STRATEGIC PRIORITY 2 DEEP DIVE
January 2023

BINGHAMTON UNIVERSITY

Provide a transformative learning community that prepares students for advanced education, careers and purposeful living.

2026 SP2 goals and metrics

Goal 1: Binghamton University has a dynamic and transformative learning community.

Metric	Target
High Impact Practices (HIPs)	100% by 2026

Goal 2: Undergraduates seeking graduate degrees are prepared for the challenges of graduate school; students are prepared to enter the workforce and successfully navigate their own career choices.

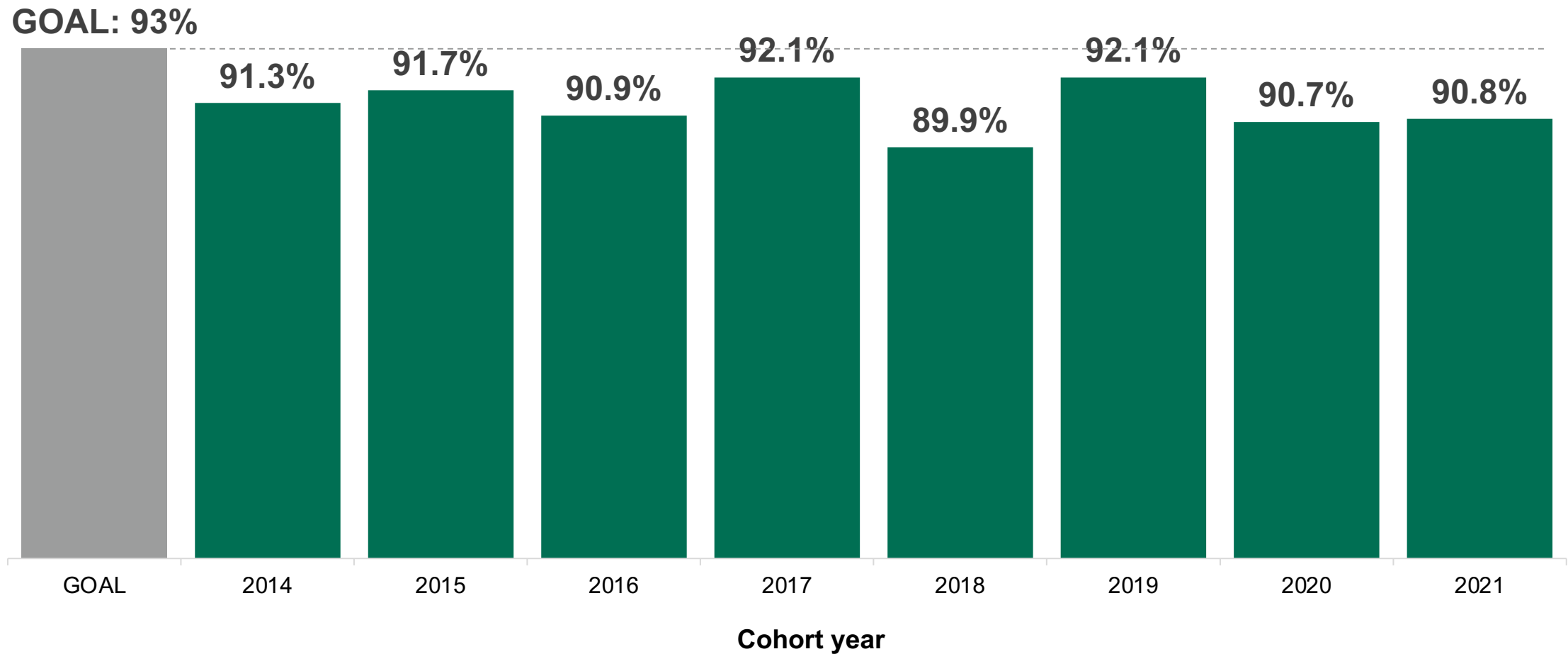| Metric	Target
Placement rates	90% overall placement rate by 2026

2026 SP2 goals and metrics

Goal 3: Undergraduate students graduate in 4 years.

