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

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SECTION 1: Campus Alignment with SUNY Excels

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

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

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

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

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

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

To best contribute to the SUNY goal of graduating 150,000 students and enrolling 100,000 students by 2020, SUNY Broome must continue to seek out more and varied partnerships with four-year colleges to facilitate seamless transfer of credits and to enroll and graduate more students. At the same time, faculty and staff must remain dedicated to advancing support services that promote student empowerment in critical thinking, problem-solving, civic engagement, and
self-efficacy, thereby helping to ensure students are best prepared to find job placement in their chosen field upon graduation and/or to pursue additional education.

**Program Mix / Centers / Distinct Programs and Activities**  

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

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

- By constructing a Student Village that houses 366 student residents, SUNY Broome joins 25 other SUNY community colleges that offer on-campus student living – a factor that notably fosters student learning and builds non-cognitive skillsets that aid student success and retention. Beyond fully furnished suites, the Student Village promotes healthy living, positive social engagement, and a supportive environment via a fitness center, classroom, Skype lounge, computer labs, quiet study rooms, and a student lounge.

- Adding to both commuter and residential students’ sense of belonging and connectivity is the newly renovated and re-named Student Association Café. Now known as Digital Lounge and Commons, this space features arcade games, vending machines, lounge furniture, and a large screen TV for students to use throughout the day.

- The B.C. Center provides affordable, accessible, and quality childcare for student-parents enrolled at SUNY Broome. An average of 12-14 student-parents who use the Center graduate from SUNY Broome every year.

- A new Sports Management Classroom was added to the SUNY Broome Ice Center in 2015. This 758-seat hockey arena hosts the Hornets hockey team and opens its doors to community groups such as the Southern Tier Hockey Association and Binghamton Figure Skating Club.

- The Learning Resource Center (Library) provides resources and services to meet the informational and instructional needs of SUNY Broome’s students and faculty. It also serves as the South Central Regional Library Council’s Bibliographic & Referral Center, a program of last-resort interlibrary loan service for member libraries and library systems.

- The Learning Assistance Department offers courses and activities to help students achieve their academic goals. Services include:
  - Deaf and Hard of Hearing Program
  - Learning Disabilities Program
  - Math Lab & Writing Center
  - Reading Comprehension & Study Strategies
  - Tutoring & Supplemental Instruction

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

**Distinct Programs and Activities**
• **Distance Education:** SUNY Broome is a frontrunner in distance education. Its online Clinical Laboratory Technologies (CLT) program was the first to achieve licensure-preparing status by NYS. And it was one of the first six campuses to participate in Open SUNY.

• **International Education & Global Service Learning:** SUNY Broome enrolls over 180 international students from 41 countries and participates in Collaborative Online International Learning (COIL) initiatives. More than 60 students living overseas study SUNY Broome online course annually. The first faculty-led service learning initiative, Health for Haiti, explicitly meets the vocational and professional goals of community college students. Through this course, SUNY Broome has built strong local and global partnerships, and has proven its ability to start and maintain water filtration and education projects in Haiti.

• **Education Pipeline Initiatives:** SUNY Broome College serves on the Southern Tier Educational Pipeline United Partnership (STEPUP), and the So. Tier Pathways in Technology Early College High School (P-TECH). SUNY Broome’s Fast Forward Program offers college-level experiences to students in their last years of high school and is one of only 83 U.S. colleges to be accredited by the National Alliance of Concurrent Enrollment Partnerships.

