotely and what changes were needed to come back to campus safely and reduce potential for spreading infectious disease in a health care environment.</p>	<p>mental health support. (07/31/2020)</p>

Goal: Achieve 80% satisfaction for services provided by Public Safety and Health Services.

Conduct a five question survey of individuals receiving services from Public Safety and Health Services (Surveys will be independent of each other).

Goal Status: Archived

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Inactive Date: 07/31/2020

Means of Assessment	Results	Action Plans
<p>Survey Related - A five question survey will be administered to individuals who receive services from the Department and are willing to complete it.</p> <p>* Benchmark: The Benchmark for this survey is to get an over all score of 80% of those surveyed agreeing or strongly agreeing they are satisfied with the Department.</p> <p>Related Documents:</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>Surveys are sent in the spring, with the pandemic they were not sent out. (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: You can say something in the what did you learn area about how maybe Your action plan could be to develop online surveys, or do them in the fall, etc.</p> <p>What did you learn about your unit through this assessment cycle?: Given the inability to do a paper survey due to the pandemic and no one on campus, it was learned that a backup online survey should be available.</p>	<p>Action Plan: An online version of the survey will be developed and notices sent periodically inviting students to participate in the survey. (07/31/2020)</p>

Admin - Health and Safety

Goal: Achieve 80% satisfaction for services provided by Public Safety and Health Services.

Means of Assessment	Results	Action Plans
SHS Satisfaction Survey.docx Public Safety Satisfaction Survey Card.docx		

Admin - Human Resources

Goal: Background Check Policy

To create a pre-employment background check policy for new hire employees.

Goal Status: Archived

Planned Assessment Cycle: 2019 - 2020

Start Date: 06/13/2019

Inactive Date: 07/31/2020

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Completion of policy and approval by the Board of Trustees. * Benchmark: Approval by the Board of Trustees by resolution. Resource Requests: Use of legal council regarding implementation of this policy.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Board of Trustees approved the implementation of a background check policy for the sole purpose of protecting the safety, and security of the College's students, faculty, staff and its visitors in addition to the College's assets by reducing the likelihood of crime, injury/loss, to aid in the confidence in the College's workforce. (07/27/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Implementation of the background check policy for all new employees, identified student employees and/or any employees with a break in service over twelve months. What did you learn about your unit through this assessment cycle?: The background check policy works in conjunction with the SUNY Broome employment application and all other employment documents to verify relevant information. Legal regulations restrict being able to perform a background check on only a candidate that has accepted the position and requires a two week waiting period for background check results to be completed.</p>	<p>Action Plan: The policy was drafted and presented to the Executive Council. The President requested a presentation of this policy to the Shared Governance Committee for their review causing delays in the presentation to the Board of Trustees due to the debate over numerous issues. We will continue to work on communication methods to address the concerns. (07/31/2020)</p> <p>Budget/Resource Implications: The cost associated with these background checks is \$50 per search. We have anticipated this cost into our 20-21 budget.</p>

Admin - Human Resources

Goal: Background Check Policy

Means of Assessment	Results	Action Plans

Goal: Sexual Harassment Policy update

Update Sexual harassment Policy pursuant to New York State guidelines.

Goal Status: Archived

Planned Assessment Cycle: 2019 - 2020

Start Date: 06/13/2019

Inactive Date: 07/31/2020

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Update language of Sexual Harassment Policy to bring in line with New York State guidelines. * Benchmark: Approval of new changes to Sexual Harassment Policy by Executive Council.</p> <p>Resource Requests: Use of legal council regarding new regulations.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>In accordance with the State University of New York, (SUNY), all state-operated campuses and community colleges shall adopt the uniform Sexual Harassment Policy statement to notify their respective community members of SUNY's no-tolerance policy for behavior that violates this policy. (07/27/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: SUNY Broome will present annual mandatory training to all employees on preventing, and addressing, Sexual Harassment and sex discrimination including knowledge of whom to contact with questions and how to report violations of this policy.</p> <p>What did you learn about your unit through this assessment cycle?: It would be beneficial to incorporate an online Sexual Harassment Training in addition to face-to-face trainings.</p>	<p>Action Plan: The policy was drafted and presented to the Executive Council. The President requested the presentation of this policy to the Shared Governance Committee for their review causing delays in the presentation to the Board of Trustees due to the debate over numerous issues. We will continue to work on communication methods to address the concerns. (07/31/2020)</p>

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 5 - Promote an environment that enhances wellness and long-term health

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
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Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 6 - Continue to develop viable, innovative and entrepreneurial/enrichment/professional programs that meet the needs of the local community and region

Admin - Finance Office

Goal: Accurate financial data

Process information in an accurate/efficient and timely manner - provide accurate financial data to end users

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Confirmation/receipt of data and/or resources. Feedback from end users such as students, employees, college departments, SUNY, Exec Council, Accreditors, Dept of Ed, IRS, SSA, NYS, Broome County , etc.</p> <p>* Benchmark: Did we receive the resources(funding, aid, grant,etc). Financial decision making by end user (student, employee, dept, etc). Was the employee/vendor paid accurately and on time.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>Resources (funding, aid, grants, etc) were received. Financial decisioning by end user. A small population of employees who were formerly student employees did not have their exempt status changed when moving to regular employee status, which resulted in underwithholding of FICA/Medicare tax. This was identified as one of the college's internal compliance audits.</p> <p>Customer survey was implemented - small percentage of responses as compared to available populations. (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Improved internal payroll controls, exception reports, and updated checklist. to prevent this from re-ocuring.</p> <p>Will seek to expand survey to all populations. A separate Student Opinion Survey resulted in updates to the paying for college section of the website, rebranding student financial services, creating easily digestible sections on the website, additional workshops, ability to meet with students virtually and to set up appointments online, as well as early outreach to at risk student populations.</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The goal was met overall. Receipt of resources funding grants aid, etc. No fines or penalties</p> <p>What did you learn about your unit through this assessment cycle?: We need to continue to review and audit for compliance.</p> <p>The customer surveys will be modified to include all customers not just those who are in the area in person to obtain the customer survey and drop off. The survey will be made available and promoted online as many customers are served remotely, virtually, email, and interoffice means.</p>	<p>Action Plan: Continue to perform internal compliance audits. Expand customer surveys (07/31/2020)</p> <p>Budget/Resource Implications: Accuracy drives expanded and continuing funding sources.</p> <p>Follow-Up: Expand survey population outreach. Continue internal compliance audits. Develop internal controls and best practices. (07/31/2020)</p>

Admin - SEO-International Admissions, Global Experiences

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 6 - Continue to develop viable, innovative and entrepreneurial/enrichment/professional programs that meet the needs of the local community and region

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students</p>	<p>Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)</p>
<p>Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be measured through the exit surveys</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes to international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).</p>	<p>Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 6 - Continue to develop viable, innovative and entrepreneurial/enrichment/professional programs that meet the needs of the local community and region

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
reported number of students at the end of each semester. Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner		
Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings * Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about. Resource Requests: Promotional - funding for food/beverages at meeting.	Reporting Period: 2019 - 2020 Conclusion: Inconclusive The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020) What did you learn about your unit through this assessment cycle? : I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.	Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Assist the College to practice fiscal responsibility and sustainability by maintaining a consistent overall level of grant-funded/external financial support.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
Data Related - Monitor budget changes in formula allocations (i.e Perkins, EOP). Compare amount of	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 1) Formula allocation grant amounts increased by 1% from prior year (\$627,270 vs.	Action Plan: Use of Results 2018-19 and 2017-18 outcomes have been compiled in comparison format and

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 6 - Continue to develop viable, innovative and entrepreneurial/enrichment/professional programs that meet the needs of the local community and region

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Means of Assessment	Results	Action Plans
<p>reductions, if any, to amount of revenue realized from new sources.</p> <p>* Benchmark: New sources of grant revenue will offset any reductions in formula allocations and other funding sources. A consistent overall level of grant-funded support will be maintained.</p>	<p>\$620,694).</p> <p>2) Twenty-nine new grant proposals were developed, totaling more than \$12,849,382 in requested funds. Twenty-two of those proposals totaling \$4,961,248 have been awarded to date. Four more of those proposals totaling \$676,134 are pending award notification. (Three totaling \$7,212,000 were denied.)</p> <p>3) Established 27 additional grant/contract awards, totaling \$523,168 received from FSA, BCC Foundation, SUNY, Binghamton University, NYSED, SV Housing Development Board, and Broome County DSS.</p> <p>4) As of 6/05/20, was providing grants management (i.e., budgetary, reporting, compliance) oversight to 102 grant-funded projects totaling \$15,782,345 (vs. 84 grant accounts totaling \$13,281,045 for the prior year, same period). This equals a 19% increase from prior year. [less] (07/13/2020)</p> <p>Related Documents:</p> <p>Grant Information Report_run date 6-21-19.pdf</p> <p>Grant Information Report_run date 6-05-2020.pdf</p>	<p>will be presented to the Grants Planning Team, Sept 2019. Significant changes will be discussed, and feedback on new and/or modifications to existing ways to continue to meeting goals will be solicited. (07/13/2020)</p>
<p>Data Related - Monitor amount of available funds remaining unspent at the end of each grant's award period. Compute total for fiscal year. Compare to prior fiscal year.</p> <p>* Benchmark: Post-award utilization of available grant funds will be maximized.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>Of grants ending for the same period (7/1 - 6/30) during the past five years, the percent of available funds that were fully spent each year is:</p> <p>2019-2020 - 77%</p> <p>2018-2019 - 99.2%</p> <p>2017-2018 = 98%</p> <p>2016-2017 = 98%</p> <p>2015-2016 = 98% (07/16/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: A decline of 21 percentage points in fully spent funds from this year compared to the same period, prior year (98% to 77%) is largely due to the COVID pandemic. Travel restrictions and the move to remote activities and distance learning resulted in several grant-funded projects ending prior to their June 30 end dates, and in turn, incurring less expenses. In addition, several multi-year grant projects that had been operating under no-cost extension agreements were terminated by the funding sources earlier than their extended end date</p>	<p>Action Plan: These results will be shared with Grants Planning Team members in an effort to underscore the gravity of having unspent funds at the end of an approved grant period. Extensions should be relied upon only when necessary not as the norm., as to do so opens the college up to greater risk that the funds will be rescinded (at least by SUNY) in economic emergencies. (07/16/2020)</p> <p>Budget/Resource Implications: Of 22 grant projects with end dates of 6/30/2020 and totaling \$1,765,667 in funds, 13 ended with a combined</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 6 - Continue to develop viable, innovative and entrepreneurial/enrichment/professional programs that meet the needs of the local community and region

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Means of Assessment	Results	Action Plans
	<p>(6/12/20 vs. 12/31/20). This historic situation underscored the importance of continuing to monitor and manage progress regarding individual grant deliverables and budgets despite the substantial amount of SP staff time to do so, even for grant awards that have specifically assigned grant program directors. Many faculty and clerical staff who are assigned to work on a grant project have limited understanding and/or experience to independently negotiate campus-wide policies and procedures regarding HR, purchasing/procurement, budgeting.</p> <p>What did you learn about your unit through this assessment cycle?: It remains imperative that Sponsored Programs staff continue to issue a consistent and firm message about the importance of meeting originally approved deadlines for use of grant funds. If the seven projects that needed extended end dates to carryout intended deliverables had been completed by the originally approved deadlines, the college would not now be faced with returning \$386,825 to the funding source (SUNY), and the now unmet deliverables would have already been accomplished.</p>	total of \$409,539 left unspent and needing to be returned to funders.

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 7 - Expand the Foundation's institutional advancement efforts to increase alumni engagement and fundraising of critical private gifts that support the academic and professional pursuits of students, faculty and staff and the physical campus

Admin - Broome Community College Foundation

Goal: Fundraising Goal

Increase total private support fundraising by 3%

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 08/27/2018

Means of Assessment	Results	Action Plans
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Goal: Foundation Goal 2

Increase alumni engagement by 5% each year

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 08/27/2018

Means of Assessment	Results	Action Plans
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Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students	Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 7 - Expand the Foundation's institutional advancement efforts to increase alumni engagement and fundraising of critical private gifts that support the academic and professional pursuits of students, faculty and staff and the physical campus

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
<p>be met when all international students feel comfortable and not lost or lonely with nowhere to turn.</p> <p>Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.</p>		<p>help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)</p>
<p>Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester.</p> <p>* Benchmark: Benchmark to be measured through the exit surveys reported number of students at the end of each semester.</p> <p>Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers</p> <p>What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).</p>	<p>Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there Where is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)</p>
<p>Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester</p>	<p>Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 7 - Expand the Foundation's institutional advancement efforts to increase alumni engagement and fundraising of critical private gifts that support the academic and professional pursuits of students, faculty and staff and the physical campus

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
<p>* Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about.</p> <p>Resource Requests: Promotional - funding for food/beverages at meeting.</p>	<p>there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020)</p> <p>What did you learn about your unit through this assessment cycle?: I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.</p>	are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans
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Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 8 - Support, prioritize, and align human capital in order to provide quality academic programming and facilitation of student success

Admin - Faculty Student Association (FSA)

Goal: Balanced Budget

FSA to sustain a balanced budget without having to use net assets to balance at year end. Considering a modest increase of \$10,000 to net assets To access revenue streams, evaluate spending

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
Audit Reports - 2019-2020 final audit report to be posted Fall 2020 * Benchmark: To increase our net assets to a minimum of \$10,000, with the assistance of a PPP loan from the Cares act the increase to net assets should be higher than anticipated	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Anticipated increase to net assets should be \$50,000 or higher. PPP loan was used to offset salaries and fringes expenses for the Admin office and the daycare center (08/19/2020) What did you learn about your unit through this assessment cycle? : 2019-2020 was an exceptional year with the campus shutting down in March due to Covid a portion of our revenues also shut down. The PPP loan that was made available to the FSA had a major impact on how our numbers ended up	

Admin - Finance - Mailroom Area

Goal: Undertake mail delivery and disseminate packages and printed material across campus

Ensure the dissemination of mail, packages and printed materials within a two-day time frame which helps faculty guide their students to be successful learners.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2018

Means of Assessment	Results	Action Plans
Data Related - Deliver information in timely manner to assist Faculty and Staff. Compare dates, when possible, of when the mail, packages and printed material were delivered to the mail room against signed department delivery slips.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met COVID -19 delayed the possibility of delivery of two days are less. (07/31/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal? : Most of the College buildings were shut down from March until this report. What did you learn about your unit through this assessment cycle? : Fiscal Year 20 will not show the true numbers.	Action Plan: The plan is to return to normal processes as soon as buildings are fully opened. (08/21/2020)

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 8 - Support, prioritize, and align human capital in order to provide quality academic programming and facilitation of student success

Admin - Finance - Mailroom Area

Goal: Undertake mail delivery and disseminate packages and printed material across campus

Means of Assessment	Results	Action Plans
<p>* Benchmark: Our benchmark is to have deliveries completed within two (2) working days</p> <p>Resource Requests: Digital Scanners</p>		

Admin - Office of the Vice President for Student Affairs

Goal: Fiscal Responsibility, Program Development and Infrastructure Sustainability 2019-2020

Inculcate a culture of organizational stewardship through fiscally responsible practices, seeking of external resources and support, and the recruitment, retention and professional development of talented staff.

Objectives

- Hire Staff Associate to support Office
- Ensure departments remain within budget
- Oversee the Institutional Compliance program
- Oversee the Institutional Policies and Procedures program

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Data Related - By working with Human Resources and the finance department to approve and hire support staff for the VPSA and CDO.</p> <p>* Benchmark: Hire 1 staff associate to support the VPSA and CDO.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>Although unable to hire a Staff Associate to support the Vice President's office, the position was approved. (07/24/2020)</p>	<p>Action Plan: When appropriate, the position will be searched. Having the position allows for enhanced services and support from the Vice President's office, especially as it related to addressing the support needs of URM students and Diversity and Inclusion programming. (07/24/2020)</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 8 - Support, prioritize, and align human capital in order to provide quality academic programming and facilitation of student success

Admin - Office of the Vice President for Student Affairs

Goal: Fiscal Responsibility, Program Development and Infrastructure Sustainability 2019-2020

Means of Assessment	Results	Action Plans
<p>Data Related - By working closely with the VPAFA and finance department to set rules for the budget. Working with IT to streamline a process to link budget increase requests to institutional goals to ensure funds are spent responsibly.</p> <p>* Benchmark: Division stays within the budget for the 2019-2020 fiscal year.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>All departments worked within budget. However, the impact of the COVID pandemic has not been without challenges, especially as it relates to the refunding of programs and the lost revenue from auxiliary programs. Federal funds were secured to make up for some of the lost funding. However, adjustments like decreasing full time hours, as well as part-time positions were cut in order to maintain the budget. (07/24/2020)</p>	<p>Action Plan: Re-engineer the Division departments, programs, and services inclusive of a successful creation of a Wellness Department that also promotes a more streamlined and efficient division of programs and services. Eliminate or add programs intended to better align with the mission of the division in meeting student needs. Continue to seek external funding sources to support services like childcare, student/community partnerships, and student success initiatives. In partnership with Housing, create and enrollment management plan designed to enhance the intentional sustainability efforts of the program. Assess the impact of the new model for the distribution of Student Activities fees. (07/24/2020)</p>
<p>Program/Project Development - By working closely with SUNY to make certain we stay in compliance, and our compliance program is up to date.</p> <p>* Benchmark: Meet with SUNY staff to review and come up with a base for new Institutional Compliance Program.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Held multiple meetings with SUNY on way to better our compliance program. Have set a bi-weekly meeting with SUNY staff to help review, plan, and implement a new Institutional Compliance program. New plan and base of the program is in process. (07/24/2020)</p>	<p>Action Plan: Will continue to make progress on the Institutional Compliance Program. (07/24/2020)</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 8 - Support, prioritize, and align human capital in order to provide quality academic programming and facilitation of student success

Admin - Office of the Vice President for Student Affairs

Goal: Fiscal Responsibility, Program Development and Infrastructure Sustainability 2019-2020

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
Program/Project Implementation - By creating a working group to review and update the policy and procedures of the College. * Benchmark: Review and update College policies	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The working group charged with reviewing and updating the policies and procedures program, successfully completed its mission by securing Board of Trustees approval for a policy on policies and procedures. (07/24/2020)	Action Plan: Continue to create, update and sun set institutional policies and procedures. (07/24/2020)

Admin - BC Center (Child Care)

Goal: Complete Playground Installation

Continue to investigate funding opportunities in order to replace existing playground. Initiate process so that a new playground is installed by Fall 2020

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Create list of potential funding sources. * Benchmark: Will locate at least 5 potential funding sources.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Funding was secured and playground was installed in November 2019. (08/10/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Playground was successfully installed, so there is no longer a need to meet this goal. What did you learn about your unit through this assessment cycle?: The campus community is motivated to help make improvements to the child care center. The children now have opportunities for large motor activities that are both safe and developmentally appropriate. The playground is an excellent learning environment for SUNY Broome Early Childhood observers and interns.</p>	

Goal: Increase Fundraising Revenue

Investigate new means of fundraising to increase revenue

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Create list of fundraising ideas that are realistic and considerate of the population served. * Benchmark: Create a list of five new fundraising possibilities.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met One new fundraising program was successfully implemented in December and it will be utilized again during the 2020-2021 academic year. A second fundraising program was implemented in February/March. It will also be utilized again during the 2020-2021 academic year. The COVID-19 pandemic temporarily changed fundraising potential, so a spring/summer fundraising initiatives were not pursued. (08/10/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Continue to explore fundraising opportunities; think outside-of-the box during COVID-19 pandemic because many fundraising programs cannot proceed as they have in the past (most require some face-to-face interaction).</p>	

Admin - BC Center (Child Care)

Goal: Increase Fundraising Revenue

Means of Assessment	Results	Action Plans
	What did you learn about your unit through this assessment cycle? : Fundraising is time consuming. If appropriate fundraisers are not selected, it is sometimes not worth the time spent. When everyone is on campus, the college community is willing to help the child care program by participating in fundraisers.	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

Implement Open Educational Resources on campus providing support for faculty who are interested in adopting OER's for their courses.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 09/01/2018

Means of Assessment	Results	Action Plans
General Goal Observations	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. We may expect this growth to slow or decline if the pandemic causes a decline in enrollment.</p> <p>The Library has a set of web pages dedicated to OER (https://sunnybroome.info/library/oer/oer-home) and manages the OER grant program, which has seen steady use, averaging 5 awards per semester.</p> <p>The Library presents OER workshops through the TRC every year. The most recent one attracted 20 registrants, so interest appears to be growing. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER</p>	
Data Related - We will track our outreach to faculty concerning the use of Open Educational resources and count the number of faculty	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>SUNY Broome has received OER funding from SUNY each year that the grant program has been active. The funding fluctuates due to changes in SUNY's distribution formula, but</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

<p>who adopt some form of OER for the Spring or Fall 2018 Terms. Also look at the amount of money the campus receives from SUNY based on our OER usage.</p> <p>* Benchmark: Spring & Fall 2018 will be the benchmark.</p> <p>Resource Requests: We will need some IR support in tracking the number of courses using OER's and the amount of money the campus receives from the State based on OER offerings.</p> <p>Related Documents:</p> <p>OER Course Section Report.docx</p> <p>OER courses 2018 - By semester.xlsx</p> <p>OER courses.xlsx</p> <p>SUNY OER Funding Report.docx</p>	<p>campus growth has been steady. To date the campus has received \$60,400 in OER funding from the state. We had 25 new OER sections in the 2019-20 year. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	
<p>Data Related - Compare the number of courses using OER's from one academic year to the next. AY 2018 is the benchmark year</p> <p>* Benchmark: Number of courses using OER's AY 2018.</p> <p>Resource Requests: Use of ARGOS reports indicating courses using OER's.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. (07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will continue to promote OER and the OER Award Program. We may expect growth to slow or decline if the pandemic causes a decline in enrollment.</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	
<p>Data Related - Comparison of professional development activities, i.e. Conferences, Workshops, Webinars and the attendance of</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>TRC workshops were held in Fall and Spring for a total of 25 registrants. There were 7 individual meetings with faculty on OER. (07/31/2020)</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

faculty each academic year.

* **Benchmark:** AY 2018

Resource Requests: Need to utilize the TRC to support conferences, workshops, and webinars to market the events and receive attendance lists.

What did you learn about your unit through this assessment cycle?: These promotion activities require time and planning. Staffing shortages and competing projects severely limited the time available for OER work this past year.

Admin - Office of the Vice President for Student Affairs

Goal: Fiscal Responsibility, Program Development and Infrastructure Sustainability 2019-2020

Inculcate a culture of organizational stewardship through fiscally responsible practices, seeking of external resources and support, and the recruitment, retention and professional development of talented staff.

Objectives

- Hire Staff Associate to support Office
- Ensure departments remain within budget
- Oversee the Institutional Compliance program
- Oversee the Institutional Policies and Procedures program

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Data Related - By working with Human Resources and the finance department to approve and hire support staff for the VPSA and CDO.</p> <p>* Benchmark: Hire 1 staff associate to support the VPSA and CDO.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>Although unable to hire a Staff Associate to support the Vice President's office, the position was approved. (07/24/2020)</p>	<p>Action Plan: When appropriate, the position will be searched. Having the position allows for enhanced services and support from the Vice President's office, especially as it related to addressing the support needs of URM students and Diversity and Inclusion programming. (07/24/2020)</p>

Admin - Office of the Vice President for Student Affairs**Goal: Fiscal Responsibility, Program Development and Infrastructure Sustainability 2019-2020**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
<p>Data Related - By working closely with the VPAFA and finance department to set rules for the budget. Working with IT to streamline a process to link budget increase requests to institutional goals to ensure funds are spent responsibly.</p> <p>* Benchmark: Division stays within the budget for the 2019-2020 fiscal year.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>All departments worked within budget. However, the impact of the COVID pandemic has not been without challenges, especially as it relates to the refunding of programs and the lost revenue from auxiliary programs. Federal funds were secured to make up for some of the lost funding. However, adjustments like decreasing full time hours, as well as part-time positions were cut in order to maintain the budget. (07/24/2020)</p>	<p>Action Plan: Re-engineer the Division departments, programs, and services inclusive of a successful creation of a Wellness Department that also promotes a more streamlined and efficient division of programs and services. Eliminate or add programs intended to better align with the mission of the division in meeting student needs. Continue to seek external funding sources to support services like childcare, student/community partnerships, and student success initiatives. In partnership with Housing, create and enrollment management plan designed to enhance the intentional sustainability efforts of the program. Assess the impact of the new model for the distribution of Student Activities fees. (07/24/2020)</p>
<p>Program/Project Development - By working closely with SUNY to make certain we stay in compliance, and our compliance program is up to date.</p> <p>* Benchmark: Meet with SUNY staff to review and come up with a base for new Institutional Compliance Program.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Held multiple meetings with SUNY on way to better our compliance program. Have set a bi-weekly meeting with SUNY staff to help review, plan, and implement a new Institutional Compliance program. New plan and base of the program is in process. (07/24/2020)</p>	<p>Action Plan: Will continue to make progress on the Institutional Compliance Program. (07/24/2020)</p>
Program/Project Implementation -	Reporting Period: 2019 - 2020	

Admin - Office of the Vice President for Student Affairs

Goal: Fiscal Responsibility, Program Development and Infrastructure Sustainability 2019-2020

Means of Assessment	Results	Action Plans
By creating a working group to review and update the policy and procedures of the College. * Benchmark: Review and update College policies	Conclusion: Benchmark Met The working group charged with reviewing and updating the policies and procedures program, successfully completed its mission by securing Board of Trustees approval for a policy on policies and procedures. (07/24/2020)	Action Plan: Continue to create, update and sun set institutional policies and procedures. (07/24/2020)

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans
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Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Assist the College to practice fiscal responsibility and sustainability by maintaining a consistent overall level of grant-funded/external financial support.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
Data Related - Monitor budget changes in formula allocations (i.e. Perkins, EOP). Compare amount of reductions, if any, to amount of revenue realized from new sources. * Benchmark: New sources of grant revenue will offset any	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 1) Formula allocation grant amounts increased by 1% from prior year (\$627,270 vs. \$620,694). 2) Twenty-nine new grant proposals were developed, totaling more than \$12,849,382 in requested funds. Twenty-two of those proposals totaling \$4,961,248 have been awarded to date. Four more of those proposals totaling \$676,134 are pending award notification. (Three	Action Plan: Use of Results 2018-19 and 2017-18 outcomes have been compiled in comparison format and will be presented to the Grants Planning Team, Sept 2019. Significant changes will be discussed, and feedback on new

Admin - Sponsored Programs**Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability**

Means of Assessment	Results	Action Plans
<p>reductions in formula allocations and other funding sources. A consistent overall level of grant-funded support will be maintained.</p>	<p>totaling \$7,212,000 were denied.) 3) Established 27 additional grant/contract awards, totaling \$523,168 received from FSA, BCC Foundation, SUNY, Binghamton University, NYSED, SV Housing Development Board, and Broome County DSS. 4) As of 6/05/20, was providing grants management (i.e., budgetary, reporting, compliance) oversight to 102 grant-funded projects totaling \$15,782,345 (vs. 84 grant accounts totaling \$13,281,045 for the prior year, same period). This equals a 19% increase from prior year. [less] (07/13/2020)</p> <p>Related Documents:</p> <p>Grant Information Report_run date 6-21-19.pdf Grant Information Report_run date 6-05-2020.pdf</p>	<p>and/or modifications to existing ways to continue to meeting goals will be solicited. (07/13/2020)</p>
<p>Data Related - Monitor amount of available funds remaining unspent at the end of each grant's award period. Compute total for fiscal year. Compare to prior fiscal year.</p> <p>* Benchmark: Post-award utilization of available grant funds will be maximized.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met Of grants ending for the same period (7/1 - 6/30) during the past five years, the percent of available funds that were fully spent each year is: 2019-2020 - 77% 2018-2019 - 99.2% 2017-2018 = 98% 2016-2017 = 98% 2015-2016 = 98% (07/16/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: A decline of 21 percentage points in fully spent funds from this year compared to the same period, prior year (98% to 77%) is largely due to the COVID pandemic. Travel restrictions and the move to remote activities and distance learning resulted in several grant-funded projects ending prior to their June 30 end dates, and in turn, incurring less expenses. In addition, several multi-year grant projects that had been operating under no-cost extension agreements were terminated by the funding sources earlier than their extended end date (6/12/20 vs. 12/31/20). This historic situation underscored the importance of continuing to monitor and manage progress regarding individual grant deliverables and budgets despite the substantial amount of SP staff time to do so, even for grant awards that have specifically assigned grant program directors. Many faculty and clerical staff who are assigned to work on a grant project have limited understanding and/or experience to independently negotiate</p>	<p>Action Plan: These results will be shared with Grants Planning Team members in an effort to underscore the gravity of having unspent funds at the end of an approved grant period. Extensions should be relied upon only when necessary not as the norm., as to do so opens the college up to greater risk that the funds will be rescinded (at least by SUNY) in economic emergencies. (07/16/2020) Budget/Resource Implications: Of 22 grant projects with end dates of 6/30/2020 and totaling \$1,765,667 in funds, 13 ended with a combined total of \$409,539 left unspent and needing to be returned to funders.</p>

Admin - Sponsored Programs**Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
	<p>campus-wide policies and procedures regarding HR, purchasing/procurement, budgeting.</p> <p>What did you learn about your unit through this assessment cycle?: It remains imperative that Sponsored Programs staff continue to issue a consistent and firm message about the importance of meeting originally approved deadlines for use of grant funds. If the seven projects that needed extended end dates to carryout intended deliverables had been completed by the originally approved deadlines, the college would not now be faced with returning \$386,825 to the funding source (SUNY), and the now unmet deliverables would have already been accomplished.</p>	

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 10 - Provide accurate and timely financial information for internal and external use in compliance with Federal, State, College and other stakeholders' policies, procedures, and legal requirements

Admin - Finance - Accounting Area I

Goal: Financial Tax Compliance

Financial Tax Compliance by submitting quarterly reporting documents

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
Institutional Reports - Filing of quarterly tax reports showing all federal and state taxes were deposited in a timely manner * Benchmark: We will follow our accounting payroll checklist and if any error is made we will review and update our process to keep that error from happening again	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met We filed all federal and State quarterly tax reports correctly, along with timely tax deposits. (07/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will continue to cross train staff. What did you learn about your unit through this assessment cycle?: Finance and payroll staff work very well together.	Action Plan: Based on our current information collected our planning will continue to include cross training. (07/31/2020) Budget/Resource Implications: We have sufficient staff cross trained to meet this goal

Admin - Finance - Accounting Payable Area

Goal: A/P Goal 2019-2020

Process & monitor financial transactions in an accurate & timely manner within compliance parameters.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
1099-MISC forms are issued to vendors & the IRS by the IRS deadline and confirmation received by IRS without exception. * Benchmark: Receive confirmation from IRS that file was received with no exceptions.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met On 1/23/20 63 1099-MISC forms were mailed to vendors. On 1/29/20 the FIRE file was sent electronically to the IRS in acceptable condition. On 2/12/20 the IRS released the file in good condition. 1 correction for Anthony Marchall who did not receive a 1099-MISC form. A paper form/file was issued on 3/17/20 and mailed to the IRS and the vendor. Tony receives payment via ACH which is outside of our normal A/P invoice/check processing procedures. (04/30/2020)	Action Plan: Need to determine how to include 1099 coding on ACH payments so it'll be included in the file automatically. (04/30/2020)

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 10 - Provide accurate and timely financial information for internal and external use in compliance with Federal, State, College and other stakeholders' policies, procedures, and legal requirements

Admin - Finance - Accounting Payable Area

Goal: A/P Goal 2019-2020

Means of Assessment	Results	Action Plans

Admin - Finance - Payroll Area

Goal: Pay employees accurately

Pay employees accurately in accordance with contracts

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
Data Related - Audit procedures * Benchmark: 100%	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Paid employees accurately 99% of the time (08/02/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Each time an error occurs, our processes are reviewed and if necessary, additional steps are added to our biweekly check list What did you learn about your unit through this assessment cycle?: Some errors occurred at our busier times, like pay rates not being entered correctly. Review set up process and verification process. COVID-19 brought to light some areas where out procedures were lacking.	Action Plan: Continue to monitor errors that are made. Adjust check list as necessary. Create better documentation for procedures. Continue developing Payroll Staff through development of policies and procedures. Develop consistent methods of communication that are especially important when working remotely. Identify areas where additional training and communication are needed. (08/02/2020)

Admin - Finance Office

Goal: Audit

Audit - Seek no material weaknesses/no findings and an unmodified opinion for reporting areas

Goal Status: Active

Admin - Finance Office

Goal: Audit

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/31/2017

Means of Assessment	Results	Action Plans
Audit Reports - Review the independent audit report * Benchmark: No findings or material weakness	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>-College received an unmodified opinion for audit of the 18-19 year completed in 19-20. omaterial weaknesses/no --findings.</p> <p>(07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to monitor financial controls.</p> <p>What did you learn about your unit through this assessment cycle?: Team will continue to diligence in monitoring internal controls. Team will take a proactive approach.</p>	<p>Action Plan: Data is reviewed to see where improvements might be made. Audit results play a key role in obtaining future funding. (07/31/2020)</p> <p>Follow-Up: Audit results are key to future funding (07/31/2020)</p>

Goal: Financial transactions within compliance

Process and monitor financial transactions within compliance parameters

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
Data Related - Confirmation/receipt of data and/or resources. Confirmation that data meets compliance regulations - data on audit report, reports from outside agencies such as Dept of Ed, IRS, SSA, SUNY, NYS Dept Taxation, OSC, Broome County, etc. Receipt of resources triggered by meeting compliance parameters such as state aid , Federal aid, grant payments, student payments, equipment,	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>No fines or penalties were assessed. Confirmations, receipts on files indicate met compliance. Funds were received. However, one of our internal compliance audits identified an area of noncompliance. (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: FICA/Medicare Compliance - Underwithholding of formerly exempt students whose status changed to nonstudent. Exception reports and updated checklist will provide controls. This was discovered as part of one of our internal compliance audits.</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: This is a continuous process.</p> <p>What did you learn about your unit through this assessment cycle?: Additional human</p>	<p>Action Plan: We will continue to develop controls and best practices in this area. (07/31/2020)</p> <p>Budget/Resource Implications: Investigating how Banner or Dynamic Forms will allow us to achieve compliance efficiently.</p> <p>Follow-Up: This is an area that continues to grow. We will continue to develop internal controls, internal audits and look to use technology to ensure</p>

Admin - Finance Office

Goal: Financial transactions within compliance

Means of Assessment	Results	Action Plans
supplies and contractual items, etc. Not receiving fines or findings that impact the college finances.	resources assisted in our meeting the ever increasing compliance parameters that the College operates under. Compliance ensures with the safeguarding of college assets and plays a role when seeking funding.	transactions are processed within compliance parameters. (07/31/2020)

Goal: Accurate financial data

Process information in an accurate/efficient and timely manner - provide accurate financial data to end users

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Confirmation/receipt of data and/or resources. Feedback from end users such as students, employees, college departments, SUNY, Exec Council, Accreditors, Dept of Ed, IRS, SSA, NYS, Broome County , etc.</p> <p>* Benchmark: Did we receive the resources(funding, aid, grant,etc). Financial decision making by end user (student, employee, dept, etc). Was the employee/vendor paid accurately and on time.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met</p> <p>Resources (funding, aid, grants, etc were received. Financial decisioning by end user. A small population of employees who were formerly student employees did not have their exempt status changed when moving to regular employee status, which resulted in underwithholding of FICA/Medicare tax. This was identified as one of the college's internal compliance audits.</p> <p>Customer survey was implemented - small percentage of responses as compared to available populations. (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Improved internal payroll controls, exception reports, and updated checklist. to prevent this from re-ocuring.</p> <p>Will seek to expand survey to all populations. A separate Student Opinion Survey resulted in updates to the paying for college section of the website, rebranding student financial services, creating easily digestible sections on the website, additional workshops, ability to meet with students virtually and to set up appointments online, as well as early outreach to at risk student populations.</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The goal was met overall. Receipt of resources funding grants aid, etc. No fines or penalties</p> <p>What did you learn about your unit through this assessment cycle?: We need to continue to review and audit for compliance.</p>	<p>Action Plan: Continue to perform interanl compliance audits. Expand customer surveys (07/31/2020)</p> <p>Budget/Resource Implications: Accuracy drives expanded and continuing funding sources.</p> <p>Follow-Up: Expand survey population outreach. Continue internal compliance audits. Develop internal controls and best practices. (07/31/2020)</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 10 - Provide accurate and timely financial information for internal and external use in compliance with Federal, State, College and other stakeholders' policies, procedures, and legal requirements

Admin - Finance Office

Goal: Accurate financial data

Means of Assessment	Results	Action Plans
	The customer surveys will be modified to include all customers not just those who are in the area in person to obtain the customer survey and drop off. The survey will be made available and promoted online as many customers are served remotely, virtually, email, and interoffice means.	