	Metric	Target
Retention	1-year retention rate	93% by 2026
Grad 4-year	4-year graduation rate	75% by 2026
Grad 6-year	6-year graduation rate	85% by 2026

First-year retention rate over time

GOAL: 93%

GOAL	2014	2015	2016	2017	2018	2019	2020	2021
	91.3%	91.7%	90.9%	92.1%	89.9%	92.1%	90.7%	90.8%

Cohort year

FTFT retention (%) vs entering cohort year

4-year graduation rate over time

GOAL: 75%

	GOAL	2012	2013	2014	2015	2016	2017	2018
	75%	73.1%	71.4%	72.6%	74.7%	74.8%	76.7%	73.6%
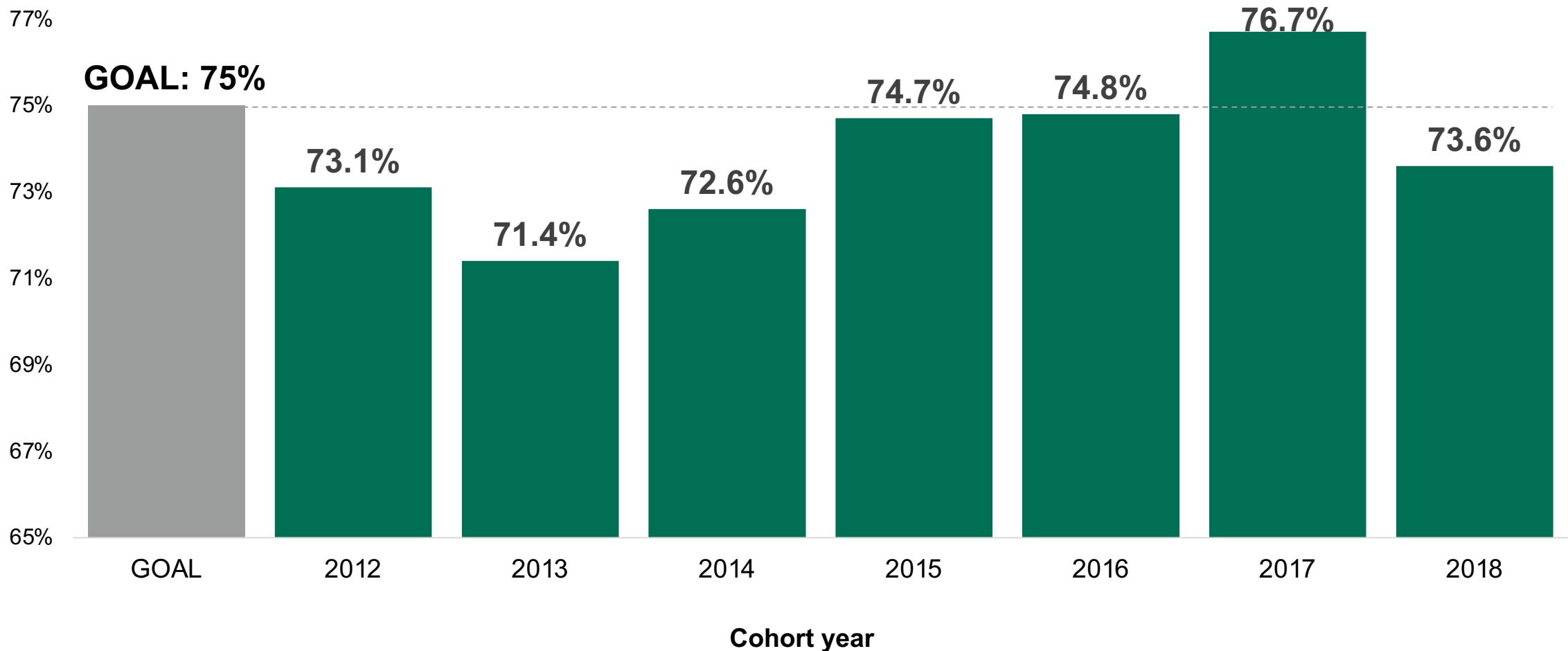
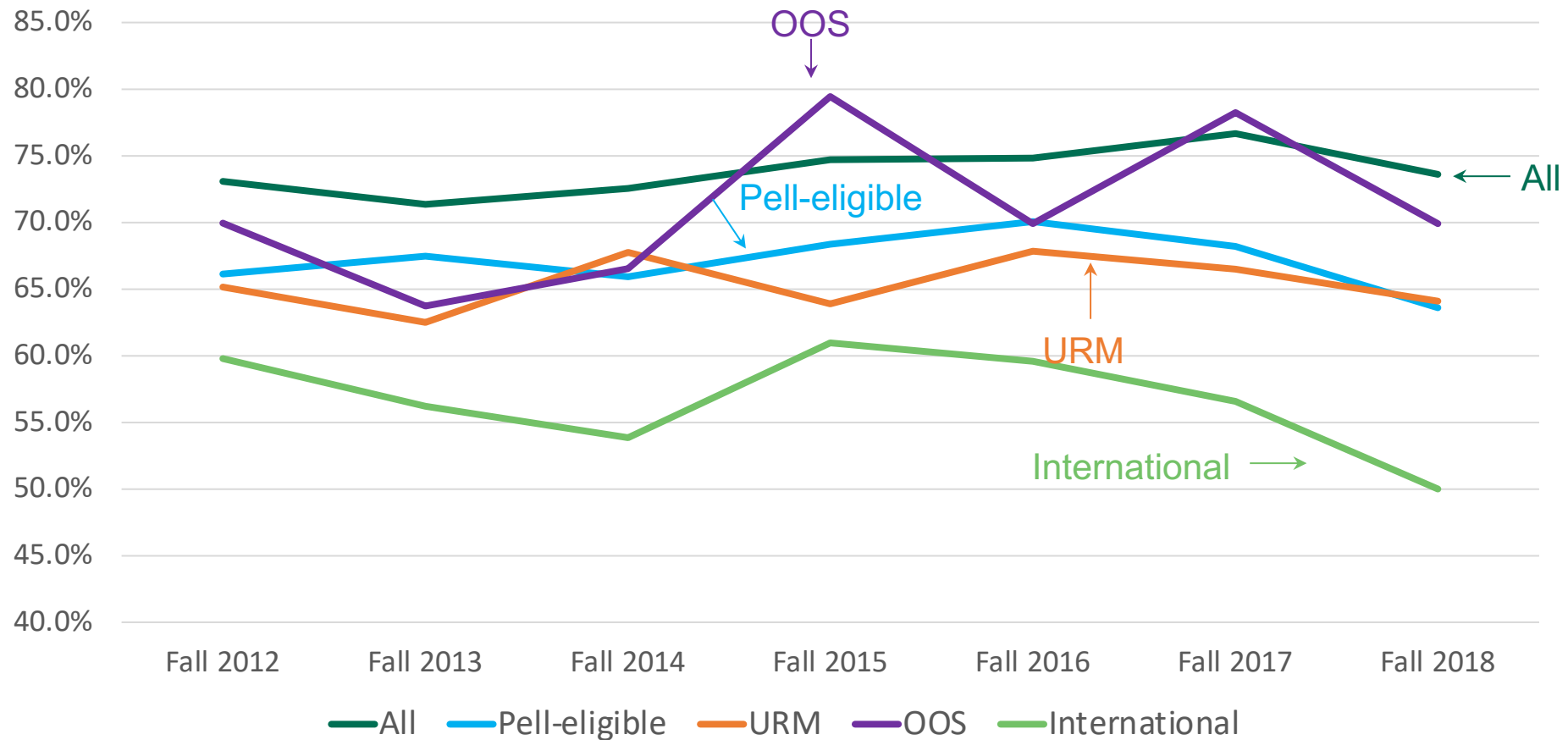Cohort year