• **Collaborative Ventures:** By virtue of close proximity and shared interests in student transfer and articulation, access, completion, and, success, SUNY Broome has long considered Binghamton University (BU) its “sister university.” Notable collaborations include:
  - **Bridging the Digital Divide Program (BDDP)** – SUNY Broome, BU, and ten community partners are using BDDP to increase access to and training in information technology for local populations of youth living in poverty, the un/under-employed, the formerly incarcerated, immigrants, and the elderly. Since 2011, BDDP has supported computer literacy instruction for 1,668 community members; loaned 234 computers to community members; and collected, refurbished, and recycled more than 48,000 lbs. of electronics.
  - **Binghamton Advantage Program (BAP)** – This unique admissions program links SUNY Broome and BU by offering shared tracks in engineering science, computer science and liberal arts. Participating students experience student life at both campuses by living at BU while taking classes at SUNY Broome. Once their studies are finished at SUNY Broome, they transfer to BU to complete their degree. From a modest start with 40 students six years ago, BAP now enrolls more than 220 students.

• **Student Support Initiatives:** Two successful examples follow.
  - **Bridge to Success** - This initiative was piloted as a noncredit, remedial Academic Literacy Bridge program in 2012 with support from a Perkins IV Career and Technical Education (CTE) Grant. Since first serving 21 CTE students, the Academic Literacy Bridge has been institutionalized along with a Math Bridge and most recently a Writing Bridge. Together, these Bridge to Success programs have supported 200+ students with comprehensive services including individual tutoring, analysis, and academic counseling.
  - **Educational Opportunity Program (EOP)** – EOP is presently celebrating more than 25 years of providing access, academic support and financial aid to SUNY Broome students who show promise for succeeding in college but who may not have been admitted otherwise. The program currently serves 63 students and operates under the guidance of a director who has overseen the program since its inception.

**Post-Graduation Success**

At SUNY Broome, post-graduation success outcomes are assisted by a close working relationship with the Local Workforce Investment Board (LWIB), Broome-Tioga Workforce NY, and its associated One-Stop delivery system. In addition to SUNY Broome’s Director of Continuing Education and Workforce Development serving as a member, the College maintains a formal
MOU with the LWIB. Many job placement-related linkages are the result of strategies arising from the LWIB/One-Stop MOU such as the SUNY Broome-Department of Labor job fair that is held on campus annually. This event showcases 70+ employers and attracts more than 500 job seekers. College staff also assist with other local career fairs such as those sponsored by the Otsego and Greater Binghamton Chambers of Commerce as well as an on-campus Criminal Justice/ Emergency Services Career Fair that typically involves 18 or more employers.

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

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

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

Strategic Plan/Excel Goals
SUNY Broome is now in the fifth year of implementing its five-year strategic plan which sets forth seven “Strategic Initiatives”:
1. Enrich the learning and teaching landscape at SUNY Broome.
2. Engage the campus, local, regional, and world community in meaningful partnerships that foster innovation and excellence.
3. Seek and refine proactive academic endeavors and student services, which assist students in achieving life goals.
4. Sustain and invest in SUNY Broome as a learning community.
5. Enhance and sustain an infrastructure/environment for a dynamic living-learning community.
6. Foster an integrated approach, which creates a foundation for student empowerment in critical thinking, problem solving, civic engagement, and self-sufficiency.
7. Ensure a sustainable organization with a high level of excellence.

In addition to carrying out these Strategic Initiatives with objectives and activities that align well with the “Six Big Ideas” outlined in the Power of SUNY, the College shares a commitment to SUNY’s Completion Agenda and the SUNY Excels Performance System as reflected in (1) the 2015-2016 Update to the Strategic Plan, and (2) the goals set in each of the SUNY Excels focus areas (Access, Completion, Success, Inquiry and Engagement) as shown in Section 2.
**Environmental Factors**
In recent years, the Southern Tier of NY has faced significant hurdles: A declining population and one that is aging faster than the state and nation; a similarly shrinking and aging workforce; long-term job loss and declining employment in key manufacturing industries; along with high concentrations of poverty in several distressed areas and lower average wages than the state. (All of this plus being hit by a “100-year” flood in 2005, a “500-year” flood in 2006, and Tropical Storm Lee in 2011!) At the same time, new and emerging opportunities are materializing across the region. Despite a 35% employment loss since 2000, manufacturing remains the area’s second largest employer behind healthcare, with service-related industries (i.e. hospitality, arts and entertainment) gaining momentum and strong employment growth.