Admin - Finance- Student Accounts

Goal: 1098T Compliance_1_1

Accurately prepare 1098T forms for students according to IRS regulations, print and provide to students no later than January 31st for the prior calendar year.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2018

Means of Assessment	Results	Action Plans
Data Related - Prepare rules and review in Banner Student, coordinate printing with ITS and plan with mailroom for postage, zip count and delivery to the Post Office on or before January 31st. Submit to IRS Fire by IRS established due date. (Active)	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Forms were available online and mailed to eligible students before January 31, 2020 (03/02/2020)	

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students</p>	<p>Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)</p>
<p>Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be measured through the exit surveys reported number of students at the end of each semester. Resource Requests: Admissions, International Education; LAD;</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).</p>	<p>Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there Where is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)</p>

Fiscal, Program Development, and Infrastructure Sustainability - Strategic Objective 10 - Provide accurate and timely financial information for internal and external use in compliance with Federal, State, College and other stakeholders' policies, procedures, and legal requirements

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
Counseling Center, Health Center, Global Experiences, Starfish Banner		
Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings * Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about. Resource Requests: Promotional - funding for food/beverages at meeting.	Reporting Period: 2019 - 2020 Conclusion: Inconclusive The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020) What did you learn about your unit through this assessment cycle? : I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.	Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Assist the College to practice fiscal responsibility and sustainability by maintaining a consistent overall level of grant-funded/external financial support.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
Data Related - Monitor budget changes in formula allocations (i.e Perkins, EOP). Compare amount of reductions, if any, to amount of revenue realized from new sources. * Benchmark: New sources of grant revenue will offset any	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 1) Formula allocation grant amounts increased by 1% from prior year (\$627,270 vs. \$620,694). 2) Twenty-nine new grant proposals were developed, totaling more than \$12,849,382 in requested funds. Twenty-two of those proposals totaling \$4,961,248 have been awarded to date. Four more of those proposals totaling \$676,134 are pending award notification. (Three	Action Plan: Use of Results 2018-19 and 2017-18 outcomes have been compiled in comparison format and will be presented to the Grants Planning Team, Sept 2019. Significant changes will be discussed, and feedback on new

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Means of Assessment	Results	Action Plans
<p>reductions in formula allocations and other funding sources. A consistent overall level of grant-funded support will be maintained.</p>	<p>totaling \$7,212,000 were denied.) 3) Established 27 additional grant/contract awards, totaling \$523,168 received from FSA, BCC Foundation, SUNY, Binghamton University, NYSED, SV Housing Development Board, and Broome County DSS. 4) As of 6/05/20, was providing grants management (i.e., budgetary, reporting, compliance) oversight to 102 grant-funded projects totaling \$15,782,345 (vs. 84 grant accounts totaling \$13,281,045 for the prior year, same period). This equals a 19% increase from prior year. [less] (07/13/2020)</p> <p>Related Documents:</p> <p>Grant Information Report_run date 6-21-19.pdf</p> <p>Grant Information Report_run date 6-05-2020.pdf</p>	<p>and/or modifications to existing ways to continue to meeting goals will be solicited. (07/13/2020)</p>
<p>Data Related - Monitor amount of available funds remaining unspent at the end of each grant's award period. Compute total for fiscal year. Compare to prior fiscal year.</p> <p>* Benchmark: Post-award utilization of available grant funds will be maximized.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met Of grants ending for the same period (7/1 - 6/30) during the past five years, the percent of available funds that were fully spent each year is: 2019-2020 - 77% 2018-2019 - 99.2% 2017-2018 = 98% 2016-2017 = 98% 2015-2016 = 98% (07/16/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: A decline of 21 percentage points in fully spent funds from this year compared to the same period, prior year (98% to 77%) is largely due to the COVID pandemic. Travel restrictions and the move to remote activities and distance learning resulted in several grant-funded projects ending prior to their June 30 end dates, and in turn, incurring less expenses. In addition, several multi-year grant projects that been operating under no-cost extension agreements were terminated by the funding sources earlier than their extended end date (6/12/20 vs. 12/31/20). This historic situation underscored the importance of continuing to monitor and manage progress regarding individual grant deliverables and budgets despite the substantial amount of SP staff time to do so, even for grant awards that have specifically assigned grant program directors. Many faculty and clerical staff who are assigned to work on</p>	<p>Action Plan: These results will be shared with Grants Planning Team members in an effort to underscore the gravity of having unspent funds at the end of an approved grant period. Extensions should be relied upon only when necessary not as the norm., as to do so opens the college up to greater risk that the funds will be rescinded (at least by SUNY) in economic emergencies. (07/16/2020) Budget/Resource Implications: Of 22 grant projects with end dates of 6/30/2020 and totaling \$1,765,667 in funds, 13 ended with a combined total of \$409,539 left unspent and needing to be returned to funders.</p>

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Means of Assessment	Results	Action Plans
	<p>a grant project have limited understanding and/or experience to independently negotiate campus-wide policies and procedures regarding HR, purchasing/procurement, budgeting.</p> <p>What did you learn about your unit through this assessment cycle?: It remains imperative that Sponsored Programs staff continue to issue a consistent and firm message about the importance of meeting originally approved deadlines for use of grant funds. If the seven projects that needed extended end dates to carryout intended deliverables had been completed by the originally approved deadlines, the college would not now be faced with returning \$386,825 to the funding source (SUNY), and the now unmet deliverables would have already been accomplished.</p>	

Student Support and Success - Strategic Objective 1 - Develop enrollment and recruitment strategies that align with identified best practices for student success

Admin - Bachelor Partnership Center

Goal: The Bachelor Partnership Center (and associated support from program staff) enables traditional and non-traditional students to pursue a bachelor's degree._1

To assess whether the opportunity and support provided by the Bachelor Partnership Center allows traditional and non-traditional students to pursue a bachelor's degree.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020, 2020 - 2021

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
<p>Survey Related - Survey students at the end of the spring 2020 semester. * Benchmark: Response rate 11%</p> <p>Related Documents: BPC Spr 2020 Survey.docx</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>We surveyed 44 students and 4 students responded filling out the survey. Which yielded a 11% response rate (08/25/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: I will look further into updated the survey to make sure that I am reaching all students needs. In return, questions will be looked at and updated as needed.</p> <p>What did you learn about your unit through this assessment cycle?: One of the challenges I faced was having students fill out the survey. I know the percentage could be higher and I need to find a way to have more students fill it out.</p> <p>Related Documents: BPC Spr 2020 Survey.docx</p>	<p>Action Plan: I will update the questions to be able to meet where the students needs are and even more so because the way we operate has changed. I will also try to see if there is a way I can do an incentive for students to complete the survey to help increase the response rate. (08/26/2020)</p>

Goal: Increase student numbers

Increase student enrollment through community engagement and recruitment efforts.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020, 2020 - 2021

Start Date: 12/06/2018

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Track enrolled students and community engagements. * Benchmark: 1% increase of</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met</p> <p>For the year of 2019-2020 we had a total of 99 non duplicated students. In the fall of 2019, a total of 42 students enrolled in the Bachelor Partnership Program; in spring 2020 there was a</p>	<p>Action Plan: COVID -19 will still be a factor again this year. The center will collaborate more strategically to engage with faculty in an effort</p>

Admin - Bachelor Partnership Center

Goal: Increase student numbers

Means of Assessment	Results	Action Plans
<p>enrollment from previous year.</p> <p>Resource Requests: Marketing materials, convention sign, folders</p> <p>Related Documents:</p> <p>Registered Students Fall 2019.pdf</p> <p>BPC Spring registered students 2-20-2020.pdf</p>	<p>total of 43 students. In the summer 2020 we had 14 students enrolled. (07/29/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: COVID 19 is a result of our numbers not where they should be. I will continue to offer webinars about the Bachelor Partnership Center to students to get this program information out to students. I will also continue to offer webinars with the partnership schools to SUNY Broome students.</p> <p>What did you learn about your unit through this assessment cycle?: I believe COVID 19 had a lot to do with our numbers. Students were unsure of what was going to happen and also their lives changed in an instant. What I learned is to always be there to continue to promote the Bachelor Partnership Center. Many students still did not know that this opportunity was there and the more I do the webinars and work with others (Orientation, Admissions, etc..) the word will be out there more.</p> <p>Related Documents:</p> <p>Registered Students Fall 2019.pdf</p> <p>BPC Spring registered students 2-20-2020.pdf</p>	<p>to recruit more students. We will offer webinars and workshops to help increase the awareness of the Bachelor Partnership Center on campus. (08/24/2020)</p>

Admin - International Education

Goal: Goal 2

Grow the enrollment of students of partner institutions at the college over the next five years

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

Means of Assessment	Results	Action Plans
<p>Impact Assessment - Increase the enrollment of students of partner institutions at the college each</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>Three YEAR participants, two CBYX participants, and one BIS Universities participant were</p>	<p>Action Plan: New forms of in-kind contributions and new training models will be pursued to promote</p>

Admin - International Education

Goal: Goal 2

Means of Assessment	Results	Action Plans
academic year over the next five years, based on 2017-18 enrollment * Benchmark: Increase the enrollment by 10% each academic year Resource Requests: Travel funding to promote programs at partner institutions	enrolled during this academic year. The number is lesser than previous year due to the end of funding of the BECALOS Program. (07/14/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Promote online and or blended international programs to expand affordable study opportunities for international participants What did you learn about your unit through this assessment cycle?: Funding is needed to conduct site visits to partner universities and potential organizations overseas to establish new academic relationships.	enrollment from partner institutions (07/17/2020)

Goal: Goal 4

Develop opportunities to increase international federally funded programs at the college

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/03/2018

Means of Assessment	Results	Action Plans
Impact Assessment - Maintaining and increasing the current number of programs by one every other year * Benchmark: Maintaining and increasing it by one every other academic year Resource Requests: Funds to attend meetings at funding organizations	Reporting Period: 2019 - 2020 Conclusion: Inconclusive The numbers are maintained. The possibility of increasing the number has been limited due to the COVID-19 (07/14/2020)	Action Plan: We will explore additional federal funding organizations and work on more affordable programs that can be their expectations. (07/17/2020)

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

Implement Open Educational Resources on campus providing support for faculty who are interested in adopting OER's for their courses.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 09/01/2018

Means of Assessment	Results	Action Plans
General Goal Observations	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. We may expect this growth to slow or decline if the pandemic causes a decline in enrollment.</p> <p>The Library has a set of web pages dedicated to OER (https://sunnybroome.info/library/oer/oer-home) and manages the OER grant program, which has seen steady use, averaging 5 awards per semester.</p> <p>The Library presents OER workshops through the TRC every year. The most recent one attracted 20 registrants, so interest appears to be growing. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER</p>	
<p>Data Related - We will track our outreach to faculty concerning the use of Open Educational resources and count the number of faculty who adopt some form of OER for the Spring or Fall 2018 Terms. Also look at the amount of money the campus receives from SUNY based on our OER usage.</p> <p>* Benchmark: Spring & Fall 2018 will be the benchmark.</p> <p>Resource Requests: We will need</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>SUNY Broome has received OER funding from SUNY each year that the grant program has been active. The funding fluctuates due to changes in SUNY's distribution formula, but campus growth has been steady. To date the campus has received \$60,400 in OER funding from the state. We had 25 new OER sections in the 2019-20 year. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	

Admin - Library

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<p>some IR support in tracking the number of courses using OER's and the amount of money the campus receives from the State based on OER offerings.</p> <p>Related Documents:</p> <p>OER Course Section Report.docx</p> <p>OER courses 2018 - By semester.xlsx</p> <p>OER courses.xlsx</p> <p>SUNY OER Funding Report.docx</p>		
<p>Data Related - Compare the number of courses using OER's from one academic year to the next. AY 2018 is the benchmark year</p> <p>* Benchmark: Number of courses using OER's AY 2018.</p> <p>Resource Requests: Use of ARGOS reports indicating courses using OER's.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. (07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will continue to promote OER and the OER Award Program. We may expect growth to slow or decline if the pandemic causes a decline in enrollment.</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	
<p>Data Related - Comparison of professional development activities, i.e. Conferences, Workshops, Webinars and the attendance of faculty each academic year.</p> <p>* Benchmark: AY 2018</p> <p>Resource Requests: Need to utilize the TRC to support conferences, workshops, and webinars to market</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>TRC workshops were held in Fall and Spring for a total of 25 registrants. There were 7 individual meetings with faculty on OER. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: These promotion activities require time and planning. Staffing shortages and competing projects severely limited the time available for OER work this past year.</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

the events and receive attendance lists.

Admin - SEO- Admissions Office

Goal: Goal 2: New Program Recruitment (Culinary A.O.S.)

Build and execute a recruitment plan for a new program that was created/debuted by the college. (Culinary A.O.S.)

Culinary A.O.S. to begin in Fall 2019 (soft start) and Spring 2020 (live start with CEC opening.)

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 09/15/2018

Inactive Date: 08/24/2020

Means of Assessment	Results	Action Plans
Program/Project Implementation - Application Reports Enrollment Reports * Benchmark: Fall 2019 Enrollment Goal of 40 students. Spring 2020 Enrollment Goal of 60/65 students. Resource Requests: Culinary Recruiter	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met We met our Fall 2019 goal but not the Spring 2020 goal. The Fall 2019 semester had: 115 applications 36 students register The Spring 2020 semester had: 39 applications 9 students register (08/03/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Once we can safely do so, we would like to open the Culinary Events Center to tours and live presentations. We would also like to engage the community and our local high schools by hosting events and Admissions presentations in the space for interested students. We will continue building partnerships with local restaurants and develop engaging materials in Marcom.	Action Plan: We will create program specific communications that highlights the new Culinary Center, interesting course material, and student success stories. The Admissions office will provide monthly "Adult Learner" night that highlight the local need for culinary recruits. If allowed, we will continue our pursue to establish partnerships with local restaurants, bars, and hospitality businesses to promote our culinary program and host SUNY Broome nights. (08/14/2020)

Admin - SEO- Admissions Office

Goal: Goal 2: New Program Recruitment (Culinary A.O.S.)

Means of Assessment	Results	Action Plans
	What did you learn about your unit through this assessment cycle? : We learned that we need to market this program more and invite students to the spaces in which they will study. It was challenging for Admissions to recruit for this program as inquiring students were interested in tours and live presentations of the space. Since the Culinary Events Center was under construction, we were unable to do anything more than engage with the community through social media and visits in restaurants/hospitality establishments.	

Goal: Goal 1: Recruitment and Enrollment Events

Increase the number of offsite and onsite recruitment/acceptance/enrollment events at area high schools and NYC region.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/15/2017

Means of Assessment	Results	Action Plans
Program/Project Implementation - Host "Instant Admit" events in September, October, November (on and off campus) for area high schools. Conclude the enrollment cycle with corresponding "SUNY Broome Registration Days" in May and June. *Argos reports (All Applicants 3 - pull for "Registered Students" by high school) for enrollment per high school. *High school participation registration forms. *Result reports presented at	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met For Instant Admit Days, we had 13 schools participate with over 400 applications collected. October 18th, 2019-Owego Free Academy- 34 students October 22nd, 2019-Newark Valley- 14 students October 23rd, 2019-Vestal High School- 30 students October 24th, 2019-Susquehanna Valley- 18 students October 28th, 2019-Binghamton High School- 39 students October 29th, 2019-Chenango Valley High School- 33 students	Action Plan: The Admissions Office is currently creating a planning virtual recruitment events and Instant Admits. We are transitioning all of our communications of acceptance to a remote and quick to access SLATE screen. Instant Admits will be done via Zoom with each participating school receiving their own designated day for the event. We're also adding daily presentation time to make sure visiting groups/high school are still allowed to watch the presentation and interact with Admissions

Admin - SEO- Admissions Office

Goal: Goal 1: Recruitment and Enrollment Events

Means of Assessment	Results	Action Plans
Executive Council. * Benchmark: 10 schools Resource Requests: Additional Admissions Staff (FT - Staff Assistant) Portable technology (tablets or laptops) Funding for meals Department credit card	October 30th, 2019-Maine Endwell High School- 41 students October 31st, 2019-Johnson City High School - 26 students November 4th, 2019-Chenango Forks Central High School- 53 students November 7th, 2019-Seton Catholic Central- 12 students November 15th, 2019-Whitney Point High School- 12 students November 19th, 2019-Union Endicott High School- 56 students November 20th, 2019-Windsor High School "College Express Day"- 68 students (08/03/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: The Admissions Team is currently planning a potential virtual event for instant admissions and registration. If permitted, we will work with local area high schools on organizing socially distant events inside of the school to provide students with this service once again. Additionally, we will work with Academic Advising to provide on demand registration for selected high schools in the area. If you met your benchmark, how will you maintain your ability to keep meeting goals?: During COVID 19-Although we met the benchmark of over 10 schools participating in the Instant Admissions Days, we could not hold any Instant Registration days this year as they typically take place in May. Furthermore, we were unable to do any NYC Instant Admissions/Registration days due to COVID 19 travel bans. What did you learn about your unit through this assessment cycle?: This year, the Admissions office provided all participating students with a certificate of acceptance during the Instant Admissions event. We learned that students were excited to receive this and take it home instead of the traditional letters. SLATE was also helpful in helping us track participating students and the progress of their application. It made some larger events go much smoother (for example: The College Express Day at Windsor high school.)	counselors. (08/21/2020) Budget/Resource Implications: We will need additional Admissions Staff to make sure we have coverage to perform presentations every day of the week

Admin - SEO-International Admissions, Global Experiences

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students</p>	<p>Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)</p>
<p>Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?:</p>	<p>Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there Where is/was a</p>

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
<p>up an exit survey that a report can be generated from after each semester.</p> <p>* Benchmark: Benchmark to be measured through the exit surveys reported number of students at the end of each semester.</p> <p>Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner</p>	<p>Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers</p> <p>What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).</p>	<p>need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)</p>
<p>Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings</p> <p>* Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about.</p> <p>Resource Requests: Promotional - funding for food/beverages at meeting.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020)</p> <p>What did you learn about your unit through this assessment cycle?: I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.</p>	<p>Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)</p>

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Means of Assessment	Results	Action Plans
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Admin - Student Success Squad

Goal: Goal #1: Persistence

65% of all participants served by SSS will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2 year to a 4 year institution during the academic year.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - retention rates calculated at the end of two, four, six, and subsequent semesters</p> <p>* Benchmark: This is an annual goal.</p> <p>Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>SSS students persisted at a rate of 64%, a decrease from the rate of 71% from the previous academic year. These are preliminary numbers and there are students that are still expected to register for the upcoming 20-21 academic year; several students have indicated that they have not yet made a decision regarding fall as a result of Covid 19 and related concerns. Data was collected from Banner and inputted into Student Access for analysis. This goal has not been met. (07/23/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Maintain student engagement in order to achieve goal; as of 7/23/2020, any SSS student that is eligible and unregistered for fall has received outreach. SSS staff are working with these students to assuage concern regarding planned online and hybrid modalities for fall 2020. If 3 of these students register, this goal will be met.</p> <p>What did you learn about your unit through this assessment cycle?: Our students are concerned about online course modalities and their capacity to be successful given numerous inputs that inform their lived experiences as low income, first generation, and disabled students.</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)</p>

Admin - Student Success Squad

Goal: Goal #2: Academic Standing

70% of all enrolled participants will meet the performance level required to stay in good academic standing at the college (GPA and progress to degree completion).

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Transcripts obtained through Banner that include GPA calculations and credits attempted compared to credits earned</p> <p>* Benchmark: 70% each semester is the benchmark</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>66% of SSS students are in good academic standing at the end of the '19-'20 academic year, a decline from the 71% threshold obtained the previous academic year. Data was collected from Banner and inputted into Student Access for analysis. This annual goal has been not met for the '19-'20 academic year. (07/23/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Issues related to abandonment and poor completion of spring 2020 coursework influenced this outcome to some extent.</p> <p>What did you learn about your unit through this assessment cycle?: The program must offer specific workshops related to time management and academic success that center the experiences of students learning in a remote setting; these are in development for AY 2020-2021.</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)</p>

Goal: Goal #3: Graduation/Transfer Rate

30% of all full time enrolled participants will graduate or transfer within three (3) years.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - transcripts for each participant; updated academic progress/retention/graduation roster for each semester indicating date of graduation, final GPA, major,</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>33% of SSS students have graduated within 3 years. Data was collected from Banner, however not all degrees have not yet been certified; this is in part an outcome related to Covid 19 and the number of students who have outstanding degree requirements related to</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on completion and transfer. All students at 45 credits or above will</p>

Admin - Student Success Squad

Goal: Goal #3: Graduation/Transfer Rate

Means of Assessment	Results	Action Plans
<p>and transfer/workforce plans; Student Clearinghouse transfer verification * Benchmark: 30% of all full time enrolled participants with graduate within 3 years. Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES</p>	<p>applied coursework. This annual goal has been met for the 19-20 academic year. This number may be higher once this occurs. (07/23/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The program continues to stress to students the importance of completing the Associate's degree as part of a personal marketing strategy and a tool to gain access to vocational experience as they complete their Bachelor's degrees.</p> <p>What did you learn about your unit through this assessment cycle?: SSS students see the value in completing their degrees; their tenacity to achieve their goals as they navigate numerous personal and academic circumstances is commendable.</p>	<p>be scheduled with a mentoring appointment via Starfish; referrals to in house supports (Center for Career Development; Bachelor Partnership Center, Transfer Counseling) will be made based on information gleaned. (08/14/2020)</p>

Admin - Educational Opportunity Program (EOP)

Goal: Students with GPA of 3.0 and above.

15% of EOP students will earn a GPA of 3.0 and above.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Utilizing a final grade report, we will calculate the percentage of students who earn a cumulative GPA of a 3.0 or better by Spring of the give academic year.</p> <p>* Benchmark: 15% of EOP students will earn a cumulative GPA of a 3.0 or better</p> <p>Resource Requests: Continued tutoring support for EOP student above and beyond what the College provides.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>23% of EOP students earned a cumulative GPA of a 3.0 or better in the 2019/2020 AY. This percentage exceeds our goal and is the highest percentage of students who have earned a cumulative GPA of a 3.0 or better since we started tracking this goal. (06/16/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We plan to continue to offer EOP study sessions to our students as well as continue to publicly celebrate these accomplishments with our students. We also plan to continue to educate our students about the importance of a strong GPA starting beginning in our EOP Summer Advancement Academy.</p> <p>What did you learn about your unit through this assessment cycle?: This benchmark is trending in the right direction. We know and have been able to translate for our students that earning a 3.0 GPA opens the door for opportunities. We have been able to demonstrate that having a 3.0 GPA opens up transfer options, scholarship opportunities and, in some cases, job and internship opportunities. Giving space for our high achieving students to speak with all students about the secrets to their success has been something we have found that students respond to. We plan to facilitate student discussions of this nature more often as a way of demystifying the factors that lead to academic success.</p>	<p>Action Plan: We believe that these results bolster the effectiveness and necessity of the EOP Summer Advancement Academy as our a large percentage of the students who earned a 3.0 or better are students who attended a summer program. (06/16/2020)</p>

Goal: Persistence

70% of EOP students will persist from the Fall to the Spring semester

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Utilizing the EOP Roster, we will calculate how many students starting in the Fall return</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>75% of students enrolled in the fall 2019 returned to the spring 2020 semester. This</p>	

Admin - Educational Opportunity Program (EOP)

Goal: Persistence

Means of Assessment	Results	Action Plans
for the Spring semester. * Benchmark: 70% of students will persist	<p>percentage exceeds the goal of 70%. (06/16/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We plan to continue providing wrap around services to our students which include mentoring and coaching from their assigned EOP Counselor, enhanced academic support through individual tutoring and EOP group study sessions (2x's a week with tutors available), EOP Success Workshops that address the non-cognitive skills needed for college success and a concerted effort to inform students about the registration process utilizing StarFish.</p> <p>What did you learn about your unit through this assessment cycle?: The students that we lost from Fall to Spring left for reasons beyond our control. With that said, we believe that the supports mentioned above are effective and having a positive impact on our persistence.</p>	

Goal: Retention

50% of EOP students will be retained from Fall to Fall

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
Data Related - Utilize the EOP Roster to determine which students who attended in Fall returned in Fall * Benchmark: 50%	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>60% (49/81 *100) of EOP students who attended the fall 2019 semester returned for Fall 2020 (this number is based on the number of students register for fall 2020 and are subject to change- a final assessment can not be determined until the first week of class in the fall). This exceeds our goal of 50%. This also represents a significant increase in our retention rate from previous years. (06/16/2020)</p> <p>What did you learn about your unit through this assessment cycle?: We believe that the EOP Summer Advancement Academy is having a positive impact on our ability to retain students. As a result of the SAA, we believe that our students are better prepared to successfully navigate the transition to college.</p>	<p>Action Plan: Continued funding of the EOP SAA. (06/16/2020)</p>

Goal: Summer Advancement Academy Participant Persistence

75% of EOP students who attend the Summer Advancement Academy will persist from Fall to Spring

Goal Status: Active

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Persistence

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/12/2018

Means of Assessment	Results	Action Plans
<p>Data Related - Using the EOP Roster, we will calculate the percentage of students who persist from fall to spring by SAA co-hort * Benchmark: 70%</p> <p>Resource Requests: Funding to continue to provide the EOP Summer Advancement Academy to incoming EOP pre-freshmen</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The persistence rate of the 2019 SAA cohort from fall 2019 to spring 2020 is 83% (30/36*100). This percentage exceeds the goal percentage of 70% (06/16/2020)</p> <p>What did you learn about your unit through this assessment cycle?: The fact that we have consistently exceeded this goal is an indication that the EOP SAA is having a positive impact on our student persistence.</p>	

Admin - LAD Tutoring Program and Supplemental Instruction

Goal: Communication & Technology

For ongoing retention focus, explore and streamline functionality and reporting of tutoring data (starfish, new tutor database, and tutortrac)

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/12/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Tutors will be fluent in usage of Starfish as a reporting tool to measure student progress * Benchmark: 100% of tutors will use Starfish in their tutoring sessions</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>For Spring 2020, 100% of individual tutors used Starfish as a reporting tool and to measure student progress. We also used it as a validation tool for payroll purposes. (08/17/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The requirement will continue but maybe be altered as we transition to using Tutor trac for payroll and tracking purposes for individual tutoring.</p> <p>What did you learn about your unit through this assessment cycle?: Once tutors were explained and trained in Starfish usage, and they understood that it was tied to their payroll validation, resistance went down and all peer tutors used it accordingly.</p>	<p>Action Plan: Continue with Tutors utilizing Starfish for reporting. Expand Tutortrac tracking for 1-1 tutoring. This will include tutoring comments, payroll, and appointments. New for Fall 2020. (08/18/2020)</p> <p>Budget/Resource Implications: New sign on feature using Citrix will be necessary for tutors to use Tutortrac appointment and payroll features.</p>

Admin - LAD Tutoring Program and Supplemental Instruction

Goal: Communication & Technology

Means of Assessment	Results	Action Plans
		Cost \$3000 to \$5000 needed for fall 2020 implementation

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 2:

Provide students the academic tools and campus infrastructure to be successful

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans
Program/Project Implementation - Collect reports from Departments * Benchmark: Varies by Department	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Offer faculty training to Increase use of Starfish and Degree Works Learning Assistance Department: All key Tutoring area personnel are trained in using Starfish to monitor referrals and respond accordingly Support an academic environment that fosters learning Accessibility Resources Office: Meet the accommodation and service provision needs of 593 students with disabilities registered with the Accessibility Resources Office through service provision addressing classroom and campus access (notetaking, accessible text format, accommodated testing, interpreting services, accessible furniture, coaching strategies). Learning Assistance Department: The LAD offered a wide range of tutoring support for students: Math Lab; Writing Center; Drop-in Tutoring (in Library) which includes specialized drop-in tutoring for Business (in BB), Comp. Sci. (in AT), and Health Sci. (in DH); 1-on-1 Tutoring by appointment; Supplemental	Action Plan: Dean will continue to supervise implementation of goals and receive updates through one-on-one meetings and Division Council (07/31/2020)

Admin - Liberal Arts Division**Goal: Liberal Arts Division Goal 2:**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
	<p>Instruction in selected courses; and participation in the STAR-NY tutoring consortium. Distance Learners have access to selected on-line subject tutoring, Writing Center responses to e-mailed submissions, and access to STAR-NY services.</p> <p>Continue to evaluate the success of academic coaching and other methods to increase retention</p> <p>LA Division:</p> <p>Academic Coach / Learning Specialist: The LA Division works closely with this group to increase retention of at-risk cohorts such as students on probation or at risk of losing their financial aid through the 150% rule. Larry King, working with the non-perkins population for Liberal Arts programs, reports that 229 appointments were completed in the fall 2019 semester. Data show that students that meet more than three times during the semester are more likely to show improvement: For instance, of the 19 students that kept more than 3 appointments, 17 returned to good standing; 85% (30) of the 35 students that kept 2 or more appointments, showed an increase in gpa; 75% of those (23) returned to good standing.</p> <p>Enrollment Management: Each semester, the Liberal Arts management team (Dean, Staff Associate, Assistant to the Dean) collaborates to create and implement a strategic plan to maximize enrollment potential for continuing and new students. Fall 2019 a database was created to capture the retention rate of continuing, while certificates and enrollment information was mailed to all accepted students in LA programs.</p> <p>All Departments participated in the November Open House</p> <p>Identify gaps in student degree completion</p> <p>LA Division: Collaboration with Erin Marulli in Reverse Transfer and the Hears grant identifies students that are near degree completion, either through credits earned from their transfer school, or by assisting them to return to complete their remaining credits. A team comprised of Erin, Samantha Potter (Registrar's office), and Donna Rehak work to assist students with the process of transfer evaluation, enrollment, paperwork needed to complete their degrees. Fall 19: 6 students graduated from LA programs through Reverse Transfer; 5 through the HEARS initiative, returned to complete their degree after having stopped out. Over 20 students in the Reverse Transfer and HEARS pipeline are anticipated to graduate in the spring and summer cycle.</p>	

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 2:

Means of Assessment	Results	Action Plans
	<p>(05/31/2019)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Faculty must undergo continual training as needed in the TRC to ensure that students at levels of ability have their needs met. This will mean that the campus as a whole must meet the needs of our very diverse population. Faculty will be encouraged to utilize student support tools such as the LAD, Starfish and Degree Works.</p> <p>What did you learn about your unit through this assessment cycle?: Faculty are under-utilizing the resources that are available to students.</p>	

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education,</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students</p>	<p>Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)</p>

Admin - SEO-International Admissions, Global Experiences**Goal: Promote more resources to international students**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.		
Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be measured through the exit surveys reported number of students at the end of each semester. Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).	Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there Where is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)
Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings * Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about. Resource Requests: Promotional - funding for food/beverages at meeting.	Reporting Period: 2019 - 2020 Conclusion: Inconclusive The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020) What did you learn about your unit through this assessment cycle?: I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.	Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans

Admin - Starfish

Goal: Engagement: Expand Student Engagement

Expand Student Engagement.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 06/01/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Track number of student profiles updated * Benchmark: Total number of student profiles updated (June 1 - May 31) from 3052 to 3300.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met The total number of student profiles created/updated decreased from 3052 (2018-19) to 2722 in 2019-20. (07/30/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: It's possible that fewer continuing student updated their profile in this academic year (if the information didn't need to change). Starfish Core Team plans to continue to provide tutorials during Orientation and Welcome Week events as well as in seminar (or other courses) as allowed. Next year's goal should be given consideration of total new students and be in relation to that. Related Documents: Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	

Admin - Starfish**Goal: Engagement: Expand Student Engagement**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
Data Related - Number of Intake Forms Completed * Benchmark: Increase Intake Form completion (June 1 - May 31) from 625 to 1200.	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Intake form completion grew from 625 (2018-19) to 1263 in 2019-20. (07/30/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Starfish Core Team plans to continue marketing and promotion of the Intake Form at Orientation and Welcome Week activities. Intake Form completion is also encouraged in our resources for students and the "First Assignment" faculty use in courses as well. These initiatives are all planned to be continued.</p> <p>Related Documents: Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	
Data Related - Track use of student-initiated flags ("I Need Help") * Benchmark: Increase "I Need Help" flags raised by students (June 1 - May 31) from 160 to 300.	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met The use of "I Need Help" flags raised by students fell from 160 (2018-19) to 80 in 2019-20 (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Starfish Core Team will discuss ways to highlight the benefits of using I Need Help flags for students. The Team might also consider separate flags for specific, non-cognitive issues (mental health, financial aid, food/housing insecurity, etc) which might encourage more use. Related support areas would need to be on board with responding to student flags for such an initiative to be successful.</p> <p>What did you learn about your unit through this assessment cycle?: See "Related Documents" for a full discussion of our assessment period.</p> <p>Related Documents: Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	
Data Related - Track self-scheduled appointments * Benchmark: Increase self-scheduled appointments (June 1 - May 31) from 1778 to 2000.	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Appointments scheduled in Starfish by students grew from 1778 (2018-19) to 2750 in 2019-20. (07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: This initiative is driven by student awareness of the functionality AND faculty/staff willingness to</p>	

Admin - Starfish

Goal: Engagement: Expand Student Engagement

Means of Assessment	Results	Action Plans
	<p>allow students to self-schedule. Continued marketing and promotion of the function for students will be important. Approaching more faculty and administrative units to adopt self-scheduling workflow can help expand this opportunity.</p> <p>What did you learn about your unit through this assessment cycle?: See "Related Documents" for a full discussion of our assessment period.</p> <p>Related Documents:</p> <p>Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	

Admin - Student Success Squad

Goal: Goal #1: Persistence

65% of all participants served by SSS will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2 year to a 4 year institution during the academic year.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - retention rates calculated at the end of two, four, six, and subsequent semesters</p> <p>* Benchmark: This is an annual goal.</p> <p>Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>SSS students persisted at a rate of 64%, a decrease from the rate of 71% from the previous academic year. These are preliminary numbers and there are students that are still expected to register for the upcoming 20-21 academic year; several students have indicated that they have not yet made a decision regarding fall as a result of Covid 19 and related concerns. Data was collected from Banner and inputted into Student Access for analysis. This goal has not been met. (07/23/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Maintain student engagement in order to achieve goal; as of 7/23/2020, any SSS student that is eligible and unregistered for fall has received outreach. SSS staff are working with these students to assuage concern regarding planned online and hybrid modalities for fall 2020. If 3 of these students register, this goal will be met.</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)</p>

Admin - Student Success Squad

Goal: Goal #1: Persistence

Means of Assessment	Results	Action Plans
	<p>What did you learn about your unit through this assessment cycle?: Our students are concerned about online course modalities and their capacity to be successful given numerous inputs that inform their lived experiences as low income, first generation, and disabled students.</p>	

Goal: Goal #2: Academic Standing

70% of all enrolled participants will meet the performance level required to stay in good academic standing at the college (GPA and progress to degree completion).