FTFT 4-year graduation rate (%) vs entering cohort year

6-year graduation rate over time

GOAL: 85%

Chart showing 6-year graduation rate by cohort year with a goal of 85%:
- GOAL: 85%
- 2009: 81.2%
- 2010: 83.2%
- 2011: 82.6%
- 2012: 82.6%
- 2013: 81.6%
- 2014: 82.4%
- 2015: 83.7%
- 2016: 82.8%
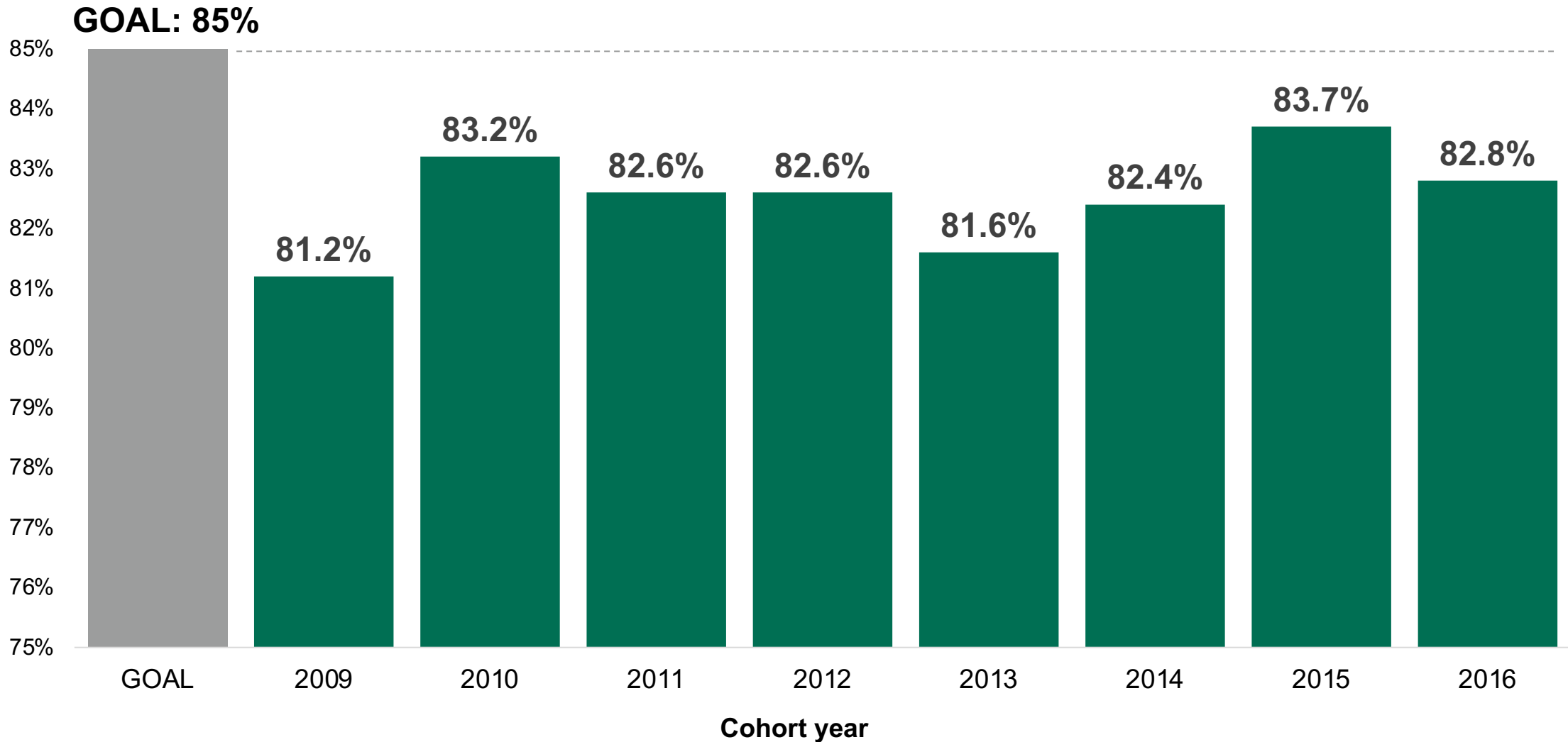
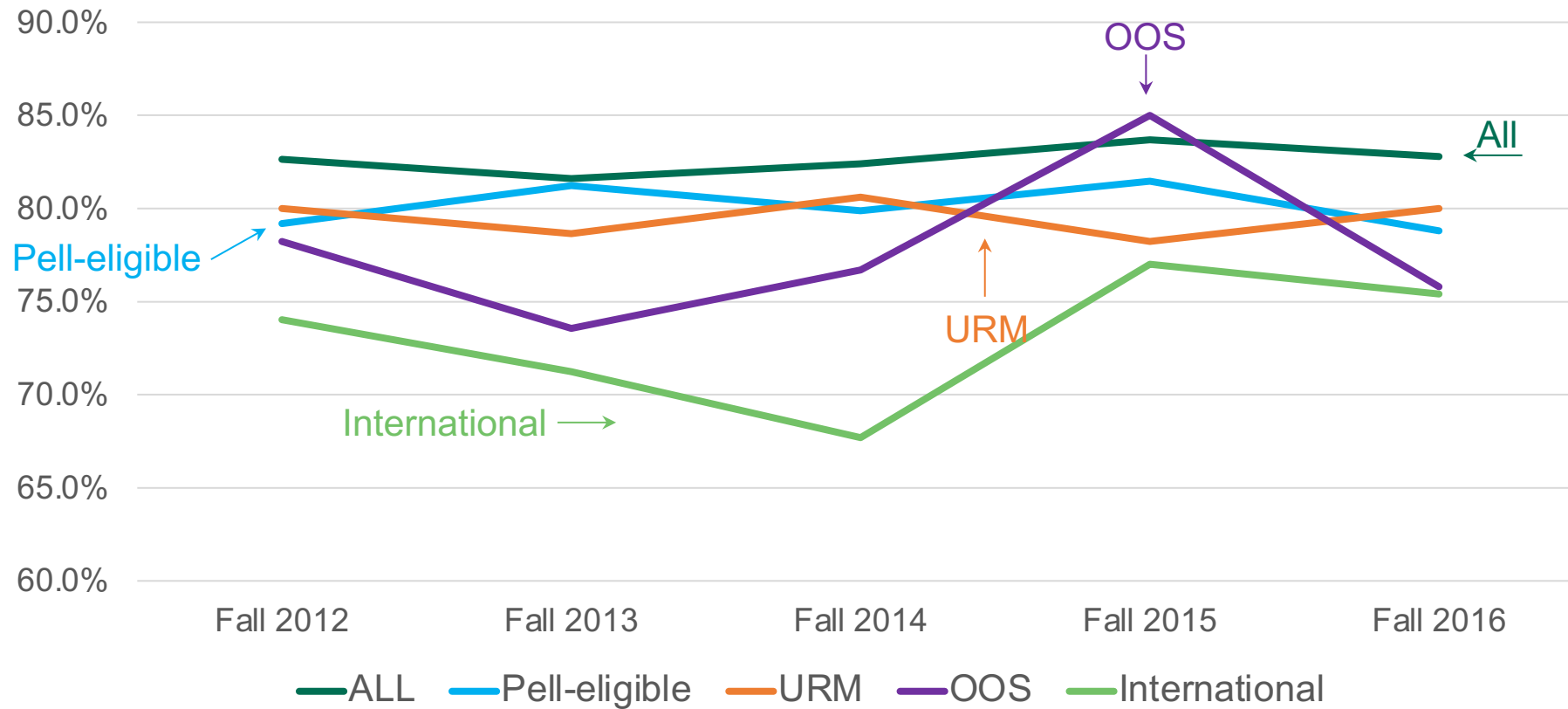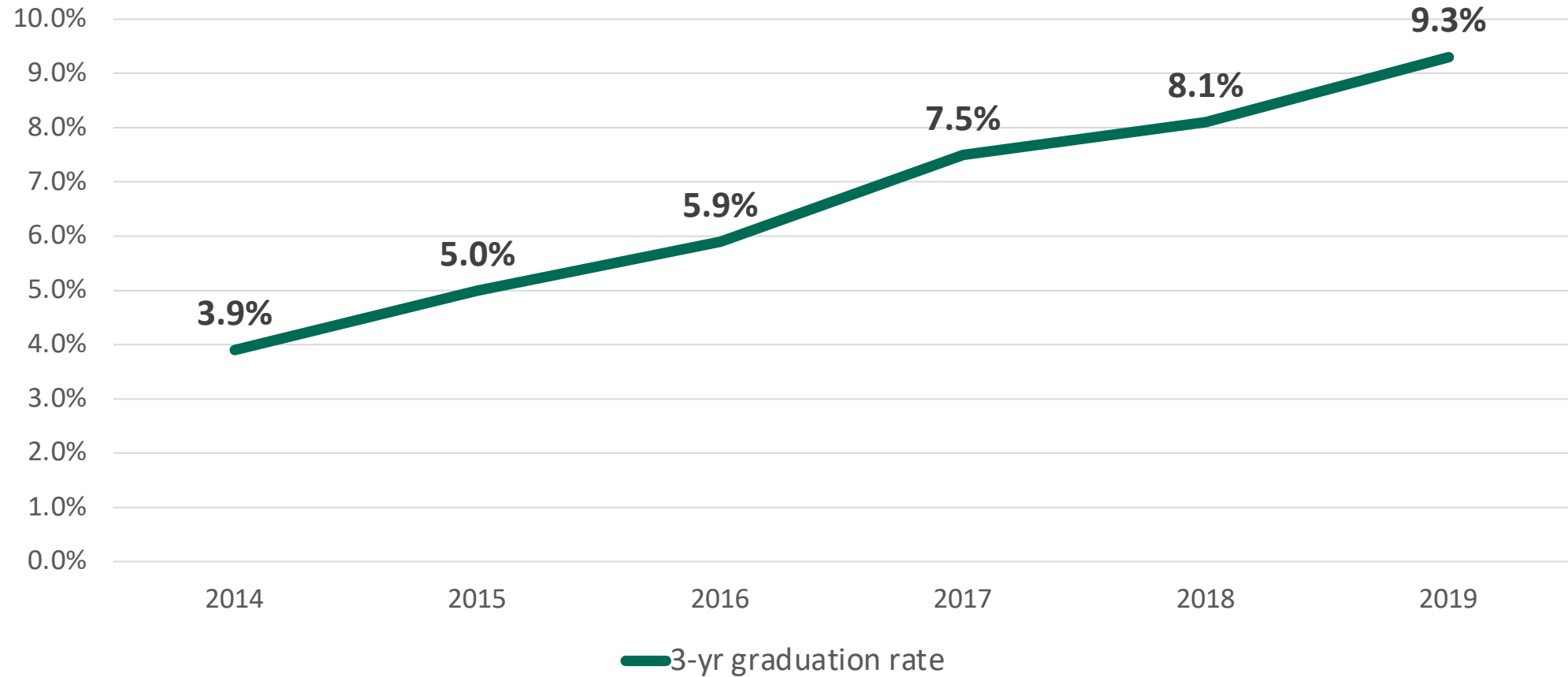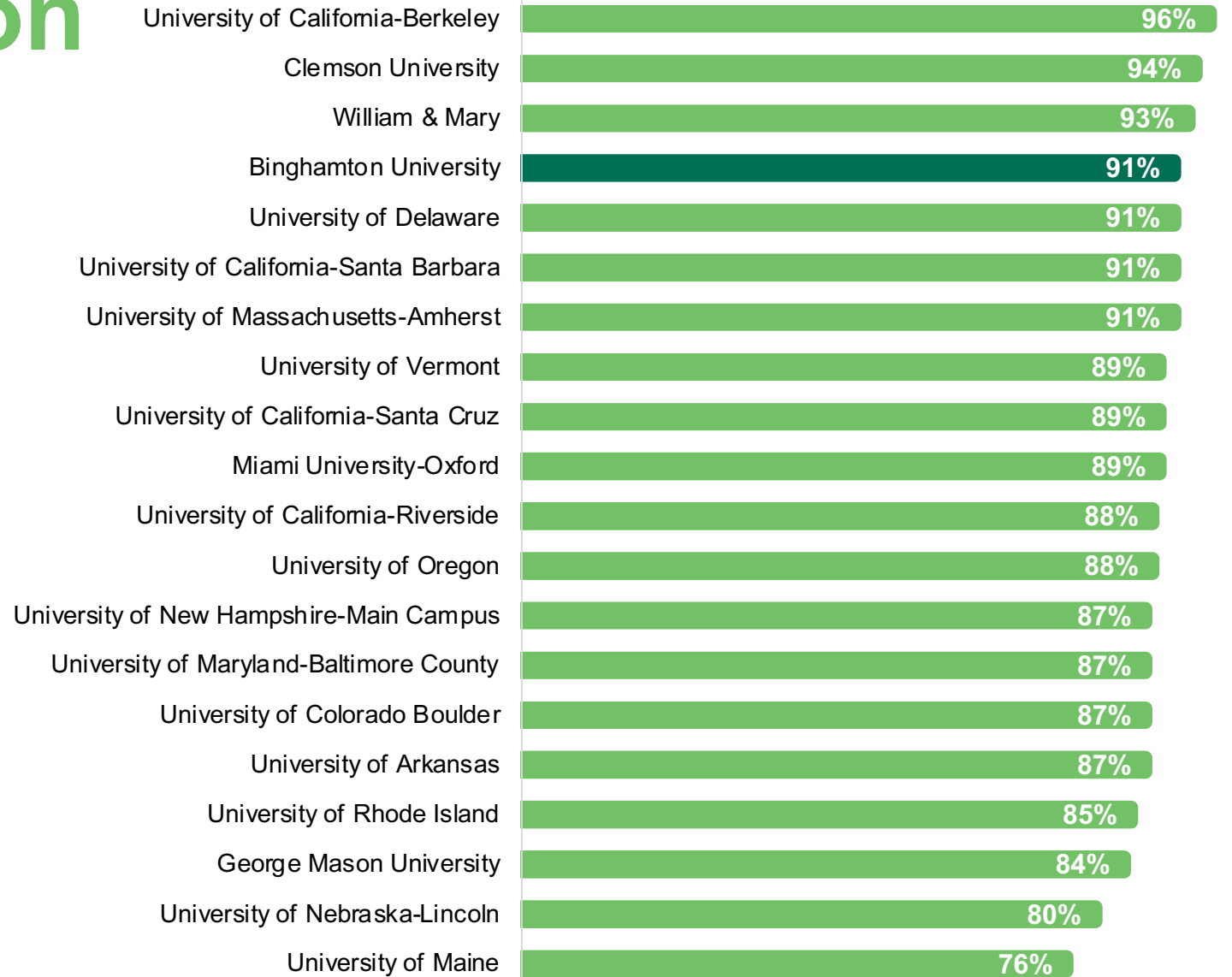Cohort year