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

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

- **BU Lead Applicant Projects**
  - *Increasing Graduation Rates for Binghamton Advantage Program (BAP) Students* - To develop a coordinated, integrated advising model for students enrolled in BAP, with a goal to increase graduation rates of participating students.
  - *Early College Research Collaborative* - To provide SUNY Broome students with little or no research experience the opportunity to enroll in Research Immersion programs at BU, with goals to increase enrollment, engagement, and graduation rates of SUNY Broome’s STEM majors; and increase student transfer rates to baccalaureate programs at BU.
  - *Broome County Resident Successful Degree Completion* – To leverage existing relationships with Promise Zone collaborators and establish greater clarity, support and pathways for targeted populations of Broome County residents to maneuver through the pipelines from high school or equivalency to Associate’s degree, Bachelor’s degree and beyond.

- **SUNY Cortland’s Completion Path Collaborative** - To integrate academic advising towards four-year degree completion at the very onset of two-year community college enrollment via a weekly on-campus presence of a four-year advisor, with a goal to increase completion of associate’s degrees at SUNY Broome and bachelor’s degree at SUNY Cortland.

- **SUNY at Delhi’s Facilities Management BT Degree** - To participate in planning, implementing, and monitoring SUNY at Delhi’s proposed BT in Facilities Management degree program with a goal to introduce a cost-effective, accelerated General Education completion path leading graduates with AAS degrees to pursue and complete related baccalaureate degrees.

- **SUNY Broome’s Improving EOP Program Delivery with Bridge to Success Strategies** - To expand SUNY Broome’s EOP with a summer bridge program designed specifically to boost retention and graduation rates of participating EOP students.
SECTION 2: Specific SUNY Excels Priority Areas and Metrics

2.1 Access

1. Full Enrollment Picture

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

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

Estimated Fall 2018 & Fall 2020 Total Enrollment Numbers

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

2. NYS Residents Served by SUNY

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

3. Diversity

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

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

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

4. **Capacity**

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

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

2.2 **Completion**

5. **Completions**

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

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

- **Imagine Success** – This 18-month initiative is designed to engage all campus resources toward a goal of assisting more students to reach their goal of success via six strategies drawn from national best practices and researched by the American Association of Community College. A retention coordinator was recently hired to drive this initiative.
- **Quantway**-- To increase completion rates and student success rates in math, the Math Department plans to pilot 3 sections of Quantway I in fall 2016, and Quantway 2 in Spring 2017. Quantway 1 is a single-semester quantitative reasoning course that fulfills the
requirements for students' developmental mathematics sequence and prepares them for success in college-level math. Quantway 2 is a college credit-bearing quantitative reasoning course. Faculty are presently working on course numbers and names, and will probably have proposals in late February 2016 for the Curriculum Committee. Six faculty have gone through the training to teach the course. When implemented, these courses will help students successfully transition into credit bearing courses for timely graduation.

- **Starfish** – This platform is used to scale student success programs so more students can achieve their academic and life goals. It identifies students in need of intervention, pinpoints areas of concern, connects students with valuable services, and helps assess which services and interventions will keep students on track - before they drop out or fail courses.

- **Prior Learning Assessments** – Expansion of these assessments is to provide credit for learning acquired through military service and other programs to best facilitate timely graduation.

- **Bridge to Success** - Expansion of this non-credit, remedial program is meant to increase the number of students enrolled at the College who will achieve success without the need to take developmental courses, thereby enhancing retention rates and facilitating timely graduation.

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

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

![Graph showing projected increases in certificates and associate degrees](image)

6. **Student Achievement / Success (SAM)**

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

7. **Graduation Rates**

SUNY Broome’s three-year graduation rate (Fall 2008- Fall 2011) was 26.2% compared to a 19.8% national average for two-year public community colleges during the same timeframe. Projecting forward, the two-year graduation rates for Fall 2018 and Fall 2020, are estimated at 15.2% and 15.6% respectively. The three-year graduation rates are estimated at 27.4% and 28.0% respectively.
SUNY Broome will continue to grow its Bridge to Success initiative focused on helping students with developmental needs to take those courses during summer or winter sessions so they are ready for college-level courses during the Fall and Spring semesters.