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Transcripts obtained through Banner that include GPA calculations and credits attempted compared to credits earned</p> <p>* Benchmark: 70% each semester is the benchmark</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>66% of SSS students are in good academic standing at the end of the '19-'20 academic year, a decline from the 71% threshold obtained the previous academic year. Data was collected from Banner and inputted into Student Access for analysis. This annual goal has been not met for the '19-'20 academic year. (07/23/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Issues related to abandonment and poor completion of spring 2020 coursework influenced this outcome to some extent.</p> <p>What did you learn about your unit through this assessment cycle?: The program must offer specific workshops related to time management and academic success that center the experiences of students learning in a remote setting; these are in development for AY 2020-2021.</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)</p>

Goal: Goal #3: Graduation/Transfer Rate

30% of all full time enrolled participants will graduate or transfer within three (3) years.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans

Admin - Student Success Squad**Goal: Goal #3: Graduation/Transfer Rate**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
<p>Data Related - transcripts for each participant; updated academic progress/retention/graduation roster for each semester indicating date of graduation, final GPA, major, and transfer/workforce plans; Student Clearinghouse transfer verification</p> <p>* Benchmark: 30% of all full time enrolled participants with graduate within 3 years.</p> <p>Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>33% of SSS students have graduated within 3 years. Data was collected from Banner, however not all degrees have not yet been certified; this is in part an outcome related to Covid 19 and the number of students who have outstanding degree requirements related to applied coursework. This annual goal has been met for the 19-20 academic year. This number may be higher once this occurs. (07/23/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The program continues to stress to students the importance of completing the Associate's degree as part of a personal marketing strategy and a tool to gain access to vocational experience as they complete their Bachelor's degrees.</p> <p>What did you learn about your unit through this assessment cycle?: SSS students see the value in completing their degrees; their tenacity to achieve their goals as they navigate numerous personal and academic circumstances is commendable.</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on completion and transfer. All students at 45 credits or above will be scheduled with a mentoring appointment via Starfish; referrals to in house supports (Center for Career Development; Bachelor Partnership Center, Transfer Counseling) will be made based on information gleaned. (08/14/2020)</p>

Admin - Bachelor Partnership Center

Goal: The Bachelor Partnership Center (and associated support from program staff) enables traditional and non-traditional students to pursue a bachelor's degree. 1

To assess whether the opportunity and support provided by the Bachelor Partnership Center allows traditional and non-traditional students to pursue a bachelor's degree.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020, 2020 - 2021

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
<p>Survey Related - Survey students at the end of the spring 2020 semester. * Benchmark: Response rate 11%</p> <p>Related Documents: BPC Spr 2020 Survey.docx</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>We surveyed 44 students and 4 students responded filling out the survey. Which yielded a 11% response rate (08/25/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: I will look further into updated the survey to make sure that I am reaching all students needs. In return, questions will be looked at and updated as needed.</p> <p>What did you learn about your unit through this assessment cycle?: One of the challenges I faced was having students fill out the survey. I know the percentage could be higher and I need to find a way to have more students fill it out.</p> <p>Related Documents: BPC Spr 2020 Survey.docx</p>	<p>Action Plan: I will update the questions to be able to meet where the students needs are and even more so because the way we operate has changed. I will also try to see if there is a way I can do an incentive for students to complete the survey to help increase the response rate. (08/26/2020)</p>

Goal: Increase student numbers

Increase student enrollment through community engagement and recruitment efforts.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020, 2020 - 2021

Start Date: 12/06/2018

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Track enrolled students and community engagements. * Benchmark: 1% increase of enrollment from previous year. Resource Requests: Marketing materials, convention sign, folders Related Documents:</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met</p> <p>For the year of 2019-2020 we had a total of 99 non duplicated students. In the fall of 2019, a total of 42 students enrolled in the Bachelor Partnership Program; in spring 2020 there was a total of 43 students. In the summer 2020 we had 14 students enrolled. (07/29/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: COVID 19 is a result of our numbers not where they should be. I will continue to offer webinars about the Bachelor Partnership Center to students to get this program information</p>	<p>Action Plan: COVID -19 will still be a factor again this year. The center will collaborate more strategically to engage with faculty in an effort to recruit more students. We will offer webinars and workshops to help increase the awareness of the</p>

Admin - Bachelor Partnership Center

Goal: Increase student numbers

Means of Assessment	Results	Action Plans
Registered Students Fall 2019.pdf BPC Spring registered students 2-20-2020.pdf	<p>out to students. I will also continue to offer webinars with the partnership schools to SUNY Broome students.</p> <p>What did you learn about your unit through this assessment cycle?: I believe COVID 19 had a lot to do with our numbers. Students were unsure of what was going to happen and also their lives changed in an instant. What I learned is to always be there to continue to promote the Bachelor Partnership Center. Many students still did not know that this opportunity was there and the more I do the webinars and work with others (Orientation, Admissions, etc..) the word will be out there more.</p> <p>Related Documents:</p> <p>Registered Students Fall 2019.pdf BPC Spring registered students 2-20-2020.pdf</p>	<p>Bachelor Partnership Center on campus. (08/24/2020)</p>

Admin - Business and Professional Studies Division

Goal: #3 Responsively meet the needs of our students and the larger community

- Explore flexible schedule options to best meet the needs of our students, in a fiscally responsible manner.
- BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology).
- Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students.
- BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities.
- Provide service learning/volunteer opportunities within the community.

Planned Assessment Cycle: 2019 - 2020

Means of Assessment	Results	Action Plans
<p>Program/Project Development - Explore flexible schedule options to best meet the needs of our students, in a fiscally responsible manner.</p> <p>* Benchmark: Explore flexible schedule options to best meet the needs of our students, in a fiscally</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o BPS faculty served on the Flexible Schedule Committee Task Force and made a formal recommendation. o Fast Forward: 	

Admin - Business and Professional Studies Division

Goal: #3 Responsively meet the needs of our students and the larger community

Means of Assessment	Results	Action Plans
responsible manner.	<p>BIT and BUS have multiple FF courses (Erin Frye & Denise Wells FF Coordinators, work with and mentor HS instructors). (08/20/2020)</p> <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Development - BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology).</p> <p>* Benchmark: BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology).</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o Across the division, faculty brought in professional guest speakers, presenters, and recruiters to speak directly to students in their respective courses about related career fields, and how to properly plan, prepare for, and obtain jobs. o Dr. Lee Heron gave a keynote speech on Organizational Diversity at Accord, the alternative dispute resolution organization in Broome County. o The President of the NYS Muslims of America presented to multiple CRJ courses about Islamberg, victimization, and police-community relations. <p>(08/20/2020)</p> <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Implementation - Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students.</p> <p>* Benchmark: Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o BUS and CJES offered block advisement registration days to provide the opportunity for students to meet with an advisor, and register for Winter and Spring 2020 courses. o BIT, BUS, and CJES offered a final Walk-In Advising Day for Winter and Spring 2020 courses. o Lauren Bunnell presented trainings to faculty and students on Degree Works, Starfish, Advisement, and Excelsior Scholarship. o BPS faculty utilized Starfish to input midterm grades. <p>(08/20/2020)</p> <p>What did you learn about your unit through this assessment cycle?: TBD</p>	

Admin - Business and Professional Studies Division**Goal: #3 Responsively meet the needs of our students and the larger community**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
<p>Program/Project Implementation - BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities.</p> <p>* Benchmark: BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o The Criminal Justice & Emergency Services Department held a career preparedness expo in September. Representatives from 22 organizations/agencies tabled and met with over 130 students. o Gina Chase and Jeanie Kumpon conducted multiple career preparedness presentations in various classes throughout the semester. o Assistant Professor Ed Yetsko hosted a monthly meeting of the Southern Tier Chapter of the Financial Planning Association (FPA) on campus. In addition to approximately a dozen local FPA chapter members, the meeting was also attended by members of the Business Club, Associate Professor Frye (Business Club Advisor), Professor Scott DuMond from Alfred State University, Program Coordinator of their Financial Planning bachelor's degree program and several of his students, and approximately 40 high school students from four area high schools along with guidance counselors. <p>(08/20/2020)</p> <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Implementation - Provide service learning/volunteer opportunities within the community.</p> <p>* Benchmark: Provide service learning/volunteer opportunities within the community.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o Criminal Justice & Emergency Services Student Association (CJESSA) students and faculty advisors volunteered at the following events: o Soliciting donations and collecting toys for the Southern Tier Toys for Tots o Distributed food at the Southern Tier Food Bank's mobile food pantry 10-29-19 o Served as road marshals, keeping runners/walkers safe at the St. James 5k 10-20-19 in Johnson City, and at the Race for Justice 5k 10-16-19 in Binghamton o CJES faculty member was involved with the District Attorney Debate on 10/23/19 o CJES faculty member volunteered and assisted the NYS University Police, Binghamton with a Rape Aggression Defense Course for UHS employees on Sunday, 10/20/19 o Hospitality students catered a luncheon for the workers building the Culinary Events Center 	

Admin - Business and Professional Studies Division

Goal: #3 Responsively meet the needs of our students and the larger community

Means of Assessment	Results	Action Plans
	(08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Persistence

75% of EOP students who attend the Summer Advancement Academy will persist from Fall to Spring

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/12/2018

Means of Assessment	Results	Action Plans
Data Related - Using the EOP Roster, we will calculate the percentage of students who persist from fall to spring by SAA co-hort * Benchmark: 70% Resource Requests: Funding to continue to provide the EOP Summer Advancement Academy to incoming EOP pre-freshmen	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The persistence rate of the 2019 SAA cohort from fall 2019 to spring 2020 is 83% (30/36*100). This percentage exceeds the goal percentage of 70% (06/16/2020) What did you learn about your unit through this assessment cycle?: The fact that we have consistently exceeded this goal is an indication that the EOP SAA is having a positive impact on our student persistence.	

Admin - Financial Aid

Goal: Reduce Student Loan Borrowing and Trending Default Rate

Create partnership with Inceptia to reduce student borrowing and trending default rate

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Admin - Financial Aid**Goal: Reduce Student Loan Borrowing and Trending Default Rate**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
<p>Program/Project Implementation - Reports generated by our third party partner, Inceptia * Benchmark: Compare to student borrowing and default rate to previous years.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Inconclusive Due to the COVID-19 Pandemic, a National Disaster Emergency was declared. As part of the CARES Act signed into law March 27, 2020. Student Loan repayment and collection of late and default loans, ceased. Payment and collection of late payments, defaults are suspended until 09/30/2020.</p> <p>The result of the pandemic also has impacted current student loans. Normally if a student withdraws from the college before the 60% mark of the semester, a Return to Title IV (R2T4) is required. The R2T4 requires school to reduce the amount of aid a student has received if they have not earned it. In past years this would result in student loans being reduced and sent back to the federal government and the student owing any outstanding balance back to the school. The CARES Act allowed students to withdraw without any funding needing to be returned to the government. (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: We plan to re-evaluate our benchmarks based on how student loan repayments and default rates look once payments resume. Guidance issued by the Department of Education will be vital on how schools proceed after loan collection being paused for 6 months.</p> <p>We will continue to process and administer CARES Act Funds through the spring of 2021. Monitoring and administration of these funds will continue to be a focus of our unit for the 20-21 year.</p> <p>What did you learn about your unit through this assessment cycle?: Our Unit was able to pull together and implement an over 2 million dollar Federal Student CARES Act Grant within a week of receiving guidance from the Dept of Education and SUNY. We (Financial Aid, Finance, Student Accounts, Registrar, Dean of Students) to provide our students with maximum funding to mitigate any impact the pandemic has on them.</p> <p>Related Documents:</p> <p>CARES Act_Higher Education Emergency Relief Fund.pdf Coronavirus and Forbearance Info for Students, Borrowers, and Parents_Federal Student Aid.pdf SUNY Broome CARES Act Plan for Student Funds.05.11.20.pdf CARES Act.pdf</p>	<p>Action Plan: The waiver of R2T4 will continue through 12/31/2020 (for any student that states their reason for withdrawing was due to the pandemic). Student Loan Payments are paused on September 30th, 2020. Our unit will closely monitor all regulations being released as they pertain to student loan borrowing and default reduction.</p> <p>We will continue to disburse, report, and update on CARES Act Funding through the Spring 2021 semester. (07/31/2020)</p>

Admin - Financial Aid

Goal: Reduce Student Loan Borrowing and Trending Default Rate

Means of Assessment	Results	Action Plans

Admin - SEO- Admissions Office

Goal: Goal 2: New Program Recruitment (Culinary A.O.S.)

Build and execute a recruitment plan for a new program that was created/debuted by the college. (Culinary A.O.S.)

Culinary A.O.S. to begin in Fall 2019 (soft start) and Spring 2020 (live start with CEC opening.)

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 09/15/2018

Inactive Date: 08/24/2020

Means of Assessment	Results	Action Plans
Program/Project Implementation - Application Reports Enrollment Reports * Benchmark: Fall 2019 Enrollment Goal of 40 students. Spring 2020 Enrollment Goal of 60/65 students. Resource Requests: Culinary Recruiter	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met We met our Fall 2019 goal but not the Spring 2020 goal. The Fall 2019 semester had: 115 applications 36 students register The Spring 2020 semester had: 39 applications 9 students register (08/03/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Once we can safely do so, we would like to open the Culinary Events Center to tours and live presentations. We would also like to engage the community and our local high schools by hosting events and Admissions presentations in the space for interested students. We will continue building partnerships with local restaurants and develop engaging materials in Marcom. What did you learn about your unit through this assessment cycle?: We learned that we need to market this program more and invite students to the spaces in which they will study. It was challenging for Admissions to recruit for this program as inquiring students were interested in tours and live presentations of the space. Since the Culinary Events Center was	Action Plan: We will create program specific communications that highlights the new Culinary Center, interesting course material, and student success stories. The Admissions office will provide monthly "Adult Learner" night that highlight the local need for culinary recruits. If allowed, we will continue our pursue to establish partnerships with local restaurants, bars, and hospitality businesses to promote our culinary program and host SUNY Broome nights. (08/14/2020)

Admin - SEO- Admissions Office

Goal: Goal 2: New Program Recruitment (Culinary A.O.S.)

Means of Assessment	Results	Action Plans
	under construction, we were unable to do anything more than engage with the community through social media and visits in restaurants/hospitality establishments.	

Goal: Goal 1: Recruitment and Enrollment Events

Increase the number of offsite and onsite recruitment/acceptance/enrollment events at area high schools and NYC region.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/15/2017

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Host "Instant Admit" events in September, October, November (on and off campus) for area high schools. Conclude the enrollment cycle with corresponding "SUNY Broome Registration Days" in May and June.</p> <p>*Argos reports (All Applicants 3 - pull for "Registered Students" by high school) for enrollment per high school. *High school participation registration forms. *Result reports presented at Executive Council. * Benchmark: 10 schools Resource Requests: Additional Admissions Staff (FT - Staff Assistant) Portable technology (tablets or laptops) Funding for meals Department credit card</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met</p> <p>For Instant Admit Days, we had 13 schools participate with over 400 applications collected.</p> <p>October 18th, 2019-Owego Free Academy- 34 students</p> <p>October 22nd, 2019-Newark Valley- 14 students</p> <p>October 23rd, 2019-Vestal High School- 30 students</p> <p>October 24th, 2019-Susquehanna Valley- 18 students</p> <p>October 28th, 2019-Binghamton High School- 39 students</p> <p>October 29th, 2019-Chenango Valley High School- 33 students</p> <p>October 30th, 2019-Maine Endwell High School- 41 students</p> <p>October 31st, 2019-Johnson City High School - 26 students</p> <p>November 4th, 2019-Chenango Forks Central High School- 53 students</p> <p>November 7th, 2019-Seton Catholic Central- 12 students</p>	<p>Action Plan: The Admissions Office is currently creating a planning virtual recruitment events and Instant Admits. We are transitioning all of our communications of acceptance to a remote and quick to access SLATE screen. Instant Admits will be done via Zoom with each participating school receiving their own designated day for the event. We're also adding daily presentation time to make sure visiting groups/high school are still allowed to watch the presentation and interact with Admissions counselors. (08/21/2020)</p> <p>Budget/Resource Implications: We will need additional Admissions Staff to make sure we have coverage to perform presentations every day of the week</p>

Admin - SEO- Admissions Office

Goal: Goal 1: Recruitment and Enrollment Events

Means of Assessment	Results	Action Plans
	<p>November 15th, 2019-Whitney Point High School- 12 students</p> <p>November 19th, 2019-Union Endicott High School- 56 students</p> <p>November 20th, 2019-Windsor High School “College Express Day”- 68 students (08/03/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: The Admissions Team is currently planning a potential virtual event for instant admissions and registration. If permitted, we will work with local area high schools on organizing socially distant events inside of the school to provide students with this service once again. Additionally, we will work with Academic Advising to provide on demand registration for selected high schools in the area.</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: During COVID 19-Although we met the benchmark of over 10 schools participating in the Instant Admissions Days, we could not hold any Instant Registration days this year as they typically take place in May. Furthermore, we were unable to do any NYC Instant Admissions/Registration days due to COVID 19 travel bans.</p> <p>What did you learn about your unit through this assessment cycle?: This year, the Admissions office provided all participating students with a certificate of acceptance during the Instant Admissions event. We learned that students were excited to receive this and take it home instead of the traditional letters. SLATE was also helpful in helping us track participating students and the progress of their application. It made some larger events go much smoother (for example: The College Express Day at Windsor high school).</p>	

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Admin - SEO-International Admissions, Global Experiences**Goal: Promote more resources to international students**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
<p>Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students</p>	<p>Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)</p>
<p>Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be measured through the exit surveys reported number of students at the end of each semester. Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes to international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).</p>	<p>Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there is/has been a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)</p>

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
<p>Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings</p> <p>* Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about.</p> <p>Resource Requests: Promotional - funding for food/beverages at meeting.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020)</p> <p>What did you learn about your unit through this assessment cycle?: I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.</p>	<p>Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)</p>

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans
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Admin - Starfish

Goal: Engagement: Expand Faculty engagement.

Expand Faculty engagement.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 06/01/2019

Means of Assessment	Results	Action Plans
Data Related - Tracking use	Reporting Period: 2019 - 2020	Action Plan: The Starfish Core

Admin - Starfish**Goal: Engagement: Expand Faculty engagement.**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
* Benchmark: Total number of faculty who used Starfish increase by 1 percentage point from 49.2% to 50.2% Resource Requests: Starfish and Banner reports	Conclusion: Benchmark Met The total use of Starfish by faculty increased from 49.2% to 75.8%. (07/30/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Starfish Core Team plans to maintain existing alert schedules and opportunities to provide feedback to students. We will also continue to offer training on the various aspects of Starfish for faculty. What did you learn about your unit through this assessment cycle?: Through this assessment cycle it became clear that providing opportunities that mimicked existing academic tasks was a big influencer of faculty engagement with Starfish. Moving Midterm grade reporting to Starfish encouraged some reluctant faculty to engage in the platform and not just for grade reporting but for other activities including positive reinforcement (Kudos) and Referrals to various student support services. Related Documents: Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx	Team is working on setting up a BlackBoard self-paced training that will allow faculty to continue to use aspects of the system without the need to participate in a synchronous training opportunity. Also, the Team is working with stakeholders to identify other activities that would encourage Starfish engagement among faculty. (08/17/2020)
Data Related - Track percentage of Starfish Progress Surveys completed. * Benchmark: Increase Progress Survey completion rate from 25% to 28%.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Progress Survey completion rates grew from 25% (2018-19) to 44% in 2019-20. (07/30/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Starfish Core Team plans to continue with conveniently timed and streamlined Progress Surveys to meet faculty and student needs. What did you learn about your unit through this assessment cycle?: Thorough this assessment cycle it became clear that aligning the first survey with attendance reporting improved participation among faculty. Related Documents: Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx	Action Plan: Starfish Core Team plans to continue with conveniently timed and streamlined Progress Surveys to meet faculty and student needs. (08/17/2020)
Data Related - Track raise method of Starfish flags for faculty * Benchmark: Increase Manually raised academic flags from 8501 to 9200	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Manually raised tracking grew from 8501 (2018-19) to 13,127 in 2019-20. (07/30/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: The Core Team will continue to make regular promotion of the use of alerts at times that are relevant for courses/faculty/students.	Action Plan: The Core Team will continue to make regular promotion of the use of alerts at times that are relevant for courses/faculty/students.

Admin - Starfish**Goal: Engagement: Expand Faculty engagement.**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
	<p>What did you learn about your unit through this assessment cycle?: It appears that faculty prefer to raise flags/kudos/referrals via the Progress Survey.</p> <p>Related Documents:</p> <p>Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	(08/17/2020)

Goal: Engagement: Expand Student Engagement

Expand Student Engagement.

Goal Status: Active**Planned Assessment Cycle:** 2019 - 2020**Start Date:** 06/01/2019

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
<p>Data Related - Track number of student profiles updated</p> <p>* Benchmark: Total number of student profiles updated (June 1 - May 31) from 3052 to 3300.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>The total number of student profiles created/updated decreased from 3052 (2018-19) to 2722 in 2019-20. (07/30/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: It's possible that fewer continuing student updated their profile in this academic year (if the information didn't need to change). Starfish Core Team plans to continue to provide tutorials during Orientation and Welcome Week events as well as in seminar (or other courses) as allowed. Next year's goal should be given consideration of total new students and be in relation to that.</p> <p>Related Documents:</p> <p>Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	
<p>Data Related - Number of Intake Forms Completed</p> <p>* Benchmark: Increase Intake Form completion (June 1 - May 31) from</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Intake form completion grew from 625 (2018-19) to 1263 in 2019-20. (07/30/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Starfish Core Team plans to continue marketing and promotion of the Intake Form at Orientation and Welcome Week activities. Intake Form completion is also encouraged in our</p>	

Admin - Starfish**Goal: Engagement: Expand Student Engagement**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
625 to 1200.	<p>resources for students and the "First Assignment" faculty use in courses as well. These initiatives are all planned to be continued.</p> <p>Related Documents:</p> <p>Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	
Data Related - Track use of student-initiated flags ("I Need Help") * Benchmark: Increase "I Need Help" flags raised by students (June 1 - May 31) from 160 to 300.	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>The use of "I Need Help" flags raised by students fell from 160 (2018-19) to 80 in 2019-20 (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Starfish Core Team will discuss ways to highlight the benefits of using I Need Help flags for students. The Team might also consider separate flags for specific, non-cognitive issues (mental health, financial aid, food/housing insecurity, etc) which might encourage more use. Related support areas would need to be on board with responding to student flags for such an initiative to be successful.</p> <p>What did you learn about your unit through this assessment cycle?: See "Related Documents" for a full discussion of our assessment period.</p> <p>Related Documents:</p> <p>Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	
Data Related - Track self-scheduled appointments * Benchmark: Increase self-scheduled appointments (June 1 - May 31) from 1778 to 2000.	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Appointments scheduled in Starfish by students grew from 1778 (2018-19) to 2750 in 2019-20. (07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: This initiative is driven by student awareness of the functionality AND faculty/staff willingness to allow students to self-schedule. Continued marketing and promotion of the function for students will be important. Approaching more faculty and administrative units to adopt self-scheduling workflow can help expand this opportunity.</p> <p>What did you learn about your unit through this assessment cycle?: See "Related Documents" for a full discussion of our assessment period.</p> <p>Related Documents:</p>	

Admin - Starfish

Goal: Engagement: Expand Student Engagement

Means of Assessment	Results	Action Plans
	Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx	

Admin - Student Success Squad

Goal: Goal #1: Persistence

65% of all participants served by SSS will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2 year to a 4 year institution during the academic year.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - retention rates calculated at the end of two, four, six, and subsequent semesters</p> <p>* Benchmark: This is an annual goal.</p> <p>Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>SSS students persisted at a rate of 64%, a decrease from the rate of 71% from the previous academic year. These are preliminary numbers and there are students that are still expected to register for the upcoming 20-21 academic year; several students have indicated that they have not yet made a decision regarding fall as a result of Covid 19 and related concerns. Data was collected from Banner and inputted into Student Access for analysis. This goal has not been met. (07/23/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Maintain student engagement in order to achieve goal; as of 7/23/2020, any SSS student that is eligible and unregistered for fall has received outreach. SSS staff are working with these students to assuage concern regarding planned online and hybrid modalities for fall 2020. If 3 of these students register, this goal will be met.</p> <p>What did you learn about your unit through this assessment cycle?: Our students are concerned about online course modalities and their capacity to be successful given numerous inputs that inform their lived experiences as low income, first generation, and disabled students.</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)</p>

Goal: Goal #2: Academic Standing

Admin - Student Success Squad

Goal: Goal #2: Academic Standing

70% of all enrolled participants will meet the performance level required to stay in good academic standing at the college (GPA and progress to degree completion).