FTFT 6-year graduation rate (%) vs entering cohort year

3-yr graduation rate over time

Peer comparison

Full-time retention rate in comparison to US NEWS Peer Institutions

Institution	Rate
University of California-Berkeley	96%
Clemson University	94%
William & Mary	93%
Binghamton University	91%
University of Delaware	91%
University of California-Santa Barbara	91%
University of Massachusetts-Amherst	91%
University of Vermont	89%
University of California-Santa Cruz	89%
Miami University-Oxford	89%
University of California-Riverside	88%
University of Oregon	88%
University of New Hampshire-Main Campus	87%
University of Maryland-Baltimore County	87%
University of Colorado Boulder	87%
University of Arkansas	87%
University of Rhode Island	85%
George Mason University	84%
University of Nebraska-Lincoln	80%
University of Maine	76%

Source: IPEDS Data Center

Peer comparison

Four-year graduation rate in comparison to US NEWS Peer Institutions

Institution	Rate
William & Mary	85%
University of California-Berkeley	76%
University of Massachusetts-Amherst	74%
Binghamton University	72%
University of Delaware	72%
Miami University-Oxford	71%
University of New Hampshire-Main Campus	68%
University of California-Santa Barbara	68%
University of Vermont	65%
Clemson University	60%
University of Oregon	56%
University of California-Riverside	56%
University of Rhode Island	52%
University of California-Santa Cruz	52%
George Mason University	50%
University of Arkansas	49%
University of Colorado Boulder	46%
University of Maryland-Baltimore County	42%
University of Nebraska-Lincoln	41%
University of Maine	37%

Source: IPEDS Data Center

Peer comparison

Six-year graduation rate in comparison to US NEWS Peer Institutions