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

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

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

9. SUNY Advantage

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

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

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

10. Financial Literacy

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

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

SUNY Broome is committing to reducing the cohort default rate to 15.9% (2020), a rate that is below the 17.4% three-year default rate for community colleges.
2.4 Inquiry
11. Total Sponsored Activity
Like many community colleges, SUNY Broome has not historically pursued raising research dollars expenditures and does not currently receive research funding through the National Science Foundation (NSF). However, that trend is starting to change for SUNY Broome.

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

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

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

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

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

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

12. Student hands-on research, entrepreneurship, etc.
In addition to those referenced under Total Sponsored Activity above, examples of SUNY Broome’s promotion of hands-on research include:

- Partnering with BU on an “Early College Research Collaborative” proposal seeking an Expanded Investment & Performance Fund award.
- SUNY Broome and BU have been collaborating for several years on an ongoing research initiative involving ticks and Lyme disease. Through this collaboration, SUNY Broome students use various field techniques to collect ticks from local “built” environments such as
college campuses and local parks. Molecular analysis of tick tissue is performed in search of pathogens such as the bacteria that cause Lyme disease.

Highlights of SUNY Broome’s promotion of entrepreneurship include:

- **SUNY Broome has been working for the past sixteen years with aspiring entrepreneurs and business owners looking to strengthen their business and managerial skills through its Excellence Center for Entrepreneurial Leadership. Since 2005, the College has additionally served as lead agency for the EAP Program. An increased interest in entrepreneurship throughout the region further led to SUNY Broome’s development and implementation of a 30-credit certificate program through its Business & Public Services Division in 2007. This certificate program provides both a stand-alone credential as well as a career pathway with credits transferring directly towards an Associate of Applied Science (AAS) degree in Marketing, Management & Sales – Entrepreneurship Sequence.

- **With a $6m SUNY 2020 Round III grant award, SUNY Broome will be ramping up its involvement in the Southern Tier High Technology Incubator initiative by bringing to the Incubator a “Bridge to Entrepreneurial Excellence” (SUNY-BEE) program where start-up business ideas start with students. This partnership between SUNY Broome and BU will emphasize prototyping opportunities meant especially to foster creation and acceleration among the region’s college students.

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

**13. Scholarship, Discovery and Innovation**

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

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

**2.5 Engagement**

**14. START-UP New York and beyond**

SUNY Broome’s Continuing Education & Workforce Development – This Department has a strong workforce development presence throughout the region. Through its efforts, nearly 200 training programs are run for local companies annually. During 2014-2015, for example, more than 15,000 contact hours of workforce development programs were provided to 30+ area businesses and organizations. Eight companies benefitted from the SUNY Community College Workforce Development grant funds, receiving over $125,000 worth of programs for $25,000.
Its quarterly Workforce Advisory Council meetings bring companies together to share best practices, collaborate on consortia training opportunities, and explore shared vendor/supplier ventures. Students participating in SUNY Broome’s Excelsior and Individual Studies program are sometimes introduced to local businesses through this Workforce Advisory Committee.

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

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

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

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

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

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

15. Alumni / Philanthropic Support
The Broome Community College Foundation and the Alumni Office, along with the College’s Office of Marketing and Communications, engage 40,000+ SUNY Broome alumni through an array of activities, including:
• The semiannual alumni magazine, BROOME, has taken on a new design and engaging content to help alumni - whether living close to campus or across the globe – connect
personally with the current students and faculty as well as the dramatic campus enhancements SUNY Broome has undergone in recent years. Mailed to more than 32,000 alumni addresses, the impact of the magazine is evident as more and more alumni reach out to share their stories and give generous donations.