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Transcripts obtained through Banner that include GPA calculations and credits attempted compared to credits earned * Benchmark: 70% each semester is the benchmark</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met 66% of SSS students are in good academic standing at the end of the '19-'20 academic year, a decline from the 71% threshold obtained the previous academic year. Data was collected from Banner and inputted into Student Access for analysis. This annual goal has been not met for the '19-'20 academic year. (07/23/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Issues related to abandonment and poor completion of spring 2020 coursework influenced this outcome to some extent. What did you learn about your unit through this assessment cycle?: The program must offer specific workshops related to time management and academic success that center the experiences of students learning in a remote setting; these are in development for AY 2020-2021.</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)</p>

Goal: Goal #3: Graduation/Transfer Rate

30% of all full time enrolled participants will graduate or transfer within three (3) years.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - transcripts for each participant; updated academic progress/retention/graduation roster for each semester indicating date of graduation, final GPA, major, and transfer/workforce plans; Student Clearinghouse transfer verification * Benchmark: 30% of all full time</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 33% of SSS students have graduated within 3 years. Data was collected from Banner, however not all degrees have not yet been certified; this is in part an outcome related to Covid 19 and the number of students who have outstanding degree requirements related to applied coursework. This annual goal has been met for the 19-20 academic year. This number may be higher once this occurs. (07/23/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: The</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on completion and transfer. All students at 45 credits or above will be scheduled with a mentoring appointment via Starfish; referrals to in house supports (Center for</p>

Admin - Student Success Squad

Goal: Goal #3: Graduation/Transfer Rate

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
enrolled participants with graduate within 3 years. Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES	program continues to stress to students the importance of completing the Associate's degree as part of a personal marketing strategy and a tool to gain access to vocational experience as they complete their Bachelor's degrees. What did you learn about your unit through this assessment cycle? : SSS students see the value in completing their degrees; their tenacity to achieve their goals as they navigate numerous personal and academic circumstances is commendable.	Career Development; Bachelor Partnership Center, Transfer Counseling) will be made based on information gleaned. (08/14/2020)

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Persistence

75% of EOP students who attend the Summer Advancement Academy will persist from Fall to Spring

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/12/2018

Means of Assessment	Results	Action Plans
<p>Data Related - Using the EOP Roster, we will calculate the percentage of students who persist from fall to spring by SAA co-hort * Benchmark: 70%</p> <p>Resource Requests: Funding to continue to provide the EOP Summer Advancement Academy to incoming EOP pre-freshmen</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The persistence rate of the 2019 SAA cohort from fall 2019 to spring 2020 is 83% (30/36*100). This percentage exceeds the goal percentage of 70% (06/16/2020) What did you learn about your unit through this assessment cycle?: The fact that we have consistently exceeded this goal is an indication that the EOP SAA is having a positive impact on our student persistence.</p>	

Admin - Finance Office

Goal: Accurate financial data

Process information in an accurate/efficient and timely manner - provide accurate financial data to end users

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Confirmation/receipt of data and/or resources. Feedback from end users such as students, employees, college departments, SUNY, Exec Council, Accreditors, Dept of Ed, IRS, SSA, NYS, Broome County , etc. * Benchmark: Did we receive the resources(funding, aid, grant,etc).</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met Resources (funding, aid, grants, etc were received. Financial decisioning by end user. A small population of employees who were formerly student employees did not have their exempt status changed when moving to regular employee status, which resulted in underwithholding of FICA/Medicare tax. This was identified as one of the college's internal compliance audits. Customer survey was implemented - small percentage of responses as compared to available populations. (07/31/2020)</p>	<p>Action Plan: Continue to perform interanl compliance audits. Expand customer surveys (07/31/2020)</p> <p>Budget/Resource Implications: Accuracy drives expanded and continuing funding sources.</p> <p>Follow-Up: Expand survey population outreach.</p>

Admin - Finance Office**Goal: Accurate financial data**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
Financial decision making by end user (student, employee, dept, etc). Was the employee/vendor paid accurately and on time.	<p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Improved internal payroll controls, exception reports, and updated checklist. to prevent this from re-ocuring.</p> <p>Will seek to expand survey to all populations. A separate Student Opinion Survey resulted in updates to the paying for college section of the website, rebranding student financial services, creating easily digestible sections on the website, additional workshops, ability to meet with students virtually and to set up appointments online, as well as early outreach to at risk student populations.</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The goal was met overall. Receipt of resources funding grants aid, etc. No fines or penalties</p> <p>What did you learn about your unit through this assessment cycle?: We need to continue to review and audit for compliance.</p> <p>The customer surveys will be modified to include all customers not just those who are in the area in person to obtain the customer survey and drop off. The survey will be made available and promoted online as many customers are served remotely, virtually, email, and interoffice means.</p>	Continue internal compliance audits. Develop internal controls and best practices. (07/31/2020)

Admin - Financial Aid**Goal: Reduce Student Loan Borrowing and Trending Default Rate**

Create partnership with Inceptia to reduce student borrowing and trending default rate

Goal Status: Active**Planned Assessment Cycle:** 2017 - 2018, 2018 - 2019, 2019 - 2020**Start Date:** 09/01/2017

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
Program/Project Implementation - Reports generated by our third party partner, Inceptia * Benchmark: Compare to student borrowing and default rate to previous years.	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>Due to the COVID-19 Pandemic, a National Disaster Emergency was declared. As part of the CARES Act signed into law March 27, 2020. Student Loan repayment and collection of late and default loans, ceased. Payment and collection of late payments, defaults are suspended until 09/30/2020.</p>	<p>Action Plan: The waiver of R2T4 will continue through 12/31/2020 (for any student that states their reason for withdrawing was due to the pandemic). Student Loan Payments are paused on</p>

Admin - Financial Aid**Goal: Reduce Student Loan Borrowing and Trending Default Rate**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
	<p>The result of the pandemic also has impacted current student loans. Normally if a student withdraws from the college before the 60% mark of the semester, a Return to Title IV (R2T4) is required. The R2T4 requires school to reduce the amount of aid a student has received if they have not earned it. In past years this would result in student loans being reduced and sent back to the federal government and the student owing any outstanding balance back to the school. The CARES Act allowed students to withdraw without any funding needing to be returned to the government. (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: We plan to re-evaluate our benchmarks based on how student loan repayments and default rates look once payments resume. Guidance issued by the Department of Education will be vital on how schools proceed after loan collection being paused for 6 months.</p> <p>We will continue to process and administer CARE Act Funds through the spring of 2021. Monitoring and administration of these funds will continue to be a focus of our unit for the 20-21 year.</p> <p>What did you learn about your unit through this assessment cycle?: Our Unit was able to pull together and implement an over 2 million dollar Federal Student CARES Act Grant within a week of receiving guidance from the Dept of Education and SUNY. We (Financial Aid, Finance, Student Accounts, Registrar, Dean of Students) to provide our students with maximum funding to mitigate any impact the pandemic has on them.</p> <p>Related Documents:</p> <p>CARES Act_Higher Education Emergency Relief Fund.pdf</p> <p>Coronavirus and Forbearance Info for Students, Borrowers, and Parents_Federal Student Aid.pdf</p> <p>SUNY Broome CARES Act Plan for Student Funds.05.11.20.pdf</p> <p>CARES Act.pdf</p>	<p>September 30th, 2020. Our unit will closely monitor all regulations being released as they pertain to student loan borrowing and default reduction.</p> <p>We will continue to disburse, report, and update on CARES Act Funding through the Spring 2021 semester. (07/31/2020)</p>

Admin - Library**Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this**

Admin - Library**through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.**

Implement Open Educational Resources on campus providing support for faculty who are interested in adopting OER's for their courses.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 09/01/2018

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
General Goal Observations	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. We may expect this growth to slow or decline if the pandemic causes a decline in enrollment.</p> <p>The Library has a set of web pages dedicated to OER (https://sunnybroome.info/library/oer/oer-home) and manages the OER grant program, which has seen steady use, averaging 5 awards per semester.</p> <p>The Library presents OER workshops through the TRC every year. The most recent one attracted 20 registrants, so interest appears to be growing. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER</p>	
<p>Data Related - We will track our outreach to faculty concerning the use of Open Educational resources and count the number of faculty who adopt some form of OER for the Spring or Fall 2018 Terms. Also look at the amount of money the campus receives from SUNY based on our OER usage.</p> <p>* Benchmark: Spring & Fall 2018 will be the benchmark.</p> <p>Resource Requests: We will need some IR support in tracking the number of courses using OER's and the amount of money the campus receives from the State based on</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>SUNY Broome has received OER funding from SUNY each year that the grant program has been active. The funding fluctuates due to changes in SUNY's distribution formula, but campus growth has been steady. To date the campus has received \$60,400 in OER funding from the state. We had 25 new OER sections in the 2019-20 year. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

OER offerings. Related Documents: OER Course Section Report.docx OER courses 2018 - By semester.xlsx OER courses.xlsx SUNY OER Funding Report.docx		
Data Related - Compare the number of courses using OER's from one academic year to the next. AY 2018 is the benchmark year * Benchmark: Number of courses using OER's AY 2018. Resource Requests: Use of ARGOS reports indicating courses using OER's.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. (07/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will continue to promote OER and the OER Award Program. We may expect growth to slow or decline if the pandemic causes a decline in enrollment. What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.	
Data Related - Comparison of professional development activities, i.e. Conferences, Workshops, Webinars and the attendance of faculty each academic year. * Benchmark: AY 2018 Resource Requests: Need to utilize the TRC to support conferences, workshops, and webinars to market the events and receive attendance lists.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met TRC workshops were held in Fall and Spring for a total of 25 registrants. There were 7 individual meetings with faculty on OER. (07/31/2020) What did you learn about your unit through this assessment cycle?: These promotion activities require time and planning. Staffing shortages and competing projects severely limited the time available for OER work this past year.	

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans
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Admin - Student Success Squad

Goal: Goal #1: Persistence

65% of all participants served by SSS will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2 year to a 4 year institution during the academic year.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - retention rates calculated at the end of two, four, six, and subsequent semesters</p> <p>* Benchmark: This is an annual goal.</p> <p>Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>SSS students persisted at a rate of 64%, a decrease from the rate of 71% from the previous academic year. These are preliminary numbers and there are students that are still expected to register for the upcoming 20-21 academic year; several students have indicated that they have not yet made a decision regarding fall as a result of Covid 19 and related concerns. Data was collected from Banner and inputted into Student Access for analysis. This goal has not been met. (07/23/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Maintain student engagement in order to achieve goal; as of 7/23/2020, any SSS student that is eligible and unregistered for fall has received outreach. SSS staff are working with these students to assuage concern regarding planned online and hybrid modalities for fall 2020. If 3 of these students register, this goal will be met.</p> <p>What did you learn about your unit through this assessment cycle?: Our students are concerned about online course modalities and their capacity to be successful given numerous inputs that inform their lived experiences as low income, first generation, and disabled students.</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)</p>

Goal: Goal #2: Academic Standing

Admin - Student Success Squad

Goal: Goal #2: Academic Standing

70% of all enrolled participants will meet the performance level required to stay in good academic standing at the college (GPA and progress to degree completion).

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Transcripts obtained through Banner that include GPA calculations and credits attempted compared to credits earned * Benchmark: 70% each semester is the benchmark</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met 66% of SSS students are in good academic standing at the end of the '19-'20 academic year, a decline from the 71% threshold obtained the previous academic year. Data was collected from Banner and inputted into Student Access for analysis. This annual goal has been not met for the '19-'20 academic year. (07/23/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Issues related to abandonment and poor completion of spring 2020 coursework influenced this outcome to some extent. What did you learn about your unit through this assessment cycle?: The program must offer specific workshops related to time management and academic success that center the experiences of students learning in a remote setting; these are in development for AY 2020-2021.</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)</p>

Goal: Goal #3: Graduation/Transfer Rate

30% of all full time enrolled participants will graduate or transfer within three (3) years.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - transcripts for each participant; updated academic progress/retention/graduation roster for each semester indicating date of graduation, final GPA, major, and transfer/workforce plans; Student Clearinghouse transfer verification * Benchmark: 30% of all full time</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 33% of SSS students have graduated within 3 years. Data was collected from Banner, however not all degrees have not yet been certified; this is in part an outcome related to Covid 19 and the number of students who have outstanding degree requirements related to applied coursework. This annual goal has been met for the 19-20 academic year. This number may be higher once this occurs. (07/23/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: The</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on completion and transfer. All students at 45 credits or above will be scheduled with a mentoring appointment via Starfish; referrals to in house supports (Center for</p>

Admin - Student Success Squad

Goal: Goal #3: Graduation/Transfer Rate

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
enrolled participants with graduate within 3 years. Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES	program continues to stress to students the importance of completing the Associate's degree as part of a personal marketing strategy and a tool to gain access to vocational experience as they complete their Bachelor's degrees. What did you learn about your unit through this assessment cycle? : SSS students see the value in completing their degrees; their tenacity to achieve their goals as they navigate numerous personal and academic circumstances is commendable.	Career Development; Bachelor Partnership Center, Transfer Counseling) will be made based on information gleaned. (08/14/2020)

Admin - Academic Advising

Goal: Central advising

To assess the structure of advising in order to determine a centralized model which is more student friendly and focused on student success.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - A work group will be established to examine best practices and the research related to advising redesign. including examination of space feasibility, and potential unification of student services areas that focus on student success and retention.</p> <p>* Benchmark: An action plan will be developed.</p> <p>Resource Requests: Data related to advising and student success and retention.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>An Advising Restructuring Committee was created during the Spring 2020 semester. We met on a weekly basis and the committee consisted of 4 Full-Time Advisors, the 4 Division Staff Associates and Associate Vice President/Dean of Academic Service. During our initial meetings, we researched various advising models and discussed feasibility on our campus. Due to COVID 19, the focus of this group drastically changed in mid-March. Rather than focusing on restructuring, we were forced to concentrate primarily on solving immediate problems and creating plans on how to serve our students entirely remotely. Advising and registering our continuing students became the main priority. In addition, we had to create a whole new process for advising new students. Consequently, the goals and initiatives of this group changed and thus this did not allow us to meet our intended goal of creating a plan for centralizing advising on campus. With that being said, we have made great strides towards this goal. Starting this summer, the Advising Department has supported advising efforts within the STEM division. We have two full-time advisors trained in many of the STEM programs and are advising and registering new students. This has significantly help support the STEM students when chairs are not available.</p> <p>Furthermore, we have had a change in leadership. Beth Mollen retired in June and Gina Chase taken over as our Director. During this transition, we have discussed plans on how to move forward with the advising restructuring. The focus for the 2020-2021 academic year will be to look at the structure of advising and how we can provide holistic services to our students. We plan to move forward with a caseload model starting Fall 2020. We are also looking at improving communications with campus offices and moving even further towards a centralized advising model.</p> <p>(07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: We need to streamline processes and improve communication with various departments and divisions on campus.</p>	<p>Action Plan: Starting Fall 2020, the Academic Advising Department will be moving forward with a caseload model. This will allow students to have their "go to" advisor who will support their short and long-term academic goals and help them solve problems. We will also continue to works towards a centralized advising model where we can serve all students.</p> <p>(07/31/2020)</p>

Admin - Business and Professional Studies Division

Admin - Business and Professional Studies Division

Goal: #3 Responsively meet the needs of our students and the larger community

- Explore flexible schedule options to best meet the needs of our students, in a fiscally responsible manner.
- BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology).
- Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students.
- BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities.
- Provide service learning/volunteer opportunities within the community.

Planned Assessment Cycle: 2019 - 2020

Means of Assessment	Results	Action Plans
<p>Program/Project Development - Explore flexible schedule options to best meet the needs of our students, in a fiscally responsible manner. * Benchmark: Explore flexible schedule options to best meet the needs of our students, in a fiscally responsible manner.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following:</p> <ul style="list-style-type: none">o BPS faculty served on the Flexible Schedule Committee Task Force and made a formal recommendation.o Fast Forward: BIT and BUS have multiple FF courses (Erin Frye & Denise Wells FF Coordinators, work with and mentor HS instructors). (08/20/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Development - BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology). * Benchmark: BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology).</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following:</p> <ul style="list-style-type: none">o Across the division, faculty brought in professional guest speakers, presenters, and recruiters to speak directly to students in their respective courses about related career fields, and how to properly plan, prepare for, and obtain jobs.o Dr. Lee Heron gave a keynote speech on Organizational Diversity at Accord, the alternative dispute resolution organization in Broome County.o The President of the NYS Muslims of America presented to multiple CRJ courses about Islamberg, victimization, and police-community relations.	

Admin - Business and Professional Studies Division

Goal: #3 Responsively meet the needs of our students and the larger community

Means of Assessment	Results	Action Plans
	<p>(08/20/2020)</p> <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Implementation - Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students. * Benchmark: Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o BUS and CJES offered block advisement registration days to provide the opportunity for students to meet with an advisor, and register for Winter and Spring 2020 courses. o BIT, BUS, and CJES offered a final Walk-In Advising Day for Winter and Spring 2020 courses. o Lauren Bunnell presented trainings to faculty and students on Degree Works, Starfish, Advisement, and Excelsior Scholarship. o BPS faculty utilized Starfish to input midterm grades. <p>(08/20/2020)</p> <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Implementation - BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities. * Benchmark: BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o The Criminal Justice & Emergency Services Department held a career preparedness expo in September. Representatives from 22 organizations/agencies tabled and met with over 130 students. o Gina Chase and Jeanie Kumpon conducted multiple career preparedness presentations in various classes throughout the semester. o Assistant Professor Ed Yetsko hosted a monthly meeting of the Southern Tier Chapter of the Financial Planning Association (FPA) on campus. In addition to approximately a dozen local FPA chapter members, the meeting was also attended by members of the Business Club, Associate Professor Frye (Business Club Advisor), Professor Scott DuMond from Alfred State University, Program Coordinator of their Financial Planning bachelor's degree program and several of his students, and approximately 40 high school students from four area high schools along with guidance counselors. 	

Admin - Business and Professional Studies Division

Goal: #3 Responsively meet the needs of our students and the larger community

Means of Assessment	Results	Action Plans
	(08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Implementation - Provide service learning/volunteer opportunities within the community. * Benchmark: Provide service learning/volunteer opportunities within the community.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none">o Criminal Justice & Emergency Services Student Association (CJESSA) students and faculty advisors volunteered at the following events:<ul style="list-style-type: none">o Soliciting donations and collecting toys for the Southern Tier Toys for Totso Distributed food at the Southern Tier Food Bank's mobile food pantry 10-29-19o Served as road marshals, keeping runners/walkers safe at the St. James 5k 10-20-19 in Johnson City, and at the Race for Justice 5k 10-16-19 in Binghamtono CJES faculty member was involved with the District Attorney Debate on 10/23/19o CJES faculty member volunteered and assisted the NYS University Police, Binghamton with a Rape Aggression Defense Course for UHS employees on Sunday, 10/20/19o Hospitality students catered a luncheon for the workers building the Culinary Events Center(08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	

Admin - Counseling Services

Goal: Programming

Provide monthly programming on campus during the academic year, while enhancing community partnerships to support the diverse needs of our student population.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
Program/Project Implementation -	Reporting Period: 2019 - 2020	Action Plan: We will use these

Student Support and Success - Strategic Objective 5 - Provide and align adequate human, technological and other resources to address diverse and holistic student needs

Admin - Counseling Services

Goal: Programming

Means of Assessment	Results	Action Plans
Schedule, advertise, and provide monthly programming. Reports provided to the campus and BOT. * Benchmark: 7 programs provided during the academic year. Resource Requests: Monies towards give-away and food items.	<p>Conclusion: Benchmark Met</p> <p>Benchmark met - more than 7 programs were offered to students out of the Counseling Services office. For the academic year 2019/20 Counseling Services provided monthly programming on campus and then virtually after March 2020. Campus programming included suicide prevention programming (tabling and a guest speaker), wellness week programming (tabling, collaboration with on campus departments as well as off campus agencies), dating violence tabling and programming (tabling and walk through outreach in the Residence Halls), healthy relationships programming (tabling and walk through programming in the Residence Halls), depression screening (tabling and screenings in the Student Village and in the Baldwin Gym), tabling for World Mental Health Day, Diversity programming- Annual Drag Show, Outreach programming- Cookies with the Counselors, Halloween resource outreach, eating disorder awareness programming. Virtual Programming included- wellness workshops, stress management workshops, mindfulness workshops and a panel discussion on Covid 19 and Mental Health Matters. (07/28/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?:</p> <p>Counseling Services has worked on developing a robust programming curriculum for the upcoming academic year(s). This programming includes in person programming and virtual programming to adapt to covid measures as well as to offer students who take classes remotely an opportunity to benefit from Counseling Services.</p> <p>What did you learn about your unit through this assessment cycle?: We have learned that we do provide regular, ongoing programming and continue to enhance this aspect of our services to adapt to the student population, as well as current times.</p>	results to continue to offer robust programming on campus (07/28/2020) Budget/Resource Implications: Counseling Services worked with the Student Activities office to support budgeting for food items. Counseling Services used minimal budgetary means to provide any of the above mentioned programming.

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Persistence

75% of EOP students who attend the Summer Advancement Academy will persist from Fall to Spring

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/12/2018

Student Support and Success - Strategic Objective 5 - Provide and align adequate human, technological and other resources to address diverse and holistic student needs

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Persistence

Means of Assessment	Results	Action Plans
<p>Data Related - Using the EOP Roster, we will calculate the percentage of students who persist from fall to spring by SAA co-hort * Benchmark: 70%</p> <p>Resource Requests: Funding to continue to provide the EOP Summer Advancement Academy to incoming EOP pre-freshmen</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The persistence rate of the 2019 SAA cohort from fall 2019 to spring 2020 is 83% (30/36*100). This percentage exceeds the goal percentage of 70% (06/16/2020)</p> <p>What did you learn about your unit through this assessment cycle?: The fact that we have consistently exceeded this goal is an indication that the EOP SAA is having a positive impact on our student persistence.</p>	

Admin - Faculty Student Association (FSA)

Goal: Dining/Day Care

Improve campus life experiences of students through quality dining options, convenient vending in each building, quality day care services with grant funding available.

Improve day care facilities through grants. Work with dining and students on pricing

Day care was able, through the Perkins grant, to replace their aged playground with all new play equipment for the children!

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Supervisor Evaluation - There is a food advisory committee that meets once a month as an ope forum for students and staff to bring request or concerns while dining talks about upcoming promotions</p> <p>Food committee met only a during the fall semester but items of concern were being worked on until the pandemic. Students wanted combo meals and some cheaper options for students at meal time. FSA also started a food insecurity program where through counseling services students could get a free meal when they were struggling and counseling would work with them to connect to the right resources to help them through the issue</p> <p>Day care was able, through the Perkins grant, to replace their aged playground with all new play equipment for the children!</p> <p>(08/19/2020)</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>Food committee met only a during the fall semester but items of concern were being worked on until the pandemic. Students wanted combo meals and some cheaper options for students at meal time. FSA also started a food insecurity program where through counseling services students could get a free meal when they were struggling and counseling would work with them to connect to the right resources to help them through the issue</p> <p>Day care was able, through the Perkins grant, to replace their aged playground with all new play equipment for the children!</p>	

Admin - Faculty Student Association (FSA)

Goal: Dining/Day Care

Means of Assessment	Results	Action Plans
options for students at meal time. FSA also started a food insecurity program where through counseling services students could get a free meal when they were struggling and counseling would work with them to connect to the right resources to help them through the issue * Benchmark: Improving services, making corrections for any concerns	What did you learn about your unit through this assessment cycle?: Food on campus is always a challenge, students bring concerns/suggestions to the dining team and they try to make/address the concerns but there are parameters set by the company and it puts the team in a challenging spot to appeal to both sides, it is always a work in progress Daycare has been on campus for 26 years and to have this large improvement is a wonderful and timely addition	

Admin - Finance Office

Goal: Audit

Audit - Seek no material weaknesses/no findings and an unmodified opinion for reporting areas

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/31/2017

Means of Assessment	Results	Action Plans
Audit Reports - Review the independent audit report * Benchmark: No findings or material weakness	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met -College received an unmodified opinion for audit of the 18-19 year completed in 19-20. omaterial weaknesses/no --findings. (07/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to monitor financial controls. What did you learn about your unit through this assessment cycle?: Team will continue to diligence in monitoring internal controls. Team will take a proactive approach.	Action Plan: Data is reviewed to see where improvements might be made. Audit results play a key role in obtaining future funding. (07/31/2020) Follow-Up: Audit results are key to future funding (07/31/2020)

Admin - Finance Office

Goal: Financial transactions within compliance

Process and monitor financial transactions within compliance parameters

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/01/2017

Means of Assessment	Results	Action Plans
Data Related - Confirmation/receipt of data and/or resources. Confirmation that data meets compliance regulations - data on audit report, reports from outside agencies such as Dept of Ed, IRS, SSA, SUNY, NYS Dept Taxation, OSC, Broome County, etc. Receipt of resources triggered by meeting compliance parameters such as state aid , Federal aid, grant payments, student payments, equipment, supplies and contractual items, etc. Not receiving fines or findings that impact the college finances.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met No fines or penalties were assessed. Confirmations, receipts on files indicate met compliance. Funds were received. However, one of our internal compliance audits identified an area of noncompliance. (07/31/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: FICA/Medicare Compliance - Underwithholding of formerly exempt students whose status changed to nonstudent. Exception reports and updated checklist will provide controls. This was discovered as part of one of our internal compliance audits. If you met your benchmark, how will you maintain your ability to keep meeting goals?: This is a continuous process. What did you learn about your unit through this assessment cycle?: Additional human resources assisted in our meeting the ever increasing compliance parameters that the College operates under. Compliance ensures with the safeguarding of college assets and plays a role when seeking funding.	Action Plan: We will continue to develop controls and best practices in this area. (07/31/2020) Budget/Resource Implications: Investigating how Banner or Dynamic Forms will allow us to achieve compliance efficiently. Follow-Up: This is an area that continues to grow. We will continue to develop internal controls, internal audits and look to use technology to ensure transactions are processed within compliance parameters. (07/31/2020)

Admin - LAD Math Lab

Goal: Accessibility

The math lab will be able to successfully assist students at all levels of math and accessibility needs related to scheduling.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 08/27/2018

Means of Assessment	Results	Action Plans
Audit Reports - Using log in	Reporting Period: 2019 - 2020	Action Plan: The Math Lab will

Admin - LAD Math Lab

Goal: Accessibility

Means of Assessment	Results	Action Plans
<p>information, we will analyze math lab usage by day of week, time of day, and math class supported.</p> <p>* Benchmark: There will be an approximately uniform distribution of attendance by day of week. There will be log in representation for all levels of math.</p> <p>Related Documents: Accessibility 2018-19.pdf Levels 2018-19.pdf</p>	<p>Conclusion: Benchmark Met</p> <p>Based on our log in data for Fall and Spring, there was an approximately uniform distribution of attendance by day of week(1) as well as by time of day(2). Our data indicates that we were also able to draw students from all Math levels. (1) day of week as indicated on graph, (2) time of day as indicated by graph. During the quarantine, we observed a definite shift toward evening, night, and weekend hours. In addition, there was a very large increase in the proportion of contact hours for calculus classes. This is likely due to a group of dedicated students in business calculus who were able to spend far more time in the Math Lab when they did not have to travel or worry about other scheduling problems. (07/06/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to analyze our campus needs by using the log in information.</p> <p>What did you learn about your unit through this assessment cycle?: Extending our hours until 10:00 two nights per week, and until 5 on Fridays, was a good decision. The Math Lab may reallocate tutoring hours from mornings and noons to evenings and nights. Weekend hours are also important to students.</p> <p>Related Documents: Students vs schedule.docx Accessibility 2019-2020</p>	<p>continue to offer tutoring until 10:00 on weeknights, and possibly (if our budget allows) stay open until 10 four nights per week rather than two. (07/06/2020)</p> <p>Budget/Resource Implications: Last spring we increased our tutoring hours by 3 per week. This appears to have been a good idea. Next fall, we would like to add a further two hours per week. This should include hours for both a student/peer tutor and Dave Weintraub.</p>

Goal: Online Tutoring

The Math Lab will provide tutoring to students taking online classes, students who live far from campus or have transportation issues, or who for whatever reason would prefer to get help virtually rather than physically.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/12/2020

Means of Assessment	Results	Action Plans
<p>Data Related - Number of hours of available tutoring and student contact hours</p> <p>* Benchmark: In the spring semester of 2020, the Math Lab should offer</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>While we were unable to hire the tutor we wanted to provide online tutoring, the Math Lab had other reasons to move tutoring online. Starting on March 14, we had a Blackboard organization for voice, text, and video chat; the first online tutoring sessions were held three</p>	<p>Action Plan: Unless students begin using online tutoring more extensively, the Math Lab will need to be more strategic about scheduling tutors. However, since</p>

Admin - LAD Math Lab

Goal: Online Tutoring

Means of Assessment	Results	Action Plans
<p>at least 60 hours of online tutoring (4 hours/week). In the summer of 2020, the Math Lab should offer at least 150 hours of online tutoring (15 hours/week).</p> <p>In the spring, the Math Lab should have at least 12 online contact hours. In the summer, the Lab should have at least 45 online contact hours.</p> <p>Resource Requests: The Math Lab requested a Blackboard shell and an e-mail group (mathtutors@sunybroome) before COVID-19 forced the Math Lab to move entirely online. After that, the Lab requested a laptop, several headsets, a document camera, and a cell phone.</p>	<p>days later. The Math Lab ceased in-person tutoring on Friday, March 20, and on Monday, March 23, moved all tutoring online through Blackboard, texting, and e-mail. For the remainder of the Spring 2020 semester, the Math Lab provided 73 regularly scheduled hours per week of online tutoring, in addition to additional tutoring by e-mail or phone. In this time, students were tutored for approximately 382 hours.</p> <p>In the Summer 2020 semester, the Math Lab has been providing 30 regularly scheduled hours per week of tutoring, plus additional tutoring beyond that as requested by students. In this time, students were tutored for approximately 160 hours.</p> <p>Currently online tutoring is not as popular as in-person tutoring, or at least is not as well used. Spring 2020 online usage was approximately 18% of what it had been in the equivalent period of Spring 2019. Summer usage appears to be approximately 42% of what it had been in the equivalent period of Summer 2020, which is a definite improvement. Some of this increase may be due to the fact that summer students actually intended to work online. However, the Math Lab has also been working with instructors to make it easier for students to access Math Lab services. In addition, the Math Lab is hosting EOP Summer Bridge online tutoring. While this has not generated a lot of hours yet, it has definitely improved usage somewhat. (07/27/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The Math Lab will continue offering a lot of online tutoring throughout the COVID-19 pandemic, and will continue offering at least some online tutoring afterwards.</p> <p>What did you learn about your unit through this assessment cycle?: Outreach appears to be even more important to getting students into the Math Lab while we are working remotely.</p>	<p>the shift to online learning and tutoring in the Spring 2020 semester was unplanned, it is probably not a predictor of student usage for the rest of the pandemic. Math Lab leadership will rely primarily on Fall 2020 data when scheduling online tutoring in the future.</p> <p>The Math Lab leadership clearly needs to reach out to students and classroom teachers, as well as other programs, to encourage students to go to online tutoring. (07/27/2020)</p> <p>Budget/Resource Implications: If the Math Lab provides both online and in-person tutoring, especially while the college is in hybrid mode as a result of the pandemic, we will need additional staff to cover both modalities.</p>

Admin - LAD Tutoring Program and Supplemental Instruction

Goal: Communication & Technology

For ongoing retention focus, explore and streamline functionality and reporting of tutoring data (starfish, new tutor database, and tutortrac)

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/12/2019

Admin - LAD Tutoring Program and Supplemental Instruction

Goal: Communication & Technology

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Tutors will be fluent in usage of Starfish as a reporting tool to measure student progress * Benchmark: 100% of tutors will use Starfish in their tutoring sessions</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>For Spring 2020, 100% of individual tutors used Starfish as a reporting tool and to measure student progress. We also used it as a validation tool for payroll purposes. (08/17/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The requirement will continue but maybe be altered as we transition to using Tutor trac for payroll and tracking purposes for individual tutoring.</p> <p>What did you learn about your unit through this assessment cycle?: Once tutors were explained and trained in Starfish usage, and they understood that it was tied to their payroll validation, resistance went down and all peer tutors used it accordingly.</p>	<p>Action Plan: Continue with Tutors utilizing Starfish for reporting. Expand Tutortrac tracking for 1-1 tutoring. This will include tutoring comments, payroll, and appointments. New for Fall 2020. (08/18/2020)</p> <p>Budget/Resource Implications: New sign on feature using Citrix will be necessary for tutors to use Tutortrac appointment and payroll features. Cost \$3000 to \$5000 needed for fall 2020 implementation</p>

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

Implement Open Educational Resources on campus providing support for faculty who are interested in adopting OER's for their courses.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 09/01/2018

Means of Assessment	Results	Action Plans
<p>General Goal Observations</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. We may expect this growth to slow or decline if the pandemic causes a decline in enrollment.</p> <p>The Library has a set of web pages dedicated to OER (https://sunnybroome.info/library/oer/oer-home) and manages the OER grant program, which</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

Means of Assessment	Results	Action Plans
General Goal Observations	<p>averaging 5 awards per semester. The Library presents OER workshops through the TRC every year. The most recent one attracted 20 registrants, so interest appears to be growing. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER</p>	
<p>Data Related - We will track our outreach to faculty concerning the use of Open Educational resources and count the number of faculty who adopt some form of OER for the Spring or Fall 2018 Terms. Also look at the amount of money the campus receives from SUNY based on our OER usage.</p> <p>* Benchmark: Spring & Fall 2018 will be the benchmark.</p> <p>Resource Requests: We will need some IR support in tracking the number of courses using OER's and the amount of money the campus receives from the State based on OER offerings.</p> <p>Related Documents:</p> <p>OER Course Section Report.docx</p> <p>OER courses 2018 - By semester.xlsx</p> <p>OER courses.xlsx</p> <p>SUNY OER Funding Report.docx</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>SUNY Broome has received OER funding from SUNY each year that the grant program has been active. The funding fluctuates due to changes in SUNY's distribution formula, but campus growth has been steady. To date the campus has received \$60,400 in OER funding from the state. We had 25 new OER sections in the 2019-20 year. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	
Data Related - Compare the number	<p>Reporting Period: 2019 - 2020</p>	

Admin - Library

Goal: SUNY Broome LRC delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. It does this through outstanding teaching, welcoming physical spaces, and an accessible virtual environment.

<p>of courses using OER's from one academic year to the next. AY 2018 is the benchmark year</p> <p>* Benchmark: Number of courses using OER's AY 2018.</p> <p>Resource Requests: Use of ARGOS reports indicating courses using OER's.</p>	<p>Conclusion: Benchmark Met</p> <p>Enrollment in OER courses has grown from 61 sections enrolling 989 students in 2018-19 to 89 sections enrolling 1587 students in 2019-20. (07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will continue to promote OER and the OER Award Program. We may expect growth to slow or decline if the pandemic causes a decline in enrollment.</p> <p>What did you learn about your unit through this assessment cycle?: OER constitutes a culture change, which makes progress slow and difficult. The word-of-mouth promotion that occurs among faculty appears particularly effective. We will continue to foster discussions of OER.</p>	
<p>Data Related - Comparison of professional development activities, i.e. Conferences, Workshops, Webinars and the attendance of faculty each academic year.</p> <p>* Benchmark: AY 2018</p> <p>Resource Requests: Need to utilize the TRC to support conferences, workshops, and webinars to market the events and receive attendance lists.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>TRC workshops were held in Fall and Spring for a total of 25 registrants. There were 7 individual meetings with faculty on OER. (07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: These promotion activities require time and planning. Staffing shortages and competing projects severely limited the time available for OER work this past year.</p>	

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Assist the College to practice fiscal responsibility and sustainability by maintaining a consistent overall level of grant-funded/external financial support.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Means of Assessment	Results	Action Plans
<p>Data Related - Monitor budget changes in formula allocations (i.e. Perkins, EOP). Compare amount of</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>1) Formula allocation grant amounts increased by 1% from prior year (\$627,270 vs.</p>	<p>Action Plan: Use of Results 2018-19 and 2017-18 outcomes have been compiled in comparison format and</p>

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Means of Assessment	Results	Action Plans
<p>reductions, if any, to amount of revenue realized from new sources.</p> <p>* Benchmark: New sources of grant revenue will offset any reductions in formula allocations and other funding sources. A consistent overall level of grant-funded support will be maintained.</p>	<p>\$620,694).</p> <p>2) Twenty-nine new grant proposals were developed, totaling more than \$12,849,382 in requested funds. Twenty-two of those proposals totaling \$4,961,248 have been awarded to date. Four more of those proposals totaling \$676,134 are pending award notification. (Three totaling \$7,212,000 were denied.)</p> <p>3) Established 27 additional grant/contract awards, totaling \$523,168 received from FSA, BCC Foundation, SUNY, Binghamton University, NYSED, SV Housing Development Board, and Broome County DSS.</p> <p>4) As of 6/05/20, was providing grants management (i.e., budgetary, reporting, compliance) oversight to 102 grant-funded projects totaling \$15,782,345 (vs. 84 grant accounts totaling \$13,281,045 for the prior year, same period). This equals a 19% increase from prior year. [less] (07/13/2020)</p> <p>Related Documents:</p> <p>Grant Information Report_run date 6-21-19.pdf</p> <p>Grant Information Report_run date 6-05-2020.pdf</p>	<p>will be presented to the Grants Planning Team, Sept 2019. Significant changes will be discussed, and feedback on new and/or modifications to existing ways to continue to meeting goals will be solicited. (07/13/2020)</p>
<p>Data Related - Monitor amount of available funds remaining unspent at the end of each grant's award period. Compute total for fiscal year. Compare to prior fiscal year.</p> <p>* Benchmark: Post-award utilization of available grant funds will be maximized.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>Of grants ending for the same period (7/1 - 6/30) during the past five years, the percent of available funds that were fully spent each year is:</p> <p>2019-2020 - 77%</p> <p>2018-2019 - 99.2%</p> <p>2017-2018 = 98%</p> <p>2016-2017 = 98%</p> <p>2015-2016 = 98% (07/16/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: A decline of 21 percentage points in fully spent funds from this year compared to the same period, prior year (98% to 77%) is largely due to the COVID pandemic. Travel restrictions and the move to remote activities and distance learning resulted in several grant-funded projects ending prior to their June 30 end dates, and in turn, incurring less expenses. In addition, several multi-year grant projects that had been operating under no-cost extension agreements were terminated by the funding sources earlier than their extended end date</p>	<p>Action Plan: These results will be shared with Grants Planning Team members in an effort to underscore the gravity of having unspent funds at the end of an approved grant period. Extensions should be relied upon only when necessary not as the norm., as to do so opens the college up to greater risk that the funds will be rescinded (at least by SUNY) in economic emergencies. (07/16/2020)</p> <p>Budget/Resource Implications: Of 22 grant projects with end dates of 6/30/2020 and totaling \$1,765,667 in funds, 13 ended with a combined</p>

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Means of Assessment	Results	Action Plans
	<p>(6/12/20 vs. 12/31/20). This historic situation underscored the importance of continuing to monitor and manage progress regarding individual grant deliverables and budgets despite the substantial amount of SP staff time to do so, even for grant awards that have specifically assigned grant program directors. Many faculty and clerical staff who are assigned to work on a grant project have limited understanding and/or experience to independently negotiate campus-wide policies and procedures regarding HR, purchasing/procurement, budgeting.</p> <p>What did you learn about your unit through this assessment cycle?: It remains imperative that Sponsored Programs staff continue to issue a consistent and firm message about the importance of meeting originally approved deadlines for use of grant funds. If the seven projects that needed extended end dates to carryout intended deliverables had been completed by the originally approved deadlines, the college would not now be faced with returning \$386,825 to the funding source (SUNY), and the now unmet deliverables would have already been accomplished.</p>	total of \$409,539 left unspent and needing to be returned to funders.

Admin - Starfish

Goal: Engagement: Expand Student Engagement

Expand Student Engagement.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 06/01/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Track number of student profiles updated</p> <p>* Benchmark: Total number of student profiles updated (June 1 - May 31) from 3052 to 3300.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>The total number of student profiles created/updated decreased from 3052 (2018-19) to 2722 in 2019-20. (07/30/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: It's possible that fewer continuing student updated their profile in this academic year (if</p>	

Admin - Starfish

Goal: Engagement: Expand Student Engagement

Means of Assessment	Results	Action Plans
	<p>the information didn't need to change). Starfish Core Team plans to continue to provide tutorials during Orientation and Welcome Week events as well as in seminar (or other courses) as allowed. Next year's goal should be given consideration of total new students and be in relation to that.</p> <p>Related Documents:</p> <p>Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	
Data Related - Number of Intake Forms Completed * Benchmark: Increase Intake Form completion (June 1 - May 31) from 625 to 1200.	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Intake form completion grew from 625 (2018-19) to 1263 in 2019-20. (07/30/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?:</p> <p>Starfish Core Team plans to continue marketing and promotion of the Intake Form at Orientation and Welcome Week activities. Intake Form completion is also encouraged in our resources for students and the "First Assignment" faculty use in courses as well. These initiatives are all planned to be continued.</p> <p>Related Documents:</p> <p>Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	
Data Related - Track use of student-initiated flags ("I Need Help") * Benchmark: Increase "I Need Help" flags raised by students (June 1 - May 31) from 160 to 300.	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>The use of "I Need Help" flags raised by students fell from 160 (2018-19) to 80 in 2019-20 (07/31/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Starfish Core Team will discuss ways to highlight the benefits of using I Need Help flags for students. The Team might also consider separate flags for specific, non-cognitive issues (mental health, financial aid, food/housing insecurity, etc) which might encourage more use. Related support areas would need to be on board with responding to student flags for such an initiative to be successful.</p> <p>What did you learn about your unit through this assessment cycle?: See "Related Documents" for a full discussion of our assessment period.</p> <p>Related Documents:</p>	

Admin - Starfish

Goal: Engagement: Expand Student Engagement

Means of Assessment	Results	Action Plans
	Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx	
Data Related - Track self-scheduled appointments * Benchmark: Increase self-scheduled appointments (June 1 - May 31) from 1778 to 2000.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Appointments scheduled in Starfish by students grew from 1778 (2018-19) to 2750 in 2019-20. (07/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals? : This initiative is driven by student awareness of the functionality AND faculty/staff willingness to allow students to self-schedule. Continued marketing and promotion of the function for students will be important. Approaching more faculty and administrative units to adopt self-scheduling workflow can help expand this opportunity. What did you learn about your unit through this assessment cycle? : See "Related Documents" for a full discussion of our assessment period. Related Documents: Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx	

Admin - Student Orientation

Goal: Orientation Goal 1- Resources

Students will demonstrate understanding of technological and human resources available to support student success

Goal Status: Archived

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/19/2019

Means of Assessment	Results	Action Plans
Survey Related - Students will demonstrate their ability to access their SUNY Broome student email through opening a survey sent mid-	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met 4 out of 24 students who participated in the spring 2020 orientation responded to their SUNY Broome student email when surveyed mid-semester. This is less than 17%, far from the goal	Action Plan: The communication plan for summer 2020 implements the SUNY Broome student email earlier (07/30/2020)

Admin - Student Orientation

Goal: Orientation Goal 1- Resources

Means of Assessment	Results	Action Plans
<p>semester following orientation. * Benchmark: 60% of students will utilize their student email.</p>	<p>of 60%. (07/30/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: In spring 2020, communication was sent to the student's personal email promoting orientation under the assumption students wouldn't be able to navigate logging in for the first time on their own.</p> <p>For summer 2020, orientation communication will be delivered through the SUNY Broome student email and instructions on how to log in will be mailed to students and emailed once to their personal account with a notice that all future correspondence will be through the SUNY Broome student email. The goal is to set the precedent to use the SUNY Broome student email prior to orientation through the communication plan.</p> <p>What did you learn about your unit through this assessment cycle?: In spring 2020, the assumption was that students would need support in learning how to log in to their SUNY Broome email. The result was actions that demonstrated the college communicates with your personal email and understandably, students did not make the transition to their SUNY Broome email during the semester.</p> <p>Orientation can use its position in the enrollment cycle to change this culture and set an expectation that students will use their student email prior to attending.</p>	<p>Budget/Resource Implications: mailing costs of orientation packets</p>
<p>Survey Related - When surveyed at the mid-semester mark, students will be able to identify a support service they have utilized during their semester.</p> <p>* Benchmark: 60% of students will be able to identify a campus or technology resource which they use that supports their success.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>The survey responses were so low (only 4 responses out of 24) that the results are inconclusive. (07/30/2020)</p> <p>What did you learn about your unit through this assessment cycle?: That I cannot rely on student surveys to demonstrate active participation in student support services. I feel the college needs to require usage of a common system in tracking student engagement to allow us to better measure the relationships between orientation and service usage. For the 2020-2021 cycle, I will investigate how Starfish may be able to support this.</p>	<p>Action Plan: The lack of result, will require a different approach for measuring student engagement for the 2020-2021 academic year. (07/30/2020)</p> <p>Budget/Resource Implications: none, systems are in place that may be able to help (IE Swarm, Starfish)</p>

Admin - Student Success Squad

Goal: Goal #1: Persistence

65% of all participants served by SSS will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2 year to a 4 year

Admin - Student Success Squad

Goal: Goal #1: Persistence

institution during the academic year.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
Data Related - retention rates calculated at the end of two, four, six, and subsequent semesters * Benchmark: This is an annual goal. Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met SSS students persisted at a rate of 64%, a decrease from the rate of 71% from the previous academic year. These are preliminary numbers and there are students that are still expected to register for the upcoming 20-21 academic year; several students have indicated that they have not yet made a decision regarding fall as a result of Covid 19 and related concerns. Data was collected from Banner and inputted into Student Access for analysis. This goal has not been met. (07/23/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Maintain student engagement in order to achieve goal; as of 7/23/2020, any SSS student that is eligible and unregistered for fall has received outreach. SSS staff are working with these students to assuage concern regarding planned online and hybrid modalities for fall 2020. If 3 of these students register, this goal will be met. What did you learn about your unit through this assessment cycle?: Our students are concerned about online course modalities and their capacity to be successful given numerous inputs that inform their lived experiences as low income, first generation, and disabled students.	Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)

Goal: Goal #2: Academic Standing

70% of all enrolled participants will meet the performance level required to stay in good academic standing at the college (GPA and progress to degree completion).

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
Data Related - Transcripts obtained through Banner that include GPA calculations and credits attempted	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met 66% of SSS students are in good academic standing at the end of the '19-'20 academic year, a	Action Plan: What we will do is provide proactive outreach to students with a focus on remote

Admin - Student Success Squad

Goal: Goal #2: Academic Standing

Means of Assessment	Results	Action Plans
compared to credits earned * Benchmark: 70% each semester is the benchmark	decline from the 71% threshold obtained the previous academic year. Data was collected from Banner and inputted into Student Access for analysis. This annual goal has been not met for the '19-'20 academic year. (07/23/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Issues related to abandonment and poor completion of spring 2020 coursework influenced this outcome to some extent. What did you learn about your unit through this assessment cycle?: The program must offer specific workshops related to time management and academic success that center the experiences of students learning in a remote setting; these are in development for AY 2020-2021.	learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)

Goal: Goal #3: Graduation/Transfer Rate

30% of all full time enrolled participants will graduate or transfer within three (3) years.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
Data Related - transcripts for each participant; updated academic progress/retention/graduation roster for each semester indicating date of graduation, final GPA, major, and transfer/workforce plans; Student Clearinghouse transfer verification * Benchmark: 30% of all full time enrolled participants with graduate within 3 years. Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 33% of SSS students have graduated within 3 years. Data was collected from Banner, however not all degrees have not yet been certified; this is in part an outcome related to Covid 19 and the number of students who have outstanding degree requirements related to applied coursework. This annual goal has been met for the 19-20 academic year. This number may be higher once this occurs. (07/23/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: The program continues to stress to students the importance of completing the Associate's degree as part of a personal marketing strategy and a tool to gain access to vocational experience as they complete their Bachelor's degrees. What did you learn about your unit through this assessment cycle?: SSS students see the value in completing their degrees; their tenacity to achieve their goals as they navigate numerous personal and academic circumstances is commendable.	Action Plan: What we will do is provide proactive outreach to students with a focus on completion and transfer. All students at 45 credits or above will be scheduled with a mentoring appointment via Starfish; referrals to in house supports (Center for Career Development; Bachelor Partnership Center, Transfer Counseling) will be made based on information gleaned. (08/14/2020)

Student Support and Success - Strategic Objective 5 - Provide and align adequate human, technological and other resources to address diverse and holistic student needs

Admin - Student Success Squad

Goal: Goal #3: Graduation/Transfer Rate

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
RATES		

Admin - Business and Professional Studies Division

Goal: #3 Responsively meet the needs of our students and the larger community

- Explore flexible schedule options to best meet the needs of our students, in a fiscally responsible manner.
- BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology).
- Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students.
- BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities.
- Provide service learning/volunteer opportunities within the community.

Planned Assessment Cycle: 2019 - 2020

Means of Assessment	Results	Action Plans
Program/Project Development - Explore flexible schedule options to best meet the needs of our students, in a fiscally responsible manner. * Benchmark: Explore flexible schedule options to best meet the needs of our students, in a fiscally responsible manner.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none">o BPS faculty served on the Flexible Schedule Committee Task Force and made a formal recommendation.o Fast Forward: BIT and BUS have multiple FF courses (Erin Frye & Denise Wells FF Coordinators, work with and mentor HS instructors). (08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Development - BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology). * Benchmark: BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology).	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none">o Across the division, faculty brought in professional guest speakers, presenters, and recruiters to speak directly to students in their respective courses about related career fields, and how to properly plan, prepare for, and obtain jobs.o Dr. Lee Heron gave a keynote speech on Organizational Diversity at Accord, the alternative dispute resolution organization in Broome County.o The President of the NYS Muslims of America presented to multiple CRJ courses about Islamburg, victimization, and police-community relations. (08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	

Admin - Business and Professional Studies Division**Goal: #3 Responsively meet the needs of our students and the larger community**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
Program/Project Implementation - Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students. * Benchmark: Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students.	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o BUS and CJES offered block advisement registration days to provide the opportunity for students to meet with an advisor, and register for Winter and Spring 2020 courses. o BIT, BUS, and CJES offered a final Walk-In Advising Day for Winter and Spring 2020 courses. o Lauren Bunnell presented trainings to faculty and students on Degree Works, Starfish, Advisement, and Excelsior Scholarship. o BPS faculty utilized Starfish to input midterm grades. (08/20/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
Program/Project Implementation - BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities. * Benchmark: BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities.	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o The Criminal Justice & Emergency Services Department held a career preparedness expo in September. Representatives from 22 organizations/agencies tabled and met with over 130 students. o Gina Chase and Jeanie Kumpon conducted multiple career preparedness presentations in various classes throughout the semester. o Assistant Professor Ed Yetsko hosted a monthly meeting of the Southern Tier Chapter of the Financial Planning Association (FPA) on campus. In addition to approximately a dozen local FPA chapter members, the meeting was also attended by members of the Business Club, Associate Professor Frye (Business Club Advisor), Professor Scott DuMond from Alfred State University, Program Coordinator of their Financial Planning bachelor's degree program and several of his students, and approximately 40 high school students from four area high schools along with guidance counselors. (08/20/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
Program/Project Implementation -	Reporting Period: 2019 - 2020	

Admin - Business and Professional Studies Division

Goal: #3 Responsively meet the needs of our students and the larger community

Means of Assessment	Results	Action Plans
Provide service learning/volunteer opportunities within the community. * Benchmark: Provide service learning/volunteer opportunities within the community.	<p>Conclusion: Benchmark Met The BPS Division met this goal by the following:</p> <ul style="list-style-type: none"> o Criminal Justice & Emergency Services Student Association (CJESSA) students and faculty advisors volunteered at the following events: o Soliciting donations and collecting toys for the Southern Tier Toys for Tots o Distributed food at the Southern Tier Food Bank's mobile food pantry 10-29-19 o Served as road marshals, keeping runners/walkers safe at the St. James 5k 10-20-19 in Johnson City, and at the Race for Justice 5k 10-16-19 in Binghamton o CJES faculty member was involved with the District Attorney Debate on 10/23/19 o CJES faculty member volunteered and assisted the NYS University Police, Binghamton with a Rape Aggression Defense Course for UHS employees on Sunday, 10/20/19 o Hospitality students catered a luncheon for the workers building the Culinary Events Center (08/20/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	

Admin - Faculty Student Association (FSA)

Goal: Financial Management

Continue financial management and support of athletics and clubs so as to enhance the student learning experience

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
Audit Reports - External audit of managed budget and performance External audit is currently under way, financials will be provided at a later date * Benchmark: Audit report will	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met No material weaknesses/findings on audit. (03/31/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to maintain fiscal practices of unit. Related Documents:</p>	<p>Action Plan: Audit for 2019-2020 should be complete by November (07/16/2020)</p>

Admin - Faculty Student Association (FSA)

Goal: Financial Management

Means of Assessment	Results	Action Plans
indicate not any concerns and demonstrate fiscal responsibility.	BCC FSA f_s.pdf	

Admin - Office of the Vice President for Student Affairs

Goal: Teaching and Learning 2019-2020

Provide opportunities for students to enhance classroom learning and practice personal behaviors that enhance well-being and cross cultural consciousness

Objectives

- Serve as adjunct faculty in Business Division
- Plan co-curricular off-campus experiences for students

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
Data Related - Feedback from students on their experience in my class. * Benchmark: Serve as an adjunct faculty member by teaching at least one course.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met The goal to serve as an adjunct faculty member for the Business Division was not met due to low enrollment for the class. Did serve as a guest lecturer in 2 classes on diversity. (07/24/2020)	Action Plan: Continue to seek opportunities to collaborate with teaching faculty. (07/24/2020)
Data Related - Track attendance and collect feedback on off-campus co-curricular experiences. * Benchmark: Plan for, and offer students at least 3 opportunities for educational, off-campus experiences.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Offered over five off-campus experiences which include: a step show at Binghamton University, Cyntoia Brown guest lecture at Binghamton University, movie night at Regal Theater, the Celebrating Women's Athletics event at Binghamton University, SUNY Delhi Equity Summit, and the SUNY Cortland Men of Color Summit. (07/24/2020)	Action Plan: Create special opportunities for students to engage with the VPSA, on-campus and off-campus. (07/24/2020)

Admin - SEO-International Admissions, Global Experiences

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans
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Admin - Student Success Squad

Goal: Goal #1: Persistence

65% of all participants served by SSS will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2 year to a 4 year institution during the academic year.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - retention rates calculated at the end of two, four, six, and subsequent semesters</p> <p>* Benchmark: This is an annual goal.</p> <p>Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>SSS students persisted at a rate of 64%, a decrease from the rate of 71% from the previous academic year. These are preliminary numbers and there are students that are still expected to register for the upcoming 20-21 academic year; several students have indicated that they have not yet made a decision regarding fall as a result of Covid 19 and related concerns. Data was collected from Banner and inputted into Student Access for analysis. This goal has not been met. (07/23/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Maintain student engagement in order to achieve goal; as of 7/23/2020, any SSS student that is eligible and unregistered for fall has received outreach. SSS staff are working with these students to assuage concern regarding planned online and hybrid modalities for fall 2020. If 3 of these students register, this goal will be met.</p> <p>What did you learn about your unit through this assessment cycle?: Our students are concerned about online course modalities and their capacity to be successful given numerous</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)</p>

Admin - Student Success Squad

Goal: Goal #1: Persistence

Means of Assessment	Results	Action Plans
	inputs that inform their lived experiences as low income, first generation, and disabled students.	

Goal: Goal #2: Academic Standing

70% of all enrolled participants will meet the performance level required to stay in good academic standing at the college (GPA and progress to degree completion).

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
Data Related - Transcripts obtained through Banner that include GPA calculations and credits attempted compared to credits earned * Benchmark: 70% each semester is the benchmark	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met 66% of SSS students are in good academic standing at the end of the '19-'20 academic year, a decline from the 71% threshold obtained the previous academic year. Data was collected from Banner and inputted into Student Access for analysis. This annual goal has been not met for the '19-'20 academic year. (07/23/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Issues related to abandonment and poor completion of spring 2020 coursework influenced this outcome to some extent. What did you learn about your unit through this assessment cycle?: The program must offer specific workshops related to time management and academic success that center the experiences of students learning in a remote setting; these are in development for AY 2020-2021.	Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)

Goal: Goal #3: Graduation/Transfer Rate

30% of all full time enrolled participants will graduate or transfer within three (3) years.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
Data Related - transcripts for each participant; updated academic	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met	Action Plan: What we will do is

Admin - Student Success Squad**Goal: Goal #3: Graduation/Transfer Rate**

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
<p>progress/retention/graduation roster for each semester indicating date of graduation, final GPA, major, and transfer/workforce plans; Student Clearinghouse transfer verification</p> <p>* Benchmark: 30% of all full time enrolled participants with graduate within 3 years.</p> <p>Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES</p>	<p>33% of SSS students have graduated within 3 years. Data was collected from Banner, however not all degrees have not yet been certified; this is in part an outcome related to Covid 19 and the number of students who have outstanding degree requirements related to applied coursework. This annual goal has been met for the 19-20 academic year. This number may be higher once this occurs. (07/23/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The program continues to stress to students the importance of completing the Associate's degree as part of a personal marketing strategy and a tool to gain access to vocational experience as they complete their Bachelor's degrees.</p> <p>What did you learn about your unit through this assessment cycle?: SSS students see the value in completing their degrees; their tenacity to achieve their goals as they navigate numerous personal and academic circumstances is commendable.</p>	<p>provide proactive outreach to students with a focus on completion and transfer. All students at 45 credits or above will be scheduled with a mentoring appointment via Starfish; referrals to in house supports (Center for Career Development; Bachelor Partnership Center, Transfer Counseling) will be made based on information gleaned. (08/14/2020)</p>

Admin - Business and Professional Studies Division

Goal: #3 Responsively meet the needs of our students and the larger community

- Explore flexible schedule options to best meet the needs of our students, in a fiscally responsible manner.
- BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology).
- Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students.
- BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities.
- Provide service learning/volunteer opportunities within the community.

Planned Assessment Cycle: 2019 - 2020

Means of Assessment	Results	Action Plans
Program/Project Development - Explore flexible schedule options to best meet the needs of our students, in a fiscally responsible manner. * Benchmark: Explore flexible schedule options to best meet the needs of our students, in a fiscally responsible manner.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none">o BPS faculty served on the Flexible Schedule Committee Task Force and made a formal recommendation.o Fast Forward: BIT and BUS have multiple FF courses (Erin Frye & Denise Wells FF Coordinators, work with and mentor HS instructors). (08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Development - BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology). * Benchmark: BPS will continue to develop, revise, evaluate programs and courses to meet community and workforce needs (ie emerging technology).	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none">o Across the division, faculty brought in professional guest speakers, presenters, and recruiters to speak directly to students in their respective courses about related career fields, and how to properly plan, prepare for, and obtain jobs.o Dr. Lee Heron gave a keynote speech on Organizational Diversity at Accord, the alternative dispute resolution organization in Broome County.o The President of the NYS Muslims of America presented to multiple CRJ courses about Islamberg, victimization, and police-community relations. (08/20/2020)	

Admin - Business and Professional Studies Division

Goal: #3 Responsively meet the needs of our students and the larger community

Means of Assessment	Results	Action Plans
	What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Implementation - Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students. * Benchmark: Improve BPS retention efforts by increasing the use of Starfish, Blackboard, Degree Works, and other technology through proactive and holistic faculty and staff outreach to students.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none">o BUS and CJES offered block advisement registration days to provide the opportunity for students to meet with an advisor, and register for Winter and Spring 2020 courses.o BIT, BUS, and CJES offered a final Walk-In Advising Day for Winter and Spring 2020 courses.o Lauren Bunnell presented trainings to faculty and students on Degree Works, Starfish, Advisement, and Excelsior Scholarship.o BPS faculty utilized Starfish to input midterm grades. (08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Implementation - BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities. * Benchmark: BPS faculty will work closely with the Center for Career Development to incorporate career readiness and transfer opportunities.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none">o The Criminal Justice & Emergency Services Department held a career preparedness expo in September. Representatives from 22 organizations/agencies tabled and met with over 130 students.o Gina Chase and Jeanie Kumpon conducted multiple career preparedness presentations in various classes throughout the semester.o Assistant Professor Ed Yetsko hosted a monthly meeting of the Southern Tier Chapter of the Financial Planning Association (FPA) on campus. In addition to approximately a dozen local FPA chapter members, the meeting was also attended by members of the Business Club, Associate Professor Frye (Business Club Advisor), Professor Scott DuMond from Alfred State University, Program Coordinator of their Financial Planning bachelor's degree program and several of his students, and approximately 40 high school students from four area high schools along with guidance counselors. (08/20/2020)	

Admin - Business and Professional Studies Division

Goal: #3 Responsively meet the needs of our students and the larger community

Means of Assessment	Results	Action Plans
	What did you learn about your unit through this assessment cycle?: TBD	
Program/Project Implementation - Provide service learning/volunteer opportunities within the community. * Benchmark: Provide service learning/volunteer opportunities within the community.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The BPS Division met this goal by the following: <ul style="list-style-type: none">o Criminal Justice & Emergency Services Student Association (CJESSA) students and faculty advisors volunteered at the following events:o Soliciting donations and collecting toys for the Southern Tier Toys for Totso Distributed food at the Southern Tier Food Bank's mobile food pantry 10-29-19o Served as road marshals, keeping runners/walkers safe at the St. James 5k 10-20-19 in Johnson City, and at the Race for Justice 5k 10-16-19 in Binghamtono CJES faculty member was involved with the District Attorney Debate on 10/23/19o CJES faculty member volunteered and assisted the NYS University Police, Binghamton with a Rape Aggression Defense Course for UHS employees on Sunday, 10/20/19o Hospitality students catered a luncheon for the workers building the Culinary Events Center (08/20/2020) What did you learn about your unit through this assessment cycle?: TBD	

Admin - Center for Career Development

Goal: Will provide career services to SUNY Broome students and alumni.

Will engage with and provide career services to students and alumni through:

- 1:1 Career Counselor (Career Exploration & Planning) appointments
- 1:1 Career Coach (Career Readiness) appointments
- Career-related events (Career Expos, Annual MLK Jr. Career Fair, Mock Interviews, etc.)
- Classroom presentations and workshops
- Purple Briefcase usage
- Big Interview usage
- Focus2 usage

Goal Status: Active

Admin - Center for Career Development

Goal: Will provide career services to SUNY Broome students and alumni.

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Inactive Date: 05/19/2020

Means of Assessment	Results	Action Plans
<p>Data Related - Will utilize Starfish data on 1:1 appointments, career-related events, and classroom presentations/workshops. Will utilize Purple Briefcase, Big Interview and Focus2 reports to measure student and alumni usage. Will use data from satisfaction surveys each semester.</p> <p>* Benchmark: First cycle of unit assessment and will establish a benchmark based on this year's data. Beginning 2020-2021, we will aim for a 1% increase in students and alumni served.</p> <p>Related Documents:</p> <p>Purple Briefcase usage report 2019_2020.xlsx</p> <p>Big Interview usage report 2019_2020.docx</p> <p>Focus2 usage report 2019_2020.xlsx</p> <p>VMOCK usage report 2019_2020.xlsx</p> <p>2019-2020 Career Services event data.xlsx</p> <p>1-1 Career Services appointment data.xlsx</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The way career services are structured on campus shifted during the fall 2019 semester. The Career and Transfer Services Department was formed, which consists of the Center for Career Development and the Bachelor Partnership Center. A shift was made in the Center for Career Development to include all career services instead of having the services sprinkled in different areas across campus - from exploration and planning to career readiness. This was a huge step for the campus, and was done to coordinate services with the end goal of connecting students earlier to and improving career planning services.</p> <p>The Center for Career Development provided transfer services to 5,467 SUNY Broome students during the 2019-2020 academic year. 618 students received 1:1 career services, 1,720 were reached via career services classroom presentations/workshops, 384 students utilized Big Interview software, 1,535 utilized Purple Briefcase job platform software, 51 utilized VMOCK resume review software, and 1,159 utilized Focus2 career exploration software. It is important to note that the annual MLK Jr. Career Fair in partnership with the NYS Department of Labor did not take place this year due to COVID-19, as well as many other recruitment events and mock interviews, etc.</p> <p>Overall, COVID greatly impacted the way the Center for Career Development engaged with and provided support to students. However, career services still supported a solid number of students in the spring 2020 semester across various avenues. This coming year, we will not have the funds to support some of our softwares that students have engaged with in the past, specifically Big Interview or VMOCK. (07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: This year was used to establish a benchmark moving forward for the 2020-2021 reporting period.</p> <p>What did you learn about your unit through this assessment cycle?: We need to take this data and moving forward, analyze it against job placement and/or transfer clearinghouse data to see if career services are successful. There is also a need to continue to push into classrooms and connect with faculty to stress the importance of students utilizing our services</p>	<p>Action Plan: We need to take this data and moving forward, analyze it against job placement and/or transfer clearinghouse data to see if career services are successful. There is also a need to continue to push into classrooms and connect with faculty to stress the importance of students utilizing our services from the time they step foot on campus. (07/31/2020)</p>

Admin - Center for Career Development

Goal: Will provide career services to SUNY Broome students and alumni.

Means of Assessment	Results	Action Plans
	from the time they step foot on campus - this is how the culture change will continue.	

Goal: Fostering partnerships with campus and community stakeholders.

Will foster partnerships with campus and community stakeholders through various outreach and engagement, including:

- Purple Briefcase faculty/staff and employer engagement
- Annual MLK Jr. Career Fair, in partnership with the NYS Department of Labor
- Recruitment events (on-campus interviews, tabling, information sessions)
- Career-related events (i.e.: career panels, mock interview events, etc.)
- Classroom presentations as requested by faculty
- Workshops on campus (i.e.: via the TRC)

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Inactive Date: 05/18/2020

Means of Assessment	Results	Action Plans
<p>Data Related - Will utilize Purple Briefcase, Big Interview and Focus2 reports to measure faculty/staff and employer usage. Will gather data regarding on-campus recruitment initiatives as well as career-related events to measure faculty/staff and employer relationships. Will utilize Starfish data to measure level of faculty engagement.</p> <p>* Benchmark: First cycle of unit assessment and will establish a benchmark based on this year's data. Beginning 2020-2021, we will aim for a 1% increase in campus and community stakeholder</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The way career services are structured on campus shifted during the fall 2019 semester. The Career and Transfer Services Department was formed, which consists of the Center for Career Development and the Bachelor Partnership Center. A shift was made in the Center for Career Development to include all career services instead of having the services sprinkled in different areas across campus - from exploration and planning to career readiness. This was a huge step for the campus, and was done to coordinate services with the end goal of connecting students earlier to and improving career planning services.</p> <p>The Center for Career Development fostered partnerships with 1,033 campus and community partners during the 2019-2020 academic year. 74 classroom presentations were given for faculty, 16 faculty utilized Big Interview Software, 222 employers utilized Purple Briefcase to connect with students, 48 faculty utilized Purple Briefcase, and 673 jobs were posted by employers thru Purple Briefcase. Additionally, staff from the Center for Career Development serve on numerous committees in the community related to workforce development where</p>	<p>Action Plan: There is a strong connection to employers and partners on campus and in the community, but a more strategic approach is necessary, which should include workforce development partners and Chairs/Coordinators on campus. We also need a more consistent way to track and follow up on employer engagement to meet the needs of students, academic programs, and workforce needs. (07/31/2020)</p>

Admin - Center for Career Development

Goal: Fostering partnerships with campus and community stakeholders.

Means of Assessment	Results	Action Plans
<p>engagement.</p> <p>Related Documents:</p> <p>Purple Briefcase active employer accounts report 2019_2020.xlsx</p> <p>Purple Briefcase job activity report 2019_2020.xlsx</p> <p>Big Interview faculty usage report 2019_2020.docx</p> <p>Purple Briefcase faculty_staff usage report 2019_2020.xlsx</p>	<p>they engage regularly with community stakeholders (NYS Department of Labor, The Chamber of Commerce, GBEOP, The Agency, BT-BOCES). This year marked the first year that the SPARK! 8th Grade Career Expo was hosted on campus in partnership with these community partners. It brought over 2,000 8th grade students to campus to explore various career paths in a hands-on format. It helped the campus develop deeper connections with the K-12 local community and workforce partners. It is important to note that the annual MLK Jr. Career Fair in partnership with the NYS Department of Labor did not take place this year due to COVID-19, as well as many other recruitment events and mock interviews, etc.</p> <p>Overall, COVID greatly impacted the way the Center for Career Development engaged with campus/community stakeholders. It took the biggest "hit" so to speak. (07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: This year was used to establish a benchmark moving forward for the 2020-2021 reporting period.</p> <p>What did you learn about your unit through this assessment cycle?: There is a strong connection to employers and partners on campus and in the community, but a more strategic approach is necessary, which should include workforce development partners and Chairs/Coordinators on campus. We also need a more consistent way to track and follow up on employer engagement to meet the needs of students, academic programs, and workforce needs.</p>	

Goal: Provide transfer planning services to students at SUNY Broome per academic year.

Will engage with and provide transfer planning services to students through:

- 1:1 appointments
- Transfer-related events (Transfer Counselor-in-Residence, Visiting Transfer Representatives, Transfer Day, etc.)
- Classroom presentations/workshops

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Inactive Date: 05/18/2020

Means of Assessment	Results	Action Plans
Data Related - Will utilize Starfish	Reporting Period: 2019 - 2020	Action Plan: Gain greater

Admin - Center for Career Development

Goal: Provide transfer planning services to students at SUNY Broome per academic year.

Means of Assessment	Results	Action Plans
<p>data on 1:1 appointments, transfer-related events, and classroom presentations.</p> <p>* Benchmark: First cycle of unit assessment and will establish a benchmark based on this year's data. Beginning 2020-2021, we will aim for a 1% increase in students served.</p> <p>Related Documents:</p> <p>Transfer Services 1_1 appt. data 2019_2020.xlsx</p> <p>Transfer Services event data 2019_2020 UPDATED.xlsx</p>	<p>Conclusion: Benchmark Met</p> <p>The way transfer planning services are structured on campus shifted during the fall 2019 semester. Historically, the Career and Transfer Counselor was housed in the Counseling Services Department, but in the fall 2019 semester, the Career and Transfer Counselor was moved to be part of the Center for Career Development (which is part of the larger Career and Transfer Services Department). This was done to coordinate services with the end goal of connecting students earlier to and improving transfer and career planning services.</p> <p>The Center for Career Development provided transfer planning services to 606 SUNY Broome students during the 2019-2020 academic year. 232 students received 1:1 transfer planning services via the Transfer Counselor and 374 received transfer planning services via an event on campus (i.e.: Transfer Day, Transfer Counselor In-Residence, Visiting Transfer Representatives). It is important to note that while we have a Transfer Counselor in the Center for Career Development that provides transfer planning services to SUNY Broome students, students may also receive these services by way of their academic advisor, mentor on campus, etc. Therefore, this data does not capture the full picture of how we, as a campus, provide transfer planning services. We know, based on the Student Opinion Survey from 2019, that transfer</p> <p>Overall, COVID greatly impacted the way the Center for Career Development engaged with and provided support to students. However, transfer planning services still engaged with a solid number of students in the spring 2020 semester. It was the service that was most utilized during this time in the Center for Career Development. (07/30/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: This year was used to establish a benchmark moving forward for the 2020-2021 reporting period.</p> <p>What did you learn about your unit through this assessment cycle?: Since Transfer Services is not centralized thru the Center for Career Development, we need a greater understanding of how all of campus is supporting students in their transfer process. Additionally, we need to take this data and moving forward, analyze it against clearinghouse data to see if transfer planning services are successful (did X student that we provided services to enroll with the transfer school they intended).</p>	<p>understanding of how all of campus is supporting students in their transfer process. Additionally, we need to take this data and moving forward, analyze it against clearinghouse data to see if transfer planning services are successful (did X student that we provided services to enroll with the transfer school they intended). (07/31/2020)</p>

Goal: Fostering partnerships with four-year transfer colleges and universities.