- The annual Phonathon fundraising campaign reached new heights in fiscal year 2015 by securing over $60,000 in pledges. Phonathon callers - both alumni and current students – are diverse in age, culture, socio-economic demographics, degree programs and extracurricular activities, thereby helping to foster diversity among an expanding donorship.

- Online social media platforms such as Facebook and Twitter are helping to build the next generation of donors especially among alumni from the 1970s, 1980s, and 1990s. Through social media, these alumni are being drawn back “virtually” to campus to share in college successes – their own and those of current students. As a result, they’re providing updated contact information that can be used for event invitations, solicitation mailings, and other considerations. In addition, connections between current students and alumni are being made. Students see the benefits of giving and donors/alumni see how their funds are being used.

- Beyond social media efforts, targeted strategies involving personal visits, special events, and on-campus activities are being investigated, planned, and implemented to engage greater numbers of young alumni and to cultivate newer alumni who are likely to make a major gift to the College. Conducting focus groups helps us understand what types of events are most likely to attract large turnouts. Interestingly, one unexpected outcome has been to learn that an invitation’s wording can have a major impact on whether or not a young alumnus considers attending.

- Our Student Giving Campaign has also proved to be very successful raising over $5,000 in two years and awarding a total of $1,500.

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

### 16. Civic Engagement

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

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

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

Presently, SUNY Broome administration is investigating appropriate and feasible ways to infuse and measure civic/community engagement campus-wide and has referred to the Carnegie
Foundation’s Elective Community Engagement Classification Documentation Framework while doing so. Many measures and definitions put forth in the Carnegie Framework are ones that are being explored at SUNY Broome, and they are recommended for potential consideration System-wide.

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

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

SECTION 3: Conclusion and Expected Impact on Campus
SUNY Broome leadership, faculty and staff are committed to SUNY Excels goals of continuous improvement. Consequently, the College has set forth goals on all Excels measures to advance SUNY Broome’s service to its community, state and beyond. Priority commitments include increasing access by enrolling more out-of-county New York State residents, efforts to increase declining Broome county enrollment, and growing the percent of minority and underrepresented minority populations; and increasing completion by targeting improvement in first-time, full-time retention and growing graduation rates. Progress made in all these areas positions SUNY Broome as a more diverse institution in 2020, thus better prepared to serve an increasingly diverse student population.

Summary of 2020 Goals
- SUNY Broome will increase its performance in first-time, full-time retention to 64%, thereby exceeding the most recent benchmarks available for its sector (61.9%) and national peers (58.2%). This positions more students to enter the workforce or continue their education.
- SUNY Broome will have made progress in closing the achievement gap between under-represented minority (URM) students and their non-URM peers by increasing the percent of URM students to 8.4%.
- SUNY Broome faculty will continue to increase their success rates in securing sponsored research activity and working to produce publications, citations, performances, exhibits, etc.
- SUNY Broome will have also increased its partnerships with area four-year colleges and universities, yielding a higher percentage of community college transfers, and, as a result, increased degree completion and graduation rates.
- SUNY Broome will have contributed to SUNY’s overall completion goals by growing the number of Associate’s degrees awarded to 1,306 and certificates awarded to 125.
- SUNY Broome will maintain its standing as a leader in Open SUNY, meeting the current demand for online Associate’s programs and also moving more certificate programs online.
- Every SUNY Broome student will have access to applied learning experiences.
- SUNY Broome will continue to build on its already strong business and community partnerships and maximize the opportunities available through START-UP New York.

Projected Outcomes
Meeting the goals outlined herein will support SUNY Broome to attain its vision to be widely recognized as a preeminent institution of higher education where hope, passion, and opportunity
are fully realized. And its students, faculty and staff will best be able to apply relevant
knowledge, technology, and tools from the academic disciplines in the contexts of personal,
professional, and civic interactions, with sensitivity to diverse peoples and cultures.

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