Admin - Center for Career Development

Goal: Fostering partnerships with four-year transfer colleges and universities.

Will foster partnerships with four-year transfer colleges and universities through various outreach and engagement, including:

- Annual Transfer Day event
- Transfer Counselor-in-Residence programming
- Visiting Transfer Representative events
- Examining Clearinghouse Data

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Inactive Date: 05/18/2020

Means of Assessment	Results	Action Plans
<p>Data Related - Will gather data regarding transfer planning related events to measure faculty/staff and four-year college and university relationships. Will utilize Starfish data to measure level of faculty engagement.</p> <p>* Benchmark: First cycle of unit assessment and will establish a benchmark based on this year's data. Beginning 2020-2021, we will aim for a 1% increase in four-year transfer colleges and university engagement.</p> <p>Related Documents:</p> <p>Transfer Day Participants fall 2019.docx</p> <p>Transfer Services 2019_2020 Counselor in Residence Data.xlsx</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The way transfer planning services are structured on campus shifted during the fall 2019 semester. Historically, the Career and Transfer Counselor was housed in the Counseling Services Department, but in the fall 2019 semester, the Career and Transfer Counselor was moved to be part of the Center for Career Development (which is part of the larger Career and Transfer Services Department). This was done to coordinate services with the end goal of connecting students earlier to and improving transfer and career planning services. It is important to note this for this particular goal because with the transition, the coordination of many events impacted existing partnerships with four-year colleges and universities. Processes have been refined and are being moved forward.</p> <p>Overall, the Center for Career Development fostered partnerships with 78 four-year colleges/universities over the course of the 2019-2020 academic year. The following four-year colleges/universities engaged with the Center for Career Development and SUNY Broome students in multiple avenues which indicates a more strategic partnership: Binghamton University and SUNY Oneonta (Transfer Day, Counselor In-Residence), and Keuka, SUNY Morrisville, Hartwick College, SUNY Oswego, and Buffalo State (Transfer Day, Visiting Transfer Representatives).</p> <p>The Center for Career Development The Center for Career Development fostered partnerships with 62 four-year colleges/universities via the annual Transfer Day that was hosted during the fall 2019 semester. The Center for Career Development coordinate 12 Transfer Counselor In-Residence days with Binghamton University and 1 Transfer Counselor</p>	<p>Action Plan: Gain a greater understanding of how all of campus is supporting students in their transfer process. Additionally, we need to take this data and moving forward, analyze it against clearinghouse data to see where we can be more strategic about what partnerships we foster, which will drive programming and services. (07/31/2020)</p>

Admin - Center for Career Development

Goal: Fostering partnerships with four-year transfer colleges and universities.

Means of Assessment	Results	Action Plans
	<p>In-Residence day with SUNY Oneonta. Due to COVID, 3 of the BU Transfer Counselor In-Residence days were cancelled. Lastly, the Center for Career Development coordinated 8 different Visiting Transfer Representative events with 6 different transfer partners. Due to the transition of Transfer Counseling being moved from the Counseling Services Department in the middle of the Fall 2019 semester, Visiting Transfer Representative data is not complete (there were more events coordinated in the fall but not documented thru the Center for Career Development until our processes were refined). It is also important to note that while we have a Transfer Counselor in the Center for Career Development that coordinated the above events, Transfer Services on campus are not centralized thru the Center. Therefore, this data does not capture the full picture of how we, as a campus, support students through their transfer process (i.e.: we do not know what faculty invite representatives from four-year colleges/universities to their classrooms, or in other capacities - we know it happens, but have no scope of who does this and how often and how many students these representatives reach and support).</p> <p>Overall, COVID greatly impacted the targeted programs we had planned on executing. However, it was still a strong year of sustaining existing partnerships with four-year transfer partners. (07/30/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: N/A</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: This year was used to establish a benchmark moving forward for the 2020-2021 reporting period.</p> <p>What did you learn about your unit through this assessment cycle?: Since Transfer Services is not centralized thru the Center for Career Development, we need a greater understanding of how all of campus is supporting students in their transfer process. Additionally, we need to take this data and moving forward, analyze it against clearinghouse data to see where we can be more strategic about what partnerships we foster, which will drive programming and services.</p>	

Admin - Continuing Education and Workforce Development

Goal: Increase Opportunities for the community to obtain certifications and skills upgrades

Admin - Continuing Education and Workforce Development

Goal: Increase Opportunities for the community to obtain certifications and skills upgrades

Create 2 non-credit microcredentials to support local workforce shortages, get 1 non-credit workforce program to be given credit, identify 5 related instruction classes for current local apprenticeships that credit classes can satisfy.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 12/10/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - Review to see that 2 microcredentials were created, 1 non-credit program given credit, and 5 related instruction skills are mapped to credit offerings. * Benchmark: We will have met our goal when the above have been achieved.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Three non-credit badges (Micro-credentials) have been developed and are waiting formalization out in Acclaim. Electrical Skills Enhancement 1, Manufacturing Basics, and CPIM Part 1 are in draft form waiting for formalization of our SUNY process and badge look. (07/15/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to work with the micro-credential committee to establish more non-credit badges. What did you learn about your unit through this assessment cycle?: There are several non-credit topic areas that lend themselves to badging. I learned that it will take some time to get them approved and published to ensure they reflect the rigor and "feel" of SUNY Broome.</p>	<p>Action Plan: Work with the micro credential committee to finalize the process and get badges published. (08/12/2020)</p>

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Persistence

75% of EOP students who attend the Summer Advancement Academy will persist from Fall to Spring

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/12/2018

Means of Assessment	Results	Action Plans
<p>Data Related - Using the EOP Roster, we will calculate the percentage of students who persist from fall to spring by SAA co-hort</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The persistence rate of the 2019 SAA cohort from fall 2019 to spring 2020 is 83% (30/36*100). This percentage exceeds the goal percentage of 70% (06/16/2020)</p>	

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Persistence

Means of Assessment	Results	Action Plans
* Benchmark: 70% Resource Requests: Funding to continue to provide the EOP Summer Advancement Academy to incoming EOP pre-freshmen	What did you learn about your unit through this assessment cycle? : The fact that we have consistently exceeded this goal is an indication that the EOP SAA is having a positive impact on our student persistence.	

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans
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Admin - Student Success Squad

Goal: Goal #1: Persistence

65% of all participants served by SSS will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2 year to a 4 year institution during the academic year.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
Data Related - retention rates calculated at the end of two, four, six, and subsequent semesters * Benchmark: This is an annual goal.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met SSS students persisted at a rate of 64%, a decrease from the rate of 71% from the previous academic year. These are preliminary numbers and there are students that are still expected	Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a

Admin - Student Success Squad

Goal: Goal #1: Persistence

Means of Assessment	Results	Action Plans
Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES	<p>to register for the upcoming 20-21 academic year; several students have indicated that they have not yet made a decision regarding fall as a result of Covid 19 and related concerns. Data was collected from Banner and inputted into Student Access for analysis. This goal has not been met. (07/23/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Maintain student engagement in order to achieve goal; as of 7/23/2020, any SSS student that is eligible and unregistered for fall has received outreach. SSS staff are working with these students to assuage concern regarding planned online and hybrid modalities for fall 2020. If 3 of these students register, this goal will be met.</p> <p>What did you learn about your unit through this assessment cycle?: Our students are concerned about online course modalities and their capacity to be successful given numerous inputs that inform their lived experiences as low income, first generation, and disabled students.</p>	result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as required. (08/14/2020)

Goal: Goal #2: Academic Standing

70% of all enrolled participants will meet the performance level required to stay in good academic standing at the college (GPA and progress to degree completion).

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
<p>Data Related - Transcripts obtained through Banner that include GPA calculations and credits attempted compared to credits earned</p> <p>* Benchmark: 70% each semester is the benchmark</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>66% of SSS students are in good academic standing at the end of the '19-'20 academic year, a decline from the 71% threshold obtained the previous academic year. Data was collected from Banner and inputted into Student Access for analysis. This annual goal has been not met for the '19-'20 academic year. (07/23/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Issues related to abandonment and poor completion of spring 2020 coursework influenced this outcome to some extent.</p> <p>What did you learn about your unit through this assessment cycle?: The program must offer specific workshops related to time management and academic success that center the</p>	<p>Action Plan: What we will do is provide proactive outreach to students with a focus on remote learning skills and strategies as a result of modality requirements related to the pandemic. This will involve weekly Starfish communications and ongoing mentoring and support meetings via Blackboard Collaborate, phone, Google Meet, and in person, as</p>

Admin - Student Success Squad

Goal: Goal #2: Academic Standing

Means of Assessment	Results	Action Plans
	experiences of students learning in a remote setting; these are in development for AY 2020-2021.	required. (08/14/2020)

Goal: Goal #3: Graduation/Transfer Rate

30% of all full time enrolled participants will graduate or transfer within three (3) years.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/28/2017

Means of Assessment	Results	Action Plans
Data Related - transcripts for each participant; updated academic progress/retention/graduation roster for each semester indicating date of graduation, final GPA, major, and transfer/workforce plans; Student Clearinghouse transfer verification * Benchmark: 30% of all full time enrolled participants with graduate within 3 years. Resource Requests: ACCESS TO STUDENT CLEARINGHOUSE TO ACCURATELY DETERMINE TRANSFER RATES	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 33% of SSS students have graduated within 3 years. Data was collected from Banner, however not all degrees have not yet been certified; this is in part an outcome related to Covid 19 and the number of students who have outstanding degree requirements related to applied coursework. This annual goal has been met for the 19-20 academic year. This number may be higher once this occurs. (07/23/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: The program continues to stress to students the importance of completing the Associate's degree as part of a personal marketing strategy and a tool to gain access to vocational experience as they complete their Bachelor's degrees. What did you learn about your unit through this assessment cycle?: SSS students see the value in completing their degrees; their tenacity to achieve their goals as they navigate numerous personal and academic circumstances is commendable.	Action Plan: What we will do is provide proactive outreach to students with a focus on completion and transfer. All students at 45 credits or above will be scheduled with a mentoring appointment via Starfish; referrals to in house supports (Center for Career Development; Bachelor Partnership Center, Transfer Counseling) will be made based on information gleaned. (08/14/2020)

Civic, Community Engagement, and Service Learning - Strategic Objective 1 - Develop and sustain strategic partnerships to foster civic discourse and engagement

Admin - Civic Engagement Center

Goal: Literacy Legacy Project

Oversee and distribute children's books to families in the community

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Report quantity of books distributed * Benchmark: 2,500 books distributed to families in the community</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Since its inception in 2018, nearly 15,000 books have been distributed to families in the community. During the 19-20 AY 2,800 books were given to families in collaboration with Lourdes and Wilson Hospital (Books for Babies Project); 4,500 books were distributed in collaboration with Building Brighter Futures for Broome (Little Free Libraries/bookshelf Project); and 450 books in collaboration with Maine Endwell CSD (Welcome to Kindergarten). (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to work with county sponsors and collaborative partners to seek funding and provide resources to families in order to help families have access to and an understanding of the importance of talking and reading to young children. What did you learn about your unit through this assessment cycle?: Local community agencies are committed to collaborating with SUNY Broome's Teacher Education Department and Center for Civic Engagement center in efforts to promote early literacy initiatives in Broome County. Related Documents: Civic Engagement Results AY19-20.docx</p>	<p>Action Plan: Continue to seek funding for the Literacy Legacy Project. Continue to support the current LLP initiatives. Distribute 5,000 books to the community during the 19-20 AY (08/14/2020)</p> <p>Budget/Resource Implications: Funding for this initiative comes from external resources such as County Executive Jason Garnar and Assemblywoman Donna Lupardo.</p>

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Persistence

75% of EOP students who attend the Summer Advancement Academy will persist from Fall to Spring

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/12/2018

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Persistence

Means of Assessment	Results	Action Plans
<p>Data Related - Using the EOP Roster, we will calculate the percentage of students who persist from fall to spring by SAA co-hort * Benchmark: 70%</p> <p>Resource Requests: Funding to continue to provide the EOP Summer Advancement Academy to incoming EOP pre-freshmen</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The persistence rate of the 2019 SAA cohort from fall 2019 to spring 2020 is 83% (30/36*100). This percentage exceeds the goal percentage of 70% (06/16/2020)</p> <p>What did you learn about your unit through this assessment cycle?: The fact that we have consistently exceeded this goal is an indication that the EOP SAA is having a positive impact on our student persistence.</p>	

Admin - Office of the Vice President for Student Affairs

Goal: Civic Engagement, Community Engagement and Service Learning 2019-2020

Galvanize the college and local community in partnerships, initiatives and programs intended to highlight local, national and global issues and facilitate positive interactions.
Objectives

- Implement 2 major Lunch and Learn events open to the community (cross with Diversity and Inclusion)
- Cultivate opportunities for students to engage in community service
- Continue to participate in community initiatives
- Cultivate senior institution partnerships, i.e. graduate student intern program, faculty fellows program

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Track attendance and collect feedback on events hosted by the VPSA and CDO * Benchmark: Offer at least two opportunities for our students and the community to attend that allow for discussions on diversity, equity, and inclusion.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>An important aspect of the Diversity program is bringing the internal and external community together to learn about and discuss matters of diversity, equity, and inclusion. During the past year, three events were held: "Code Switching", "Speed Mentoring", and the screening and discussion of the documentary "Unlikely." (07/24/2020)</p>	<p>Action Plan: Continue and expand initiatives that bring the external community to the college for dialog on anti-racism matters as well as other topics of relevance. (07/24/2020)</p>

Civic, Community Engagement, and Service Learning - Strategic Objective 1 - Develop and sustain strategic partnerships to foster civic discourse and engagement

Admin - Office of the Vice President for Student Affairs

Goal: Civic Engagement, Community Engagement and Service Learning 2019-2020

Means of Assessment	Results	Action Plans
<p>Data Related - Tracking sponsorship of students that engage in community service and civic engagement.</p> <p>* Benchmark: Offer at least two opportunities for our students to participate in civic engagement and community service.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Another goal is to ensure that students have an opportunity to engage in service and participate in civic engagement opportunities and community activities. The VP office sponsors members of the PEP Squad. These young women attended the Strong Women of Broome County Fundraiser, served as mentors to local high school students, and coordinated the campus Week Without Violence. (07/24/2020)</p>	<p>Action Plan: Maintain active memberships in community based organizations. (07/24/2020)</p>
<p>Data Related - Tracking partnerships with senior institutions, and look for more opportunities to partner with them as well.</p> <p>* Benchmark: Partner with at least one senior institution.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Cultivating partnerships with senior institutions is also a goal of the office. To this end, the Division continues to host graduate students from Binghamton University, Higher Education Student Affairs program. In addition, plans are still underway to create a faculty fellows program designed to attract underrepresented minorities to the community college academy. (07/24/2020)</p>	<p>Action Plan: Cultivate partnerships and collaborative efforts with higher education institutions that support student success and operations. (07/24/2020)</p>

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans
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Civic, Community Engagement, and Service Learning - Strategic Objective 2 - Provide opportunities and access to civic learning activities that positively influence students' lives and their communities

Admin - Educational Opportunity Program (EOP)

Goal: Summer Advancement Academy Participant Persistence

75% of EOP students who attend the Summer Advancement Academy will persist from Fall to Spring

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 08/12/2018

Means of Assessment	Results	Action Plans
<p>Data Related - Using the EOP Roster, we will calculate the percentage of students who persist from fall to spring by SAA co-hort * Benchmark: 70%</p> <p>Resource Requests: Funding to continue to provide the EOP Summer Advancement Academy to incoming EOP pre-freshmen</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The persistence rate of the 2019 SAA cohort from fall 2019 to spring 2020 is 83% (30/36*100). This percentage exceeds the goal percentage of 70% (06/16/2020)</p> <p>What did you learn about your unit through this assessment cycle?: The fact that we have consistently exceeded this goal is an indication that the EOP SAA is having a positive impact on our student persistence.</p>	

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 3:

Commit to strengthening student learning to promote engaged citizenry

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Collect Reports from Departments * Benchmark: varies by Department</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>Continue the commitment to require civic education in all Liberal Arts degrees</p> <p>Liberal Arts Division: All Liberal Arts programs require a Civic Ed class</p>	<p>Action Plan: Liberal Arts faculty will be encouraged to create opportunities for engaged citizenry on campus and in the community.</p>

Civic, Community Engagement, and Service Learning - Strategic Objective 2 - Provide opportunities and access to civic learning activities that positively influence students' lives and their communities

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 3:

Means of Assessment	Results	Action Plans
	<p>Examples are HIS 130, 131 U.S. History, and Social Science courses in ECO, POS, or SOC.</p> <p>Increase deliberative democracy training to faculty, students, and school districts</p> <p>Civic Engagement Center:</p> <p>86 students enrolled in COL 105 Academic Planning received training on Intro to Civic Engagement at Broome; and 98 students from SOC 110 Introduction to Sociology and SOC 155W Media & Society received training on Intro to the Deliberative Process.</p> <p>Provided facilitation of the District Attorney debate for 2019 election</p> <p>Music:</p> <p>The Contemporary Recital was held at Spotlight in downtown Binghamton, thanks to a collaboration between Dr. Eric Sheffield and business owner Damien Cornwell. This recital is also a fundraiser for Health for Haiti.</p> <p>Students perform at Charity/Community events: Toys for Tots, RISE Event, a group home, a nursing home as well as the National Anthem for Veterans Day and the Vietnam Veteran Pinning Ceremony.</p> <p>Adjunct Professor Meredith Roessner, Applied Music: cello, performed for students in Candor, where there is no access to a string program or live performances.</p> <p>Dr. Julia O'Connell's MUS111 Nineteenth-Century Music History students performed a collaborative final project on Beethoven's "Ode to Joy," in response to the Binghamton Philharmonic's Beethoven Project. Maestro Daniel Hege, music director of the BPO, suggested the text for the students' project.</p> <p>Encourage increased service learning opportunities within Liberal Arts degree programs</p> <p>History, Philosophy, Social Science:</p> <p>Every semester CTP 275 Community Internship is offered to campus students, offering opportunities to gain experience by volunteering in students' areas of interest. Examples of placement opportunities include social service agencies, political campaigns, food banks, etc.</p> <p>Other LA Programs</p> <p>Early Childhood, Human Services, Chemical Dependency, and Sport Studies degree programs require at least one practicum experience. Communications and Media Arts offers multiple opportunities for internships as elective choices.</p> <p>Music:</p>	<p>It is expected the faculty will continue to integrate civic education more deeply into their curriculae. (07/31/2020)</p>

Civic, Community Engagement, and Service Learning - Strategic Objective 2 - Provide opportunities and access to civic learning activities that positively influence students' lives and their communities

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 3:

Means of Assessment	Results	Action Plans
	<p>Students perform at Charity/Community events: Toys for Tots, RISE Event, nursing homes as well as the National Anthem for Veterans Day and the Vietnam Veteran Pinning Ceremony.</p> <p>Ensure that the terminal degrees offered are aligned to the economic workforce needs of our region</p> <p>Communications and Media Arts: in collaboration with the Center for Career Development, ART and Computer Tech. organized and hosted a Career Fair in the Calice Center atrium. Local companies shared their job experiences and answered questions from our students about what entails a person's given profession. Local media companies included: Townsquare Media, Magic 101.7, Equinox Broadcasting.</p> <p>Music: Dr. Eric Sheffield connected with a representative from a local music venue, Ransom Steele in Apalachin, to successfully recommend Sound Engineering students for a live sound employment opportunity.</p> <p>(05/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The LA Division will continue to value the offering of opportunities for student learning in Civic Education classes. Deliberative Democracy training will continue by offering training in classes campus-wide. We will engage community and college members in town hall meetings that address current topics related to Civic Ed.</p> <p>What did you learn about your unit through this assessment cycle?: Students were actively involved in experiences that allowed their voices to be heard in and out of the classroom. Their use of creative problem-solving and critical thinking skills helped them to contribute positively to civic ed activities.</p>	

Admin - Office of the Vice President for Student Affairs

Goal: Civic Engagement, Community Engagement and Service Learning 2019-2020

Galvanize the college and local community in partnerships, initiatives and programs intended to highlight local, national and global issues and facilitate positive interactions.

Objectives

- Implement 2 major Lunch and Learn events open to the community (cross with Diversity and Inclusion)

Admin - Office of the Vice President for Student Affairs

Goal: Civic Engagement, Community Engagement and Service Learning 2019-2020

- Cultivate opportunities for students to engage in community service
- Continue to participate in community initiatives
- Cultivate senior institution partnerships, i.e. graduate student intern program, faculty fellows program

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Track attendance and collect feedback on events hosted by the VPSA and CDO</p> <p>* Benchmark: Offer at least two opportunities for our students and the community to attend that allow for discussions on diversity, equity, and inclusion.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>An important aspect of the Diversity program is bringing the internal and external community together to learn about and discuss matters of diversity, equity, and inclusion. During the past year, three events were held: "Code Switching", "Speed Mentoring", and the screening and discussion of the documentary "Unlikely." (07/24/2020)</p>	<p>Action Plan: Continue and expand initiatives that bring the external community to the college for dialog on anti-racism matters as well as other topics of relevance. (07/24/2020)</p>
<p>Data Related - Tracking sponsorship of students that engage in community service and civic engagement.</p> <p>* Benchmark: Offer at least two opportunities for our students to participate in civic engagement and community service.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Another goal is to ensure that students have an opportunity to engage in service and participate in civic engagement opportunities and community activities. The VP office sponsors members of the PEP Squad. These young women attended the Strong Women of Broome County Fundraiser, served as mentors to local high school students, and coordinated the campus Week Without Violence. (07/24/2020)</p>	<p>Action Plan: Maintain active memberships in community based organizations. (07/24/2020)</p>
<p>Data Related - Tracking partnerships with senior institutions, and look for more opportunities to partner with them as well.</p> <p>* Benchmark: Partner with at least one senior institution.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Cultivating partnerships with senior institutions is also a goal of the office. To this end, the Division continues to host graduate students from Binghamton University, Higher Education Student Affairs program. In addition, plans are still underway to create a faculty fellows program designed to attract underrepresented minorities to the community college academy. (07/24/2020)</p>	<p>Action Plan: Cultivate partnerships and collaborative efforts with higher education institutions that support student success and operations. (07/24/2020)</p>

Civic, Community Engagement, and Service Learning - Strategic Objective 2 - Provide opportunities and access to civic learning activities that positively influence students' lives and their communities

Admin - SEO-International Admissions, Global Experiences

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
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Admin - Civic Engagement Center

Goal: Civic Learning; Deliberative Democracy

Provide opportunities and access to civic learning activities that positively influence students' lives and their communities. Offer to moderate deliberations: collaborate with faculty to moderate deliberation in classes.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Record courses and quantity of students exposed to deliberative dialogue (see attachment in documents)</p> <p>* Benchmark: Offer deliberations in 10 sections/300 students</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Offered deliberations in 25 different course sections; 508 students participated (08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: A new civic engagement coordinator will assume responsibility for the CEC for the 20-21 AY and therefore new goals may be set.</p> <p>What did you learn about your unit through this assessment cycle?: Faculty who participated got to observe the moderator role and the deliberative process. Students indicated positive responses to the deliberative process and benefited from exploring/understanding the complexities of community issues (ie: Reducing the Risk of Mass Shootings)</p> <p>Related Documents:</p> <p>Civic Engagement Results AY19-20.docx</p>	<p>Action Plan: A new CEC coordinator will be overseeing this work beginning AY 20-21. (08/14/2020)</p> <p>Budget/Resource Implications: n/a</p>

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 3:

Commit to strengthening student learning to promote engaged citizenry

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans
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Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 3:

Means of Assessment	Results	Action Plans
Program/Project Implementation - Collect Reports from Departments * Benchmark: varies by Department	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Continue the commitment to require civic education in all Liberal Arts degrees</p> <p>Liberal Arts Division: All Liberal Arts programs require a Civic Ed class</p> <p>Examples are HIS 130, 131 U.S. History, and Social Science courses in ECO, POS, or SOC.</p> <p>Increase deliberative democracy training to faculty, students, and school districts</p> <p>Civic Engagement Center:</p> <p>86 students enrolled in COL 105 Academic Planning received training on Intro to Civic Engagement at Broome; and 98 students from SOC 110 Introduction to Sociology and SOC 155W Media & Society received training on Intro to the Deliberative Process.</p> <p>Provided facilitation of the District Attorney debate for 2019 election</p> <p>Music:</p> <p>The Contemporary Recital was held at Spotlight in downtown Binghamton, thanks to a collaboration between Dr. Eric Sheffield and business owner Damien Cornwell. This recital is also a fundraiser for Health for Haiti.</p> <p>Students perform at Charity/Community events: Toys for Tots, RISE Event, a group home, a nursing home as well as the National Anthem for Veterans Day and the Vietnam Veteran Pinning Ceremony.</p> <p>Adjunct Professor Meredith Roessner, Applied Music: cello, performed for students in Candor, where there is no access to a string program or live performances.</p> <p>Dr. Julia O'Connell's MUS111 Nineteenth-Century Music History students performed a collaborative final project on Beethoven's "Ode to Joy," in response to the Binghamton Philharmonic's Beethoven Project. Maestro Daniel Hege, music director of the BPO, suggested the text for the students' project.</p> <p>Encourage increased service learning opportunities within Liberal Arts degree programs</p> <p>History, Philosophy, Social Science:</p> <p>Every semester CTP 275 Community Internship is offered to campus students, offering opportunities to gain experience by volunteering in students' areas of interest. Examples of placement opportunities include social service agencies, political campaigns, food banks, etc.</p> <p>Other LA Programs</p> <p>Early Childhood, Human Services, Chemical Dependency, and Sport Studies degree programs</p>	<p>Action Plan: Liberal Arts faculty will be encouraged to create opportunities for engaged citizenry on campus and in the community. It is expected the faculty will continue to integrate civic education more deeply into their curriculae. (07/31/2020)</p>

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 3:

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
	<p>require at least one practicum experience. Communications and Media Arts offers multiple opportunities for internships as elective choices.</p> <p>Music: Students perform at Charity/Community events: Toys for Tots, RISE Event, nursing homes as well as the National Anthem for Veterans Day and the Vietnam Veteran Pinning Ceremony.</p> <p>Ensure that the terminal degrees offered are aligned to the economic workforce needs of our region Communications and Media Arts: in collaboration with the Center for Career Development, ART and Computer Tech. organized and hosted a Career Fair in the Calice Center atrium. Local companies shared their job experiences and answered questions from our students about what entails a person's given profession. Local media companies included: Townsquare Media, Magic 101.7, Equinox Broadcasting. Music: Dr. Eric Sheffield connected with a representative from a local music venue, Ransom Steele in Apalachin, to successfully recommend Sound Engineering students for a live sound employment opportunity.</p> <p>(05/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The LA Division will continue to value the offering of opportunities for student learning in Civic Education classes. Deliberative Democracy training will continue by offering training in classes campus -wide. We will engage community and college members in town hall meetings that address current topics related to Civic Ed.</p> <p>What did you learn about your unit through this assessment cycle?: Students were actively involved in experiences that allowed their voices to be heard in and out of the classroom. Their use of creative problem-solving and critical thinking skills helped them to contribute positively to civic ed activities.</p>	

Civic, Community Engagement, and Service Learning - Strategic Objective 4 - Increase awareness of the impact of collaborative civic initiatives between the college and community

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 3:

Commit to strengthening student learning to promote engaged citizenry

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Collect Reports from Departments * Benchmark: varies by Department</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Continue the commitment to require civic education in all Liberal Arts degrees Liberal Arts Division: All Liberal Arts programs require a Civic Ed class Examples are HIS 130, 131 U.S. History, and Social Science courses in ECO, POS, or SOC.</p> <p>Increase deliberative democracy training to faculty, students, and school districts Civic Engagement Center: 86 students enrolled in COL 105 Academic Planning received training on Intro to Civic Engagement at Broome; and 98 students from SOC 110 Introduction to Sociology and SOC 155W Media & Society received training on Intro to the Deliberative Process. Provided facilitation of the District Attorney debate for 2019 election Music: The Contemporary Recital was held at Spotlight in downtown Binghamton, thanks to a collaboration between Dr. Eric Sheffield and business owner Damien Cornwell. This recital is also a fundraiser for Health for Haiti. Students perform at Charity/Community events: Toys for Tots, RISE Event, a group home, a nursing home as well as the National Anthem for Veterans Day and the Vietnam Veteran Pinning Ceremony. Adjunct Professor Meredith Roessner, Applied Music: cello, performed for students in Candor, where there is no access to a string program or live performances. Dr. Julia O'Connell's MUS111 Nineteenth-Century Music History students performed a collaborative final project on Beethoven's "Ode to Joy," in response to the Binghamton Philharmonic's Beethoven Project. Maestro Daniel Hege, music director of the BPO, suggested the text for the students' project.</p>	<p>Action Plan: Liberal Arts faculty will be encouraged to create opportunities for engaged citizenry on campus and in the community. It is expected the faculty will continue to integrate civic education more deeply into their curriculae. (07/31/2020)</p>

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 3:

Means of Assessment	Results	Action Plans
	<p>Encourage increased service learning opportunities within Liberal Arts degree programs History, Philosophy, Social Science: Every semester CTP 275 Community Internship is offered to campus students, offering opportunities to gain experience by volunteering in students' areas of interest. Examples of placement opportunities include social service agencies, political campaigns, food banks, etc. Other LA Programs Early Childhood, Human Services, Chemical Dependency, and Sport Studies degree programs require at least one practicum experience. Communications and Media Arts offers multiple opportunities for internships as elective choices.</p> <p>Music: Students perform at Charity/Community events: Toys for Tots, RISE Event, nursing homes as well as the National Anthem for Veterans Day and the Vietnam Veteran Pinning Ceremony.</p> <p>Ensure that the terminal degrees offered are aligned to the economic workforce needs of our region Communications and Media Arts: in collaboration with the Center for Career Development, ART and Computer Tech. organized and hosted a Career Fair in the Calice Center atrium. Local companies shared their job experiences and answered questions from our students about what entails a person's given profession. Local media companies included: Townsquare Media, Magic 101.7, Equinox Broadcasting. Music: Dr. Eric Sheffield connected with a representative from a local music venue, Ransom Steele in Apalachin, to successfully recommend Sound Engineering students for a live sound employment opportunity.</p> <p>(05/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The LA Division will continue to value the offering of opportunities for student learning in Civic Education classes. Deliberative Democracy training will continue by offering training in classes campus -wide. We will engage community and college members in town hall meetings that address current topics related to Civic Ed.</p>	

Civic, Community Engagement, and Service Learning - Strategic Objective 4 - Increase awareness of the impact of collaborative civic initiatives between the college and community

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 3:

Means of Assessment	Results	Action Plans
	What did you learn about your unit through this assessment cycle?: Students were actively involved in experiences that allowed their voices to be heard in and out of the classroom. Their use of creative problem-solving and critical thinking skills helped them to contribute positively to civic ed activities.	

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their departments offer and can assist the	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students	Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
students needs. Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be measured through the exit surveys reported number of students at the end of each semester. Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers</p> <p>What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).</p>	<p>Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there Where is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)</p>
Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings * Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about. Resource Requests: Promotional - funding for food/beverages at meeting.	<p>Reporting Period: 2019 - 2020 Conclusion: Inconclusive</p> <p>The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020)</p> <p>What did you learn about your unit through this assessment cycle?: I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.</p>	<p>Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)</p>

Civic, Community Engagement, and Service Learning - Strategic Objective 5 - Serve the community through proactive leadership related to economic development in the region

Admin - Center for Career Development

Goal: Fostering partnerships with campus and community stakeholders.

Will foster partnerships with campus and community stakeholders through various outreach and engagement, including:

- Purple Briefcase faculty/staff and employer engagement
- Annual MLK Jr. Career Fair, in partnership with the NYS Department of Labor
- Recruitment events (on-campus interviews, tabling, information sessions)
- Career-related events (i.e.: career panels, mock interview events, etc.)
- Classroom presentations as requested by faculty
- Workshops on campus (i.e.: via the TRC)

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Inactive Date: 05/18/2020

Means of Assessment	Results	Action Plans
<p>Data Related - Will utilize Purple Briefcase, Big Interview and Focus2 reports to measure faculty/staff and employer usage. Will gather data regarding on-campus recruitment initiatives as well as career-related events to measure faculty/staff and employer relationships. Will utilize Starfish data to measure level of faculty engagement.</p> <p>* Benchmark: First cycle of unit assessment and will establish a benchmark based on this year's data. Beginning 2020-2021, we will aim for a 1% increase in campus and community stakeholder engagement.</p> <p>Related Documents:</p> <p>Purple Briefcase active employer accounts report 2019_2020.xlsx</p> <p>Purple Briefcase job activity report</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The way career services are structured on campus shifted during the fall 2019 semester. The Career and Transfer Services Department was formed, which consists of the Center for Career Development and the Bachelor Partnership Center. A shift was made in the Center for Career Development to include all career services instead of having the services sprinkled in different areas across campus - from exploration and planning to career readiness. This was a huge step for the campus, and was done to coordinate services with the end goal of connecting students earlier to and improving career planning services.</p> <p>The Center for Career Development fostered partnerships with 1,033 campus and community partners during the 2019-2020 academic year. 74 classroom presentations were given for faculty, 16 faculty utilized Big Interview Software, 222 employers utilized Purple Briefcase to connect with students, 48 faculty utilized Purple Briefcase, and 673 jobs were posted by employers thru Purple Briefcase. Additionally, staff from the Center for Career Development serve on numerous committees in the community related to workforce development where they engage regularly with community stakeholders (NYS Department of Labor, The Chamber of Commerce, GBEOP, The Agency, BT-BOCES). This year marked the first year that the SPARK! 8th Grade Career Expo was hosted on campus in partnership with these community partners. It brought over 2,000 8th grade students to campus to explore various career paths in a hands-on format. It helped the campus develop deeper connections with the K-12 local community and workforce partners. It is important to note that the annual MLK Jr. Career Fair</p>	<p>Action Plan: There is a strong connection to employers and partners on campus and in the community, but a more strategic approach is necessary, which should include workforce development partners and Chairs/Coordinators on campus. We also need a more consistent way to track and follow up on employer engagement to meet the needs of students, academic programs, and workforce needs. (07/31/2020)</p>

Civic, Community Engagement, and Service Learning - Strategic Objective 5 - Serve the community through proactive leadership related to economic development in the region

Admin - Center for Career Development

Goal: Fostering partnerships with campus and community stakeholders.

Means of Assessment	Results	Action Plans
2019_2020.xlsx Big Interview faculty usage report 2019_2020.docx Purple Briefcase faculty_staff usage report 2019_2020.xlsx	<p>in partnership with the NYS Department of Labor did not take place this year due to COVID-19, as well as many other recruitment events and mock interviews, etc.</p> <p>Overall, COVID greatly impacted the way the Center for Career Development engaged with campus/community stakeholders. It took the biggest "hit" so to speak. (07/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: This year was used to establish a benchmark moving forward for the 2020-2021 reporting period.</p> <p>What did you learn about your unit through this assessment cycle?: There is a strong connection to employers and partners on campus and in the community, but a more strategic approach is necessary, which should include workforce development partners and Chairs/Coordinators on campus. We also need a more consistent way to track and follow up on employer engagement to meet the needs of students, academic programs, and workforce needs.</p>	

Admin - Continuing Education and Workforce Development

Goal: Assess programs for relevance to the community

Assess Workforce Development, EAC and Open Enrollment programs for relevance to the community

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Means of Assessment	Results	Action Plans
Impact Assessment - Every program run through the continuing education department has an evaluation completed by our customers, some with pre and post tests. * Benchmark: A satisfaction rating of at least 4.0 out of 5 and an increase	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>Workforce Development programs were evaluated at the completion of each program with pre and post tests, plus course evaluation forms. (07/15/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: We will continue to conduct pre and post test for workforce development programs, have participants complete evaluation forms, and have open discussion with organizations regarding the impact of programs provided.</p>	

Civic, Community Engagement, and Service Learning - Strategic Objective 5 - Serve the community through proactive leadership related to economic development in the region

Admin - Continuing Education and Workforce Development

Goal: Assess programs for relevance to the community

Means of Assessment	Results	Action Plans
in test scores of at least 30%		

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 3:

Commit to strengthening student learning to promote engaged citizenry

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Inactive Date: 06/01/2020

Means of Assessment	Results	Action Plans
Program/Project Implementation - Collect Reports from Departments * Benchmark: varies by Department	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Continue the commitment to require civic education in all Liberal Arts degrees Liberal Arts Division: All Liberal Arts programs require a Civic Ed class Examples are HIS 130, 131 U.S. History, and Social Science courses in ECO, POS, or SOC. Increase deliberative democracy training to faculty, students, and school districts Civic Engagement Center: 86 students enrolled in COL 105 Academic Planning received training on Intro to Civic Engagement at Broome; and 98 students from SOC 110 Introduction to Sociology and SOC 155W Media & Society received training on Intro to the Deliberative Process. Provided facilitation of the District Attorney debate for 2019 election Music: The Contemporary Recital was held at Spotlight in downtown Binghamton, thanks to a collaboration between Dr. Eric Sheffield and business owner Damien Cornwell. This recital is also a fundraiser for Health for Haiti.	Action Plan: Liberal Arts faculty will be encouraged to create opportunities for engaged citizenry on campus and in the community. It is expected the faculty will continue to integrate civic education more deeply into their curriculae. (07/31/2020)

Civic, Community Engagement, and Service Learning - Strategic Objective 5 - Serve the community through proactive leadership related to economic development in the region

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 3:

Means of Assessment	Results	Action Plans
	<p>Students perform at Charity/Community events: Toys for Tots, RISE Event, a group home, a nursing home as well as the National Anthem for Veterans Day and the Vietnam Veteran Pinning Ceremony.</p> <p>Adjunct Professor Meredith Roessner, Applied Music: cello, performed for students in Candor, where there is no access to a string program or live performances.</p> <p>Dr. Julia O'Connell's MUS111 Nineteenth-Century Music History students performed a collaborative final project on Beethoven's "Ode to Joy," in response to the Binghamton Philharmonic's Beethoven Project. Maestro Daniel Hege, music director of the BPO, suggested the text for the students' project.</p> <p>Encourage increased service learning opportunities within Liberal Arts degree programs History, Philosophy, Social Science:</p> <p>Every semester CTP 275 Community Internship is offered to campus students, offering opportunities to gain experience by volunteering in students' areas of interest. Examples of placement opportunities include social service agencies, political campaigns, food banks, etc.</p> <p>Other LA Programs</p> <p>Early Childhood, Human Services, Chemical Dependency, and Sport Studies degree programs require at least one practicum experience. Communications and Media Arts offers multiple opportunities for internships as elective choices.</p> <p>Music:</p> <p>Students perform at Charity/Community events: Toys for Tots, RISE Event, nursing homes as well as the National Anthem for Veterans Day and the Vietnam Veteran Pinning Ceremony.</p> <p>Ensure that the terminal degrees offered are aligned to the economic workforce needs of our region</p> <p>Communications and Media Arts: in collaboration with the Center for Career Development, ART and Computer Tech. organized and hosted a Career Fair in the Calice Center atrium. Local companies shared their job experiences and answered questions from our students about what entails a person's given profession. Local media companies included: Townsquare Media, Magic 101.7, Equinox Broadcasting.</p> <p>Music: Dr. Eric Sheffield connected with a representative from a local music venue, Ransom</p>	

Civic, Community Engagement, and Service Learning - Strategic Objective 5 - Serve the community through proactive leadership related to economic development in the region

Admin - Liberal Arts Division

Goal: Liberal Arts Division Goal 3:

Means of Assessment	Results	Action Plans
	<p>Steele in Apalachin, to successfully recommend Sound Engineering students for a live sound employment opportunity.</p> <p>(05/31/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The LA Division will continue to value the offering of opportunities for student learning in Civic Education classes. Deliberative Democracy training will continue by offering training in classes campus -wide. We will engage community and college members in town hall meetings that address current topics related to Civic Ed.</p> <p>What did you learn about your unit through this assessment cycle?: Students were actively involved in experiences that allowed their voices to be heard in and out of the classroom. Their use of creative problem-solving and critical thinking skills helped them to contribute positively to civic ed activities.</p>	

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans
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Strategic and Continuous Improvement - Strategic Objective 1 - Develop a more robust and integrative data infrastructure in order to engage in a "culture of evidence" when developing initiatives that align with the college mission

Admin - Business and Professional Studies Division

Goal: #1 Provide leadership for the Middle States Process

- All BPS programs will create curriculum maps, and continue to conduct assessment on student learning outcomes, program learning outcomes, and complete program reviews.
- BPS faculty will serve on appropriate middle states standards' committees, possibly in leadership roles.
- BPS faculty will attend training opportunities related to middle states standards.
- BPS faculty will develop program and course assessment as needed for program reviews.

Planned Assessment Cycle: 2019 - 2020

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
<p>Program/Project Development - All BPS programs will create curriculum maps, and continue to conduct assessment on student learning outcomes, program learning outcomes, and complete program reviews.</p> <p>* Benchmark: BPS faculty will develop curriculum maps and perform assessments on student learning outcomes, program learning outcomes, and complete program reviews, for all BPS programs. Documentation of these assessments and reviews will be submitted to the chairpersons and dean, meeting the deadlines for each assessment.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none">o All department maps sent to Kim McLaino All department learning outcomes, goals, and mission statements sent to Kim McLaino BIT program review - Business Info Mgmt AAS, Office Technologies Cert, Website Development & Mgmt Cert was successfully completedo HOS program review - Restaurant Mgmt – in progress <p>(08/19/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The departments in the BPS Division will maintain a schedule for assessment of course learning outcomes, program learning outcomes and program reviews. Curriculum maps will be maintained and updated.</p> <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Development - BPS faculty will serve on appropriate middle states standards' committees, possibly in leadership</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the faculty who served:</p>	

Strategic and Continuous Improvement - Strategic Objective 1 - Develop a more robust and integrative data infrastructure in order to engage in a "culture of evidence" when developing initiatives that align with the college mission

Admin - Business and Professional Studies Division

Goal: #1 Provide leadership for the Middle States Process

Means of Assessment	Results	Action Plans
roles. * Benchmark: BPS faculty will serve on middle states standards' committees	<ul style="list-style-type: none">o Gian Roma, Standard 1 (chair), Steering Committeeo Erin Frye, Standard 2 (co-chair), Steering Committeeo Lauren Bunnell, Standard 2o Darin Schmidt, Standard 4o Denise Wells, Standard 5o Lee Heron, Standard 5o Pat O'Bryan, Standard 6o Beth Mollen, Steering Committee (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
Program/Project Development - BPS faculty will attend training opportunities related to middle states standards. * Benchmark: BPS faculty will attend training opportunities related to middle states standards.	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none">o Faculty attended the Conducting Student Learning Assessments training October 2019o Nuventive training was completed by various faculty when offered (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
Program/Project Development - The BPS faculty will develop program and course assessment as needed for program reviews * Benchmark: Program and course assessments will be developed as needed for program reviews	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <p>Program and course assessments were developed by departments who conducted program reviews (08/19/2020)</p> <p>What did you learn about your unit through this assessment cycle?: TBD</p>	

Admin - Institutional Effectiveness

Strategic and Continuous Improvement - Strategic Objective 1 - Develop a more robust and integrative data infrastructure in order to engage in a "culture of evidence" when developing initiatives that align with the college mission

Admin - Institutional Effectiveness

Goal: Data Requests

Provide data to campus constituencies to support needs of students and the larger community.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Implement a Data Request System to improve efficiency in receiving, responding to, and keeping track of requests. Analyze and disseminate results of the 2019 Student Opinion Survey (SOS) and assist with development and achievement of goals related to results.</p> <p>* Benchmark: Data Request System implemented. SOS analyzed, results disseminated and goals established.</p> <p>Resource Requests: IT assistance with setting up DSR.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>VFA results received; presented to campus; published on IE website and Consumer Information page. Presented to BOT 12/12/19.</p> <p>Student Opinion Survey: Presented and discussed with CAO team throughout Aug several times; utilized to inform division goals for 19-20. Presented to EC on 8/27/19 and on 9/3/19. Presented to BOT on 9/19/19. Presented to The Gathering on 11/13/19. Presented to CAI on 1/29/20. Presented to CA. Updates to goals established collected.</p> <p>L. Allen developed Institutional Profile data report in Argos to provide tool for unregistered continuing students. Completed 1/20.</p> <p>L. Allen developed Course Catalog-All Courses data report in Argos (lists all courses and status) to aid deans/CAO in planning and assessment. Completed 1/20.</p> <p>L. Allen completed Fast Facts for Fall 2019.</p> <p>K. McLain presented IE Dashboard data to EC on 4.9.20 for BOT presentation.</p> <p>L. Allen completed Job Placement & Transfer 2017-2018 Graduates report April 2020. Published on IE website.</p> <p>L. Allen created cross-walk for Major Descriptions conversion in the Institutional Profile for IE and Admissions.</p>	<p>Action Plan: We will continue to review datablocks in Argos and work with IT to streamline. Implement new survey system for graduates by working with the graduation committee and seek additional support resources to aid in the 6 month follow-up for grads. Will work with IR (ITS) to determine a schedule of SUNY and IPEDS reports to ensure both departments can review data prior to submission. (08/14/2020)</p> <p>Budget/Resource Implications: Support staff needed to aid in 6 month follow up with graduates to ensure a high response rate for Job Placement Report.</p>

Strategic and Continuous Improvement - Strategic Objective 1 - Develop a more robust and integrative data infrastructure in order to engage in a "culture of evidence" when developing initiatives that align with the college mission

Admin - Institutional Effectiveness

Goal: Data Requests

Means of Assessment	Results	Action Plans
	<p>Data Book framework outline created with major steps taken toward completion.</p> <p>L. Allen continues to provide weekly enrollment newsletter to EC.</p> <p>L. Allen developed enhanced data reporting forms for enrollment planning.</p> <p>Wrote and submitted SUNY IITG Grant, Leveraging Software Platforms to Transform Teaching and Learning to Prepare Students for Labor Market Demands. This grant was not approved.</p> <p>Data Request System implemented and communicated to campus on 10/21/19.</p> <p>L. Allen provides management of Ellucian helpline for processing offices. 11,200 phone calls were received for the 19-20 year. (08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: To continue to be able to provide data the campus needs, and to do so with limited staffing resources, the IE Office began prioritizing requests, with a focus on benefit to the campus as a whole. To make the most effective use of time and focus on the most efficient data, Alumni Surveys have been eliminated and the Job Placement and Transfer Report has been enhanced. Graduate outcomes are a key performance indicator for the college and more focused efforts on this will aid in college planning to meet student needs, as well as track the success of our graduates. The Data Request System will continue to be utilized as it has aided in reduction of emails, clarification of requests, and in being able to prioritize and keep track of data requests.</p> <p>What did you learn about your unit through this assessment cycle?: There are many data blocks in Argos. There is a need for review of existing datablocks and access to ensure data is consistent and available as needed and appropriate. Being short-staffed hinders the ability to provide as much data as we would like. Working more efficiently and reviewing current processes has been helpful in determining reports that are necessary, and which ones can be eliminated. We also learned that some difficulties are presented due to the fact that the IE Office does not manage IR although is often responsible for the data.</p> <p>Related Documents:</p> <p>Institutional Effectiveness SOS Summary McLain 2019.pdf</p> <p>VFA Executive Summary 2019.pdf</p>	

Strategic and Continuous Improvement - Strategic Objective 1 - Develop a more robust and integrative data infrastructure in order to engage in a "culture of evidence" when developing initiatives that align with the college mission

Admin - Institutional Effectiveness

Goal: IE Plan

Develop and execute an Institutional Effectiveness Plan utilizing Nuventive.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - IE plan developed, communicated to campus and implemented. Nuventive software security plan developed and implemented. Nuventive SLO, PLO and administrative areas cleaned up for productive utilization. * Benchmark: IE plan developed and implemented. Nuventive security plan implemented. Nuventive SLO, PLO and administrative units ready for implementation.</p> <p>Resource Requests: Nuventive assistance.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>An IE Plan was drafted and is in the process of revision. It has not communicated with the campus community at large. The assessment plan components have been discussed with executive and academic leadership.</p> <p>A security plan for the Nuventive system was developed and implemented in Fall 2020, with administrators having read-only access to units supervise and faculty/chairs/staff having administrative access. Access to the system has been established with a single-sign on via MyCollege.</p> <p>All SLOs for courses have been entered by training division secretaries who entered SLOs for faculty.</p> <p>All PLO areas have been cleaned up to reflect correct courses required in programs, correct PLOs.</p> <p>Curriculum maps have been added and mapped in PLO areas for all programs.</p> <p>Lessons learned areas were built into both academic and administrative areas to provide faculty and staff with the ability to reflect on the process of assessment and provide an opportunity for a narrative, which may not be captured in other areas of the results section.</p> <p>A continuous improvement process was developed for all Nuventive areas (admin and academic) in which plans are developed based on result data and lessons learned. Discussion of resource allocation has been built into action plan and follow-up areas to better tie assessment with resource allocation and aid in budget planning. (08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Security will continue to be maintained and the system will continue to be overseen by the Dean of IE.</p> <p>The Dean of IE will need to continue to work with faculty and staff on effectively utilizing the system and aid the campus in becoming more comfortable with the software and planning/reporting assessments.</p>	<p>Action Plan: The IE Plan will be refined and ready for fall dissemination to the campus. Trainings will be developed to aid faculty in the use of the PLO areas. (08/14/2020)</p>

Strategic and Continuous Improvement - Strategic Objective 1 - Develop a more robust and integrative data infrastructure in order to engage in a "culture of evidence" when developing initiatives that align with the college mission

Admin - Institutional Effectiveness

Goal: IE Plan

Means of Assessment	Results	Action Plans
	What did you learn about your unit through this assessment cycle?: Additional training and support staff was needed to provide faculty with support to get SLOs entered, which was hindering their ability to effectively utilize the system.	

Admin - SEO-Marketing, Communications and Public Information (MARCOM)

Goal: Develop Lead-cap based marketing models

Move away from Brand Awareness campaigns (except where required for public relations/information strategies), towards campaigns that result in specific Lead Capture. This will help us set KPIs and determine the true ROI for enrollment purposes.

Goal Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 05/20/2019

Inactive Date: 08/21/2020

Means of Assessment	Results	Action Plans
Data Related - We will use Facebook, Slate and Constant Contact lead capture tools as the engagement link for all major campaigns. Each campaign will have a unique landing page and data capture library. Captured leads will be collected for each campaign to monitor effectiveness * Benchmark: Conduct at least 3 lead cap based campaigns capturing a minimum of 50 leads per semester.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met 3 separate lead campaigns were tracked via facebook. RESULTS: "Friday Webinars" = 1700 captures, "Get a great education – without going into debt!" = 5900 captures, "Small class sizes, exceptional faculty" = 5700 captures (07/02/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: We'll need to perfect capture forms and consider Live Chat or AI functions to engage visitors. What did you learn about your unit through this assessment cycle?: Critical writing support is increasingly needed to create and evolve external promotion and serve as a "live voice" for the college.	Action Plan: 3 separate lead campaigns tracked via facebook (04/01/2020)

Strategic and Continuous Improvement - Strategic Objective 2 - Research and implement best practices that support the long-term vision of student success

Admin - Academic Advising

Goal: Central advising

To assess the structure of advising in order to determine a centralized model which is more student friendly and focused on student success.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 09/01/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - A work group will be established to examine best practices and the research related to advising redesign. including examination of space feasibility, and potential unification of student services areas that focus on student success and retention.</p> <p>* Benchmark: An action plan will be developed.</p> <p>Resource Requests: Data related to advising and student success and retention.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Not Met</p> <p>An Advising Restructuring Committee was created during the Spring 2020 semester. We met on a weekly basis and the committee consisted of 4 Full-Time Advisors, the 4 Division Staff Associates and Associate Vice President/Dean of Academic Service. During our initial meetings, we researched various advising models and discussed feasibility on our campus. Due to COVID 19, the focus of this group drastically changed in mid-March. Rather than focusing on restructuring, we were forced to concentrate primarily on solving immediate problems and creating plans on how to serve our students entirely remotely. Advising and registering our continuing students became the main priority. In addition, we had to create a whole new process for advising new students. Consequently, the goals and initiatives of this group changed and thus this did not allow us to meet our intended goal of creating a plan for centralizing advising on campus. With that being said, we have made great strides towards this goal. Starting this summer, the Advising Department has supported advising efforts within the STEM division. We have two full-time advisors trained in many of the STEM programs and are advising and registering new students. This has significantly help support the STEM students when chairs are not available.</p> <p>Furthermore, we have had a change in leadership. Beth Mollen retired in June and Gina Chase taken over as our Director. During this transition, we have discussed plans on how to move forward with the advising restructuring. The focus for the 2020-2021 academic year will be to look at the structure of advising and how we can provide holistic services to our students. We plan to move forward with a caseload model starting Fall 2020. We are also looking at improving communications with campus offices and moving even further towards a centralized advising model.</p> <p>(07/31/2020)</p> <p>What did you learn about your unit through this assessment cycle?: We need to streamline processes and improve communication with various departments and divisions on campus.</p>	<p>Action Plan: Starting Fall 2020, the Academic Advising Department will be moving forward with a caseload model. This will allow students to have their "go to" advisor who will support their short and long-term academic goals and help them solve problems. We will also continue to works towards a centralized advising model where we can serve all students.</p> <p>(07/31/2020)</p>

Strategic and Continuous Improvement - Strategic Objective 2 - Research and implement best practices that support the long-term vision of student success

Admin - Business and Professional Studies Division

Admin - Business and Professional Studies Division

Goal: #1 Provide leadership for the Middle States Process

- All BPS programs will create curriculum maps, and continue to conduct assessment on student learning outcomes, program learning outcomes, and complete program reviews.
- BPS faculty will serve on appropriate middle states standards' committees, possibly in leadership roles.
- BPS faculty will attend training opportunities related to middle states standards.
- BPS faculty will develop program and course assessment as needed for program reviews.

Planned Assessment Cycle: 2019 - 2020

Means of Assessment	Results	Action Plans
<p>Program/Project Development - All BPS programs will create curriculum maps, and continue to conduct assessment on student learning outcomes, program learning outcomes, and complete program reviews.</p> <p>* Benchmark: BPS faculty will develop curriculum maps and perform assessments on student learning outcomes, program learning outcomes, and complete program reviews, for all BPS programs. Documentation of these assessments and reviews will be submitted to the chairpersons and dean, meeting the deadlines for each assessment.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none">o All department maps sent to Kim McLaino All department learning outcomes, goals, and mission statements sent to Kim McLaino BIT program review - Business Info Mgmt AAS, Office Technologies Cert, Website Development & Mgmt Cert was successfully completedo HOS program review - Restaurant Mgmt – in progress <p>(08/19/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The departments in the BPS Division will maintain a schedule for assessment of course learning outcomes, program learning outcomes and program reviews. Curriculum maps will be maintained and updated.</p> <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Development - BPS faculty will serve on appropriate</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p>	

Admin - Business and Professional Studies Division

Goal: #1 Provide leadership for the Middle States Process

Means of Assessment	Results	Action Plans
middle states standards' committees, possibly in leadership roles. * Benchmark: BPS faculty will serve on middle states standards' committees	<p>The BPS Division met this goal by the faculty who served:</p> <ul style="list-style-type: none">o Gian Roma, Standard 1 (chair), Steering Committeeo Erin Frye, Standard 2 (co-chair), Steering Committeeo Lauren Bunnell, Standard 2o Darin Schmidt, Standard 4o Denise Wells, Standard 5o Lee Heron, Standard 5o Pat O'Bryan, Standard 6o Beth Mollen, Steering Committee <p>(08/19/2020)</p> <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
Program/Project Development - BPS faculty will attend training opportunities related to middle states standards. * Benchmark: BPS faculty will attend training opportunities related to middle states standards.	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none">o Faculty attended the Conducting Student Learning Assessments training October 2019o Nuventive training was completed by various faculty when offered <p>(08/19/2020)</p> <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
Program/Project Development - The BPS faculty will develop program and course assessment as needed for program reviews * Benchmark: Program and course assessments will be developed as needed for program reviews	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <p>Program and course assessments were developed by departments who conducted program reviews (08/19/2020)</p> <p>What did you learn about your unit through this assessment cycle?: TBD</p>	

Strategic and Continuous Improvement - Strategic Objective 2 - Research and implement best practices that support the long-term vision of student success

Admin - Continuing Education and Workforce Development

Admin - Continuing Education and Workforce Development

Goal: Middle States

Determine CE evidence to be available for Middle States Review

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 11/20/2019

Means of Assessment	Results	Action Plans
Institutional Reports - Review documentation and submit examples to MS repository * Benchmark: Data submitted as identified by Standard 3 committee	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Evidence was provided to the standard three committee for inclusion in the Middle States repository (07/15/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals? : Provide middle states information to Senior Staff to help cover the department requirements.	Action Plan: As further evidence is requested. CE will provide that to the Lead Team and continue to participate in preparation for the upcoming Middle States visit. (08/12/2020)

Admin - Institutional Effectiveness

Goal: Program Review

Develop program review process, provide leadership for campus in its execution and assist with completion of 2019-2020 Program Reviews.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
Program/Project Implementation - Program Review process developed, train faculty in its use, and provide support for faculty in completion of the PR process. * Benchmark: 100% of program reviews for 19-20 academic year completed.	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met A new PR template was developed and distributed to the campus by August 2019. All PR Chairs and WGs were trained in its use. The Dean of IE worked with all faculty who had program reviews for the 19-20 year and aided in their completion. All Alumni Surveys were administered, analyzed, and provided to programs. All programs were provided with extensive data for use in their PR by the Budget & Institutional Effectiveness Specialist. 82% of academic programs developed assessment schedules with the assistance of the Dean	Action Plan: The PR template and timeline will be assessed and refined, incorporating feedback received from faculty and deans over the past year, to continue to make improvements in the template and process. Deadlines will be added to the timeline,

Strategic and Continuous Improvement - Strategic Objective 2 - Research and implement best practices that support the long-term vision of student success

Admin - Institutional Effectiveness

Goal: Program Review

Means of Assessment	Results	Action Plans
	<p>of IE. 100% of programs reviewed and made revisions as necessary to their PLOs. 100% of programs developed mission statements. The program websites and catalogs were revised to include publication of PLOs and program mission statements. (08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The IE Office will continue to review and refine the PR process, provide data to programs to aid them in effectively reviewing their programs and in decision-making.</p> <p>What did you learn about your unit through this assessment cycle?: Enhanced communication and additional check-ins are needed to aid faculty to stay on track with PRs. Due to COVID-19, there were some delays in completing all the PRs for the year. It is essential that academic deans, the dean of IE and faculty work together and engage in frequent and clear communication to ensure program reviews are completed in a timely manner. During the PR process this past year, it was recognized that more detail is needed to aid faculty in selecting and scheduling external reviewers, and in compiling the final PR document.</p> <p>Related Documents:</p> <p>PR Template FINAL Fall 2019.pdf</p> <p>SUNY Broome Academic Program Review Timeline.pdf</p> <p>External Review Team Checklist.pdf</p>	specifying sections that should be completed. Enhanced information about the external review process will be provided to faculty. (08/14/2020)

Admin - LAD Tutoring Program and Supplemental Instruction

Goal: Communication & Technology

For ongoing retention focus, explore and streamline functionality and reporting of tutoring data (starfish, new tutor database, and tutortrac)

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/12/2019

Means of Assessment	Results	Action Plans
Program/Project Implementation - Tutors will be fluent in usage of Starfish as a reporting tool to measure student progress	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>For Spring 2020, 100% of individual tutors used Starfish as a reporting tool and to measure student progress. We also used it as a validation tool for payroll purposes. (08/17/2020)</p>	<p>Action Plan: Continue with Tutors utilizing Starfish for reporting. Expand Tutortrac tracking for 1-1</p>

Strategic and Continuous Improvement - Strategic Objective 2 - Research and implement best practices that support the long-term vision of student success

Admin - LAD Tutoring Program and Supplemental Instruction

Goal: Communication & Technology

Means of Assessment	Results	Action Plans
* Benchmark: 100% of tutors will use Starfish in their tutoring sessions	If you met your benchmark, how will you maintain your ability to keep meeting goals?: The requirement will continue but maybe be altered as we transition to using Tutor trac for payroll and tracking purposes for individual tutoring. What did you learn about your unit through this assessment cycle?: Once tutors were explained and trained in Starfish usage, and they understood that it was tied to their payroll validation, resistance went down and all peer tutors used it accordingly.	tutoring. This will include tutoring comments, payroll, and appointments. New for Fall 2020. (08/18/2020) Budget/Resource Implications: New sign on feature using Citrix will be necessary for tutors to use Tutortrac appointment and payroll features. Cost \$3000 to \$5000 needed for fall 2020 implementation

Admin - Office of the Vice President for Student Affairs

Goal: Strategic and Continuous Improvement 2019-2020

Provide effective leadership, support and evaluation of reporting departments in an effort to meet the institutional mission and goals with collective impact.

Objectives

- Ensure team leaders engage in professional development opportunities
- Provide opportunities for campus community to engage in professional development activities
- Plan comprehensive Division Assessment, establish benchmarks
- Plan employee evaluation program
- Review/enhance face of Division on website and printed materials

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
Supervisor Evaluation - Planning, scheduling, and tracking participation and attendance of professional development offered to	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Provided opportunities for team leaders to engage in professional development opportunities through webinars and supported travel to local conferences. (07/27/2020)	Action Plan: Will work with IR in order to secure data to be used to measure the effectiveness of division programs and services. Will

Strategic and Continuous Improvement - Strategic Objective 2 - Research and implement best practices that support the long-term vision of student success

Admin - Office of the Vice President for Student Affairs

Goal: Strategic and Continuous Improvement 2019-2020

Means of Assessment	Results	Action Plans
team leaders, and the campus community. * Benchmark: Offer four (4) professional development opportunities.		utilize CAS as the framework from which division, program, and service effectiveness is measured. Review and enhance the face of the division on the website and through printed materials. Plan employee evaluation program, and ensure professional development opportunities for team members are availed. (07/27/2020)

Admin - Professional Development

Goal: Expand Professional Development programs to improve pedagogy

PDFs will synthesize the findings of the campus wide professional development needs assessment (AY 2018-2019) into a cohesive professional development plan for AY 2019-2020

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/19/2019

Means of Assessment	Results	Action Plans
Institutional Reports - PDSC and PDF meeting minutes, Professional Development Schedule of Offerings as reflecting needs identified by campus constituents and VPAA of Academic Affairs; analysis of participant feedback * Benchmark: Volume of offerings and attendance at offerings for AY	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met PD Facilitators conducted a campus-wide needs assessment in the 18-19 year, and established a calendar of offerings, informed by findings of the survey, by the start of each semester. Offerings were anchored in pedagogy, classroom management, leadership, assessment, and professional and personal growth and development. (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Professional Development should continue to map its offerings to the goals of the institution, supporting the development of faculty in and out of the classroom. What did you learn about your unit through this assessment cycle?: In its current	Action Plan: Continue to develop campus wide professional development offerings that are anchored in the goals of the institution, support student learning, and center the needs of diverse learners. A clear connection between retention, diversity, and pedagogy should underpin the unit. (08/14/2020)

Admin - Professional Development

Goal: Expand Professional Development programs to improve pedagogy

Means of Assessment	Results	Action Plans
2019-2020; alignment of offerings with pedagogical theory and practical classroom application and faculty support; feedback provided by participants	configuration, local PD offerings rely on participation from campus partners. A more robust budget would allow for a potential increase in criticality and relevance.	Budget/Resource Implications: In its current configuration, local PD offerings rely on participation from campus partners. A more robust budget would allow for a potential increase in criticality and relevance.

Goal: Review and Update Professional Development Website; Devise a Strategy to Increase Recognition of Professional Development; Develop and Distribute a Calendar of events for campus publication.

The PDFs will review and recommend changes to the Professional Development website and create a marketing strategy to increase recognition of Professional Development and its activities across campus

Goal Status: Archived

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/19/2019

Inactive Date: 05/20/2020

Means of Assessment	Results	Action Plans
Institutional Reports - PDF meeting minutes, updates to website, marketing strategy * Benchmark: Updated website, marketing strategy in place for AY 2019-2020	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met This goal has been met. The Professional Development website has been updated: http://www3.sunybroome.edu/prof-dev/ and contains a calendar feature embedded in the website. A logo has been created in collaboration with Marketing and Communications, as this will be used in numerous ways, including on all materials disseminated from the PDMC and PDFs, on electronic signage that is used to communicate information throughout the campus, and on any tangible marketing materials purchased. (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Regular maintenance of Professional Development calendar and website; campus communications to contain logo for recognition. What did you learn about your unit through this assessment cycle?: Feedback received from faculty participating in professional development offerings indicate that advanced scheduling and consistent branded communications contributed to an increased awareness of	Action Plan: A sustainability plan related to Professional Development, including workshop development, calendar and website maintenance should be tasked to an individual or the PDSC; campus communications should continue to feature Professional Development logo. A robust Professional Development program must be the goal for the 2020-2021 academic year and beyond. (08/14/2020) Budget/Resource Implications: Re-imaging of how Professional Development is led on campus and

Strategic and Continuous Improvement - Strategic Objective 2 - Research and implement best practices that support the long-term vision of student success

Admin - Professional Development

Goal: Review and Update Professional Development Website; Devise a Strategy to Increase Recognition of Professional Development; Develop and Distribute a Calendar of events for campus publication.

Means of Assessment	Results	Action Plans
	Professional Development offerings.	appropriate resources to support the role should be considered.

Goal: Plan, Deliver, and Assess New Faculty Orientation

The PDFs, in collaboration with representatives from the PDSC, will plan, deliver, and assess New Faculty Orientation

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020, 2020 - 2021

Start Date: 08/19/2019

Means of Assessment	Results	Action Plans
Impact Assessment - New Faculty Orientation evaluation forms; meeting minutes from debriefing event * Benchmark: Faculty participants rate their experience with orientation as valuable and worthwhile in mixed method assessment; feedback is used to refine future orientations (in process summer 2020 for fall 2020)	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Participant feedback and professional development facilitator and PDSC input after the fall iteration informed some changes to the spring session. The spring session was shorter and (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: New Faculty Orientation participant feedback and the goals and direction of the college (as indicated by Academic Affairs goals and requirements related to modality related to Covid 19) necessitated a move to a fully online and asynchronous model. The fall 2020 iteration will be seek participant feedback and relate these findings back for additional refinement as needed. What did you learn about your unit through this assessment cycle?: It is necessary for the institution to require specific trainings for all its new faculty, including Blackboard 1-2-3 and Starfish. Previous iterations of the orientation did not require training in these areas; this became a critical issue in the move to remote instruction as a result of Covid 19. Moving forward, all faculty will have the basic training needed to work in Blackboard in order to meet minimum requirements for remote instruction.	Action Plan: Changes made to New Faculty Orientation were informed by faculty and PDSC feedback with VPAA input in order to prepare new faculty for community college teaching. Additional refinements will be considered once a cohort of faculty have completed the new training and provided feedback. (08/19/2020) Budget/Resource Implications: Professional Development support

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

The plan is to monitor international students so that they are not lost in the shuffle of everyday college life. Reach out more often than twice a semester. Set up more random info/check-in sessions.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 07/01/2019

Means of Assessment	Results	Action Plans
<p>Program/Project Development - This goal will be assessed by the implementation of random check in sessions. As the sessions increase more outreach can be achieved for the international students * Benchmark: The benchmark will be met when all international students feel comfortable and not lost or lonely with nowhere to turn. Resource Requests: Admissions, LAD, Counseling Center, Student Affairs, International Education, Health Center will be invited to an info session to discuss what their departments offer and can assist the students needs.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met International students came to outreach check in sessions (07/08/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Will continue to do random outreach sessions for the international students</p>	<p>Action Plan: The action plan is to continue outreach by conducting random check in sessions. This will need to be done via virtually due to the changes made on campus regarding COVID19. This plan does help as I have had quite a few students reach out for various reasons; whether they are F1 student visa holders or here in a different immigration status. (08/14/2020)</p>
<p>Program/Project Implementation - This will be an ongoing measure and at the end of each academic year, a report will be compiled of the number of students that are utilizing this opportunity. Would like to set up an exit survey that a report can be generated from after each semester. * Benchmark: Benchmark to be measured through the exit surveys</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The implementation of this project was met by sending out emails and reaching out to international students. Meetings/sessions were scheduled throughout the fall semester. The spring 2020 semester was cut short due to the COVID19 Pandemic (08/14/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Benchmark for the implementation was met. The goal is to now maintain the meetings and set up the exit survey to determine results and numbers What did you learn about your unit through this assessment cycle?: The challenges/roadblocks are always the same when it comes to international students. They don't open, read, or respond to their emails unless it is marked as urgent /I-20 status (related).</p>	<p>Action Plan: This plan will help with retention of international students and helping them maintain themselves throughout their college educational goals at Broome. If there is/was a need for any extra assistance with counseling, tutoring, or just general help, it will be noted and added to a report. (08/14/2020)</p>

Strategic and Continuous Improvement - Strategic Objective 2 - Research and implement best practices that support the long-term vision of student success

Admin - SEO-International Admissions, Global Experiences

Goal: Promote more resources to international students

Means of Assessment	Results	Action Plans
reported number of students at the end of each semester. Resource Requests: Admissions, International Education; LAD; Counseling Center, Health Center, Global Experiences, Starfish Banner		
Impact Assessment - Assessment will be met by number of F1 students (and other immigration status') in attendance at meetings * Benchmark: Benchmark was not met - due to lack of student involvement. All F1 students were sent emails with information regarding the meeting and what the meeting was about. Resource Requests: Promotional - funding for food/beverages at meeting.	Reporting Period: 2019 - 2020 Conclusion: Inconclusive The fall 2019 semester, we held two informational sessions; we sent out numerous emails; mentioned at ISO meetings, etc.; there were around 3-7 students that came. Spring semester there were not any sessions due to COVID19 hitting in March and all students had to leave. I did (and still am) trying to remain in contact with our international students to let them know we are here for them for support and resources. (08/03/2020) What did you learn about your unit through this assessment cycle? : I have learned that I need to find a better way (than email) to reach out to the students and get them to come to my info sessions. Even after stating the meetings are mandatory, they are still not attending.	Action Plan: The plan for this assessment is to set up Zoom info sessions; and possibly webinars to allow the students to know that we are here to help them, even if we are not available in person. Will plan to invite other constituents to join in the Zoom info sessions; for instance, Learning assistance, academic advisors, health and wellness counselors, Starfish (08/20/2020)

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans

Admin - Starfish

Goal: Engagement: Expand Faculty engagement.

Admin - Starfish

Goal: Engagement: Expand Faculty engagement.

Expand Faculty engagement.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 06/01/2019

Means of Assessment	Results	Action Plans
<p>Data Related - Tracking use * Benchmark: Total number of faculty who used Starfish increase by 1 percentage point from 49.2% to 50.2%</p> <p>Resource Requests: Starfish and Banner reports</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>The total use of Starfish by faculty increased from 49.2% to 75.8%. (07/30/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Starfish Core Team plans to maintain existing alert schedules and opportunities to provide feedback to students. We will also continue to offer training on the various aspects of Starfish for faculty.</p> <p>What did you learn about your unit through this assessment cycle?: Through this assessment cycle it became clear that providing opportunities that mimicked existing academic tasks was a big influencer of faculty engagement with Starfish. Moving Midterm grade reporting to Starfish encouraged some reluctant faculty to engage in the platform and not just for grade reporting but for other activities including positive reinforcement (Kudos) and Referrals to various student support services.</p> <p>Related Documents:</p> <p>Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	<p>Action Plan: The Starfish Core Team is working on setting up a BlackBoard self-paced training that will allow faculty to continue to use aspects of the system without the need to participate in a synchronous training opportunity. Also, the Team is working with stakeholders to identify other activities that would encourage Starfish engagement among faculty. (08/17/2020)</p>
<p>Data Related - Track percentage of Starfish Progress Surveys completed. * Benchmark: Increase Progress Survey completion rate from 25% to 28%.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>Progress Survey completion rates grew from 25% (2018-19) to 44% in 2019-20. (07/30/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Starfish Core Team plans to continue with conveniently timed and streamlined Progress Surveys to meet faculty and student needs.</p> <p>What did you learn about your unit through this assessment cycle?: Thorough this assessment cycle it became clear that aligning the first survey with attendance reporting improved participation among faculty.</p> <p>Related Documents:</p> <p>Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	<p>Action Plan: Starfish Core Team plans to continue with conveniently timed and streamlined Progress Surveys to meet faculty and student needs. (08/17/2020)</p>

Admin - Starfish

Goal: Engagement: Expand Faculty engagement.

Means of Assessment	Results	Action Plans
<p>Data Related - Track raise method of Starfish flags for faculty * Benchmark: Increase Manually raised academic flags from 8501 to 9200</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Manually raised tracking grew from 8501 (2018-19) to 13,127 in 2019-20. (07/30/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: The Core Team will continue to make regular promotion of the use of alerts at times that are relevant for courses/faculty/students. What did you learn about your unit through this assessment cycle?: It appears that faculty prefer to raise flags/kudos/referrals via the Progress Survey. Related Documents: Starfish Unit Goals Year End Report (Nuventive) 2019-2020 DRAFT.docx</p>	<p>Action Plan: The Core Team will continue to make regular promotion of the use of alerts at times that are relevant for courses/faculty/students. (08/17/2020)</p>

Strategic and Continuous Improvement - Strategic Objective 3 - Develop and implement a process to prioritize initiatives informed by community and student needs, evidence-based data, mandates, and institutional values

Admin - Business and Professional Studies Division

Goal: #1 Provide leadership for the Middle States Process

- All BPS programs will create curriculum maps, and continue to conduct assessment on student learning outcomes, program learning outcomes, and complete program reviews.
- BPS faculty will serve on appropriate middle states standards' committees, possibly in leadership roles.
- BPS faculty will attend training opportunities related to middle states standards.
- BPS faculty will develop program and course assessment as needed for program reviews.

Planned Assessment Cycle: 2019 - 2020

Means of Assessment	Results	Action Plans
<p>Program/Project Development - All BPS programs will create curriculum maps, and continue to conduct assessment on student learning outcomes, program learning outcomes, and complete program reviews.</p> <p>* Benchmark: BPS faculty will develop curriculum maps and perform assessments on student learning outcomes, program learning outcomes, and complete program reviews, for all BPS programs. Documentation of these assessments and reviews will be submitted to the chairpersons and dean, meeting the deadlines for each assessment.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none">o All department maps sent to Kim McLaino All department learning outcomes, goals, and mission statements sent to Kim McLaino BIT program review - Business Info Mgmt AAS, Office Technologies Cert, Website Development & Mgmt Cert was successfully completedo HOS program review - Restaurant Mgmt – in progress <p>(08/19/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The departments in the BPS Division will maintain a schedule for assessment of course learning outcomes, program learning outcomes and program reviews. Curriculum maps will be maintained and updated.</p> <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
<p>Program/Project Development - BPS faculty will serve on appropriate middle states standards' committees, possibly in leadership</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the faculty who served:</p>	

Strategic and Continuous Improvement - Strategic Objective 3 - Develop and implement a process to prioritize initiatives informed by community and student needs, evidence-based data, mandates, and institutional values

Admin - Business and Professional Studies Division

Goal: #1 Provide leadership for the Middle States Process

Means of Assessment	Results	Action Plans
roles. * Benchmark: BPS faculty will serve on middle states standards' committees	<ul style="list-style-type: none">o Gian Roma, Standard 1 (chair), Steering Committeeo Erin Frye, Standard 2 (co-chair), Steering Committeeo Lauren Bunnell, Standard 2o Darin Schmidt, Standard 4o Denise Wells, Standard 5o Lee Heron, Standard 5o Pat O'Bryan, Standard 6o Beth Mollen, Steering Committee (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
Program/Project Development - BPS faculty will attend training opportunities related to middle states standards. * Benchmark: BPS faculty will attend training opportunities related to middle states standards.	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <ul style="list-style-type: none">o Faculty attended the Conducting Student Learning Assessments training October 2019o Nuventive training was completed by various faculty when offered (08/19/2020) <p>What did you learn about your unit through this assessment cycle?: TBD</p>	
Program/Project Development - The BPS faculty will develop program and course assessment as needed for program reviews * Benchmark: Program and course assessments will be developed as needed for program reviews	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Benchmark Met</p> <p>The BPS Division met this goal by the following:</p> <p>Program and course assessments were developed by departments who conducted program reviews (08/19/2020)</p> <p>What did you learn about your unit through this assessment cycle?: TBD</p>	

Admin - Continuing Education and Workforce Development

Strategic and Continuous Improvement - Strategic Objective 3 - Develop and implement a process to prioritize initiatives informed by community and student needs, evidence-based data, mandates, and institutional values

Admin - Continuing Education and Workforce Development

Goal: Middle States

Determine CE evidence to be available for Middle States Review

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 11/20/2019

Means of Assessment	Results	Action Plans
Institutional Reports - Review documentation and submit examples to MS repository * Benchmark: Data submitted as identified by Standard 3 committee	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Evidence was provided to the standard three committee for inclusion in the Middle States repository (07/15/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Provide middle states information to Senior Staff to help cover the department requirements.	Action Plan: As further evidence is requested. CE will provide that to the Lead Team and continue to participate in preparation for the upcoming Middle States visit. (08/12/2020)

Admin - Institutional Effectiveness

Goal: Middle States

Provide leadership and assist the campus to prepare for the Middle States self-study process.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
Institutional Reports - Provide leadership to work groups and Steering Committee throughout the self-study process. Draft Self-study document. Draft Verification of Compliance report. * Benchmark: WG Reports completed. Verification of Compliance report materials collected and report	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met The Dean of IE met with all work groups on a regular basis throughout the year and aided in their development of work group reports. All reports have been collected. The self-study document is in the process of writing. Standards 1 and 6 have been completed by the Dean of IE. Standard 7 has been drafted by the co-chair. Materials for the verification of compliance report have been collected. The Budget & Institutional Effectiveness Specialist chaired WG 6 and completed the evidence inventory and WG report for this standard. The MS website on the IE page was revamped to include a thorough discussion about the MS process, what accreditation is, work group and steering committee members. In addition,	Action Plan: The Dean of IE will work with the co-chair and VPAA to complete drafting of the self-study report, verification of compliance report for preparation of the Team Chair visit in the fall. Communication about the process and drafts of the self-study will be shared with campus groups throughout the fall. (08/14/2020)

Strategic and Continuous Improvement - Strategic Objective 3 - Develop and implement a process to prioritize initiatives informed by community and student needs, evidence-based data, mandates, and institutional values

Admin - Institutional Effectiveness

Goal: Middle States

Means of Assessment	Results	Action Plans
<p>drafted. MSCHE website revamped. MSCHE trainings attended to stay informed of policies and procedures.</p>	<p>the new MSCHE logo released this year was added to the college website, and in accordance with MSCHE policy, provides a direct link to the campus listing in the MSCHE directory.</p> <p>A number of MSCHE trainings were also attended by the IE staff this past year, including the following:</p> <p>K. McLain attended the MSCHE Town Hall in Albany on 9/26/19. K. McLain attended Middle States Self-Study Workshop presented by Dr. Haynes on 10/17/19. K. McLain and L. Allen attended the MSCHE Conference 12/9-12/11/19. K. McLain attended the Federal Regulations and Changes to MSCHE Policies and Procedures webinar on 6/11/20. K. McLain attended the Verification of Compliance & Uploading Evidence webinars on 7/27/20.</p> <p>A conflict of interest policy was developed by K. McLain and passed by the BOT on 6/20/20 to clearly outline definitions of conflicts of interest and campus member responsibilities. A Budget Policy was developed by L. Allen and passed by the BOT on 6/20/20 to clearly outline how resource allocation ties to assessment and planning (08/14/2020)</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: The Dean of IE will continue to work with the Lead Team to finish drafting the self-study document for early fall distribution to the Steering Committee to review. The verification of compliance report will be finalized during this time period as well. A new template was provided by MSCHE in July to replace the old one. The Lead Team will begin providing campus updates and obtaining feedback about the drafted self-study this coming fall.</p> <p>What did you learn about your unit through this assessment cycle?: A new template was put into effect by MSCHE in July for the verification of compliance report, so this will need to be redrafted. In the face of the COVID-19 pandemic, the writing of the work group reports and starting drafting of the self-study took a backseat for a period of time as the campus focus shifted to moving all learning/working to remote in March, and then development of reopening plans for the fall.</p> <p>Related Documents:</p> <p>Middle States Middle States Logo Link</p>	

Strategic and Continuous Improvement - Strategic Objective 3 - Develop and implement a process to prioritize initiatives informed by community and student needs, evidence-based data, mandates, and institutional values

Admin - Institutional Effectiveness

Goal: Middle States

Means of Assessment	Results	Action Plans

Admin - SEO- Admissions Office

Goal: Goal 1: Recruitment and Enrollment Events

Increase the number of offsite and onsite recruitment/acceptance/enrollment events at area high schools and NYC region.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 09/15/2017

Means of Assessment	Results	Action Plans
<p>Program/Project Implementation - Host "Instant Admit" events in September, October, November (on and off campus) for area high schools. Conclude the enrollment cycle with corresponding "SUNY Broome Registration Days" in May and June.</p> <p>*Argos reports (All Applicants 3 - pull for "Registered Students" by high school) for enrollment per high school.</p> <p>*High school participation registration forms.</p> <p>*Result reports presented at Executive Council.</p> <p>* Benchmark: 10 schools</p> <p>Resource Requests: Additional Admissions Staff (FT - Staff Assistant) Portable technology (tablets or</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met</p> <p>For Instant Admit Days, we had 13 schools participate with over 400 applications collected.</p> <p>October 18th, 2019-Owego Free Academy- 34 students</p> <p>October 22nd, 2019-Newark Valley- 14 students</p> <p>October 23rd, 2019-Vestal High School- 30 students</p> <p>October 24th, 2019-Susquehanna Valley- 18 students</p> <p>October 28th, 2019-Binghamton High School- 39 students</p> <p>October 29th, 2019-Chenango Valley High School- 33 students</p> <p>October 30th, 2019-Maine Endwell High School- 41 students</p> <p>October 31st, 2019-Johnson City High School - 26 students</p> <p>November 4th, 2019-Chenango Forks Central High School- 53 students</p>	<p>Action Plan: The Admissions Office is currently creating a planning virtual recruitment events and Instant Admits. We are transitioning all of our communications of acceptance to a remote and quick to access SLATE screen. Instant Admits will be done via Zoom with each participating school receiving their own designated day for the event. We're also adding daily presentation time to make sure visiting groups/high school are still allowed to watch the presentation and interact with Admissions counselors. (08/21/2020)</p> <p>Budget/Resource Implications: We will need additional Admissions Staff to make sure we have coverage to perform presentations every day of</p>

Strategic and Continuous Improvement - Strategic Objective 3 - Develop and implement a process to prioritize initiatives informed by community and student needs, evidence-based data, mandates, and institutional values

Admin - SEO- Admissions Office

Goal: Goal 1: Recruitment and Enrollment Events

Means of Assessment	Results	Action Plans
laptops) Funding for meals Department credit card	November 7th, 2019-Seton Catholic Central- 12 students November 15th, 2019-Whitney Point High School- 12 students November 19th, 2019-Union Endicott High School- 56 students November 20th, 2019-Windsor High School "College Express Day"- 68 students (08/03/2020) If your benchmark was not met, what changes do you plan to make to help achieve your goal?: The Admissions Team is currently planning a potential virtual event for instant admissions and registration. If permitted, we will work with local area high schools on organizing socially distant events inside of the school to provide students with this service once again. Additionally, we will work with Academic Advising to provide on demand registration for selected high schools in the area. If you met your benchmark, how will you maintain your ability to keep meeting goals?: During COVID 19-Although we met the benchmark of over 10 schools participating in the Instant Admissions Days, we could not hold any Instant Registration days this year as they typically take place in May. Furthermore, we were unable to do any NYC Instant Admissions/Registration days due to COVID 19 travel bans. What did you learn about your unit through this assessment cycle?: This year, the Admissions office provided all participating students with a certificate of acceptance during the Instant Admissions event. We learned that students were excited to receive this and take it home instead of the traditional letters. SLATE was also helpful in helping us track participating students and the progress of their application. It made some larger events go much smoother (for example: The College Express Day at Windsor high school).	the week

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Strategic and Continuous Improvement - Strategic Objective 3 - Develop and implement a process to prioritize initiatives informed by community and student needs, evidence-based data, mandates, and institutional values

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans
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Admin - SEO-Registrar's Office

Goal: Start registration earlier in the calendar year.

Open registration at least 13 weeks prior to the start of classes for the purpose of increasing enrollment. Open registration 13 weeks prior to the start of the 2019 fall semester, 13 weeks prior to the start of the 2020 winter semester, 13 weeks prior to the 2020 spring semester, and 13 weeks prior to the 2020 summer semester.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 03/25/2019

Inactive Date: 03/23/2020

Means of Assessment	Results	Action Plans
<p>Data Related - Track the timing of when registration will open for fall, 2019, winter, spring and summer of 2020.</p> <p>* Benchmark: Fall 2019 should open no later than the last full week of May, 2019. Winter 2020 registration should open no later than the last week of September, 2019. Spring 2010 registration should open no later than the last week of October 2019. Summer 2020 registration should open no later than the second week of March, 2020.</p> <p>Resource Requests: Dedicate time for enrollment staff to monitor this process and receive approval to begin registration no later than 13 weeks prior to the start of the fall</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>Goal was met for Fall, 2019, Spring 2020 and Summer 2020. Registration for fall 2019 opened on March 25, 2019. registration for spring 2020 opened on October 28, 2019, and registration for summer 2020 opened on November 18, 2019. All of these dates are at least 13 weeks prior to the start of registration.</p> <p>The goal of opening registration for winter 2020, was not met. It was decided to open registration for this term on 10/28, 2019. This was 10 weeks prior to the start of the 2020 winter semester. The goal was to open registration 13 weeks prior to the start of the semester. (07/29/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Although the benchmark was met for the fall, spring, and summer semesters, it was not met for the winter semester. Since it was decided to open registration for both spring and winter on the same date, the goal for winter should be adjusted. Instead of opening registration 13 weeks prior to the start of the winter semester, the goal should be to open winter registration 10 weeks prior to the start of the winter semester.</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue current planning process. Update appropriate tables in our student information</p>	<p>Action Plan: Revise the goal concerning the length of the registration cycle for winter. The registration start date should be 10 weeks prior to the start of classes, rather than 13 weeks prior to the start of classes. It was decided to start the registration cycle for spring and winter on the last Monday in October. From a scheduling perspective, this worked well. By doing this, we met our goal of a 13 week registration cycle for spring but only a 10 week registration cycle for winter. Allowing registration to open on the last Monday in October has provided the academic departments with sufficient time to</p>

Strategic and Continuous Improvement - Strategic Objective 3 - Develop and implement a process to prioritize initiatives informed by community and student needs, evidence-based data, mandates, and institutional values

Admin - SEO-Registrar's Office

Goal: Start registration earlier in the calendar year.

Means of Assessment	Results	Action Plans
2019, winter, spring and summer 2020 semesters.	<p>system approximately 2 months prior to sending the scheduling instructions to the academic departments. This will allow sufficient lead time for these areas to make schedule adjustments prior to the desired start date of each registration cycle.</p> <p>What did you learn about your unit through this assessment cycle?: Training was required for those staff members that needed to assist the academic departments with schedule changes.</p>	<p>devise a master schedule for both spring and winter semesters. If we held registration 3 weeks earlier for winter, there would be concern for not allowing enough lead time for the academic departments to develop a schedule for winter. (07/31/2020)</p> <p>Budget/Resource Implications: N.A.</p>

Goal: Expedite the processing of student academic records.

Reduce grade processing from 2 weeks to one week for the purpose of expediting the graduation certification process.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 12/02/2019

Inactive Date: 08/24/2020

Means of Assessment	Results	Action Plans
<p>Data Related - Track the number of days that it takes to process grades. Keep track of when the programs are generated that assign academic standing for fall, 2019, spring and summer of 2020. These are the terms in which we review the academic records for the purpose of certifying graduates.</p> <p>* Benchmark: Process grades no later than the first week of January 2020 for the 2019 fall semester, no later than the last week of January 2020 for the 2020 winter semester,</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>Goal was met for fall, 2019 and winter 2020. Goal was not met for spring 2020. Goal for summer 2020 is yet to be determined.</p> <p>Due to COVID-19, it was decided to implement the P/F - Pass/Fail grade option for students for the spring 2020 semester. This new grade option mode delayed grade processing by one week. Rather than completing grade processing by the final week in May, final grade processing was not completed until the first week in June. (07/29/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Since the P/F grade mode is not supposed to be used again in the future, we should be able to meet our goals pertaining to the timeliness of processing grades. If for some reason, the P/F grade mode will be used again in the future, we will need to make adjustments to the length of time dedicated to grade processing. Since students had one week after grades were posted, to decide if they wanted to elect for the P/F grade mode, we would need to extend</p>	<p>Action Plan: We would need to modify our procedure for providing students the option of the Pass/Fail grade mode. If it is decided to use this mode again in the future, we would need move the deadline for selecting this grade mode closer to the grade due date for posting grades. This would expedite the process of assigning the Pass grade which would reduce the time it would take for grade processing. If we allowed students 7 days, rather than 9 days, to elect the P/F grade</p>

Strategic and Continuous Improvement - Strategic Objective 3 - Develop and implement a process to prioritize initiatives informed by community and student needs, evidence-based data, mandates, and institutional values

Admin - SEO-Registrar's Office

Goal: Expedite the processing of student academic records.

Means of Assessment	Results	Action Plans
<p>no later than the last week of May 2020 for the 2020 spring semester and no later than the second week of August 2020 for the 2020 summer semester.</p> <p>Resource Requests: Allow registrars staff to dedicate time to conduct the assessment.</p>	<p>our goal of processing grades one week later than the original goal.</p> <p>If you met your benchmark, how will you maintain your ability to keep meeting goals?: Continue to notify faculty of grade due dates. Continue to provide faculty with documentation on how to post grades. Continue to run grade processing prior to the start of the subsequent semester.</p> <p>What did you learn about your unit through this assessment cycle?: Training was necessary for accessing electronic forms used by students who opted for the P/F grade mode.</p>	mode we should be able to meet our goal. (07/31/2020)

Goal: Expedite graduation check-out process.

Reduce processing time for graduation certification by one week for the 2019-2020 academic year.

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 06/10/2019

Inactive Date: 02/10/2020

Means of Assessment	Results	Action Plans
<p>Data Related - Monitor the time, in weeks, that it takes the degree certification to be conducted for the 2019-2020 academic year.</p> <p>* Benchmark: Certify fall 2019 graduates no later than the first week of February, 2020. Certify spring 2020 graduates no later than the third week of June, 2020. Certify summer 2020 graduates no later than the first week of September, 2020.</p> <p>Resource Requests: Allow registrars staff to dedicate time to conduct the assessment.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: Inconclusive</p> <p>Goal was met for fall, 2019. Goal was not met for spring 2020. Goal for summer 2020 is yet to be determined.</p> <p>Due to COVID-19, it was decided to implement the P/F - Pass/Fail grade option for students for the spring 2020 semester. This new grade option mode delayed grade processing by one week. This resulted in delaying graduation certification by approximately 2 weeks. Rather than completing graduation certification by the third week in June, graduation certification was not completed until July 8, 2020. The inconsistencies in the staffing of the academic departments also had an impact on graduation certification for spring 2020. (07/29/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: Revise our Degree Verification procedure to allow graduation certification to be conducted by staff in the registrar's office. Conducting this process in a central location, where grades are processed, should expedite the process.</p> <p>What did you learn about your unit through this assessment cycle?: Staff in the registrars office have the ability to navigate Degree Works, a tool used for graduation certification. Staff</p>	<p>Action Plan: Seek approval to revise our Degree Verification procedure. Allow graduation certification to be conducted centrally by staff in the registrar's office. This would save time. By doing this, there would no longer be a need to send degree review information back and forth from the academic departments to the registrars office. Assign registrar staff the task of monitoring student records of those who apply for graduation. (07/31/2020)</p> <p>Budget/Resource Implications: N.A.</p>

Strategic and Continuous Improvement - Strategic Objective 3 - Develop and implement a process to prioritize initiatives informed by community and student needs, evidence-based data, mandates, and institutional values

Admin - SEO-Registrar's Office

Goal: Expedite graduation check-out process.

<i>Means of Assessment</i>	<i>Results</i>	<i>Action Plans</i>
	have proposed plans to expedite the graduation check-out process. Some of the suggestions include review academic records of students prior the their final semester of enrollment and devising deadlines for posting transfer credit.	

Admin - Continuing Education and Workforce Development

Goal: Middle States

Determine CE evidence to be available for Middle States Review

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 11/20/2019

Means of Assessment	Results	Action Plans
Institutional Reports - Review documentation and submit examples to MS repository * Benchmark: Data submitted as identified by Standard 3 committee	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Evidence was provided to the standard three committee for inclusion in the Middle States repository (07/15/2020) If you met your benchmark, how will you maintain your ability to keep meeting goals?: Provide middle states information to Senior Staff to help cover the department requirements.	Action Plan: As further evidence is requested. CE will provide that to the Lead Team and continue to participate in preparation for the upcoming Middle States visit. (08/12/2020)

Admin - Office of the Vice President for Student Affairs

Goal: Strategic and Continuous Improvement 2019-2020

Provide effective leadership, support and evaluation of reporting departments in an effort to meet the institutional mission and goals with collective impact.

Objectives

- Ensure team leaders engage in professional development opportunities
- Provide opportunities for campus community to engage in professional development activities
- Plan comprehensive Division Assessment, establish benchmarks
- Plan employee evaluation program
- Review/enhance face of Division on website and printed materials

Goal Status: Active

Planned Assessment Cycle: 2019 - 2020

Start Date: 08/26/2019

Means of Assessment	Results	Action Plans
Supervisor Evaluation - Planning, scheduling, and tracking participation and attendance of	Reporting Period: 2019 - 2020 Conclusion: Benchmark Met Provided opportunities for team leaders to engage in professional development	Action Plan: Will work with IR in order to secure data to be used to measure the effectiveness of

Strategic and Continuous Improvement - Strategic Objective 4 - Optimize the grants planning process to ensure capacity and resource availability.

Admin - Office of the Vice President for Student Affairs

Goal: Strategic and Continuous Improvement 2019-2020

Means of Assessment	Results	Action Plans
professional development offered to team leaders, and the campus community. * Benchmark: Offer four (4) professional development opportunities.	opportunities through webinars and supported travel to local conferences. (07/27/2020)	division programs and services. Will utilize CAS as the framework from which division, program, and service effectiveness is measured. Review and enhance the face of the division on the website and through printed materials. Plan employee evaluation program, and ensure professional development opportunities for team members are availed. (07/27/2020)

Admin - SEO-International Admissions, Global Experiences

Goal: Foreign Transcripts

Work with accredited evaluation service companies to get discounted rates for our students with foreign transcripts.

Goal Status: Archived

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Start Date: 04/02/2018

Means of Assessment	Results	Action Plans
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Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Assist the College to practice fiscal responsibility and sustainability by maintaining a consistent overall level of grant-funded/external financial support.

Goal Status: Active

Planned Assessment Cycle: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Means of Assessment	Results	Action Plans
<p>Data Related - Monitor budget changes in formula allocations (i.e. Perkins, EOP). Compare amount of reductions, if any, to amount of revenue realized from new sources.</p> <p>* Benchmark: New sources of grant revenue will offset any reductions in formula allocations and other funding sources. A consistent overall level of grant-funded support will be maintained.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Met</p> <p>1) Formula allocation grant amounts increased by 1% from prior year (\$627,270 vs. \$620,694).</p> <p>2) Twenty-nine new grant proposals were developed, totaling more than \$12,849,382 in requested funds. Twenty-two of those proposals totaling \$4,961,248 have been awarded to date. Four more of those proposals totaling \$676,134 are pending award notification. (Three totaling \$7,212,000 were denied.)</p> <p>3) Established 27 additional grant/contract awards, totaling \$523,168 received from FSA, BCC Foundation, SUNY, Binghamton University, NYSED, SV Housing Development Board, and Broome County DSS.</p> <p>4) As of 6/05/20, was providing grants management (i.e., budgetary, reporting, compliance) oversight to 102 grant-funded projects totaling \$15,782,345 (vs. 84 grant accounts totaling \$13,281,045 for the prior year, same period). This equals a 19% increase from prior year. [less] (07/13/2020)</p> <p>Related Documents:</p> <p>Grant Information Report_run date 6-21-19.pdf</p> <p>Grant Information Report_run date 6-05-2020.pdf</p>	<p>Action Plan: Use of Results 2018-19 and 2017-18 outcomes have been compiled in comparison format and will be presented to the Grants Planning Team, Sept 2019. Significant changes will be discussed, and feedback on new and/or modifications to existing ways to continue to meeting goals will be solicited. (07/13/2020)</p>
<p>Data Related - Monitor amount of available funds remaining unspent at the end of each grant's award period. Compute total for fiscal year. Compare to prior fiscal year.</p> <p>* Benchmark: Post-award utilization of available grant funds will be maximized.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: Benchmark Not Met</p> <p>Of grants ending for the same period (7/1 - 6/30) during the past five years, the percent of available funds that were fully spent each year is:</p> <p>2019-2020 - 77%</p> <p>2018-2019 - 99.2%</p> <p>2017-2018 = 98%</p> <p>2016-2017 = 98%</p> <p>2015-2016 = 98% (07/16/2020)</p> <p>If your benchmark was not met, what changes do you plan to make to help achieve your goal?: A decline of 21 percentage points in fully spent funds from this year compared to the same period, prior year (98% to 77%) is largely due to the COVID pandemic. Travel restrictions and the move to remote activities and distance learning resulted in several grant-funded</p>	<p>Action Plan: These results will be shared with Grants Planning Team members in an effort to underscore the gravity of having unspent funds at the end of an approved grant period. Extensions should be relied upon only when necessary not as the norm., as to do so opens the college up to greater risk that the funds will be rescinded (at least by SUNY) in economic emergencies. (07/16/2020)</p> <p>Budget/Resource Implications: Of</p>

Admin - Sponsored Programs

Goal: Goal 3. Fiscal Responsibility, Program Development, and Infrastructure Sustainability

Means of Assessment	Results	Action Plans
	<p>projects ending prior to their June 30 end dates, and in turn, incurring less expenses. In addition, several multi-year grant projects that been operating under no-cost extension agreements were terminated by the funding sources earlier than their extended end date (6/12/20 vs. 12/31/20). This historic situation underscored the importance of continuing to monitor and manage progress regarding individual grant deliverables and budgets despite the substantial amount of SP staff time to do so, even for grant awards that have specifically assigned grant program directors. Many faculty and clerical staff who are assigned to work on a grant project have limited understanding and/or experience to independently negotiate campus-wide policies and procedures regarding HR, purchasing/procurement, budgeting.</p> <p>What did you learn about your unit through this assessment cycle?: It remains imperative that Sponsored Programs staff continue to issue a consistent and firm message about the importance of meeting originally approved deadlines for use of grant funds. If the seven projects that needed extended end dates to carryout intended deliverables had been completed by the originally approved deadlines, the college would not now be faced with returning \$386,825 to the funding source (SUNY), and the now unmet deliverables would have already been accomplished.</p>	22 grant projects with end dates of 6/30/2020 and totaling \$1,765,667 in funds, 13 ended with a combined total of \$409,539 left unspent and needing to be returned to funders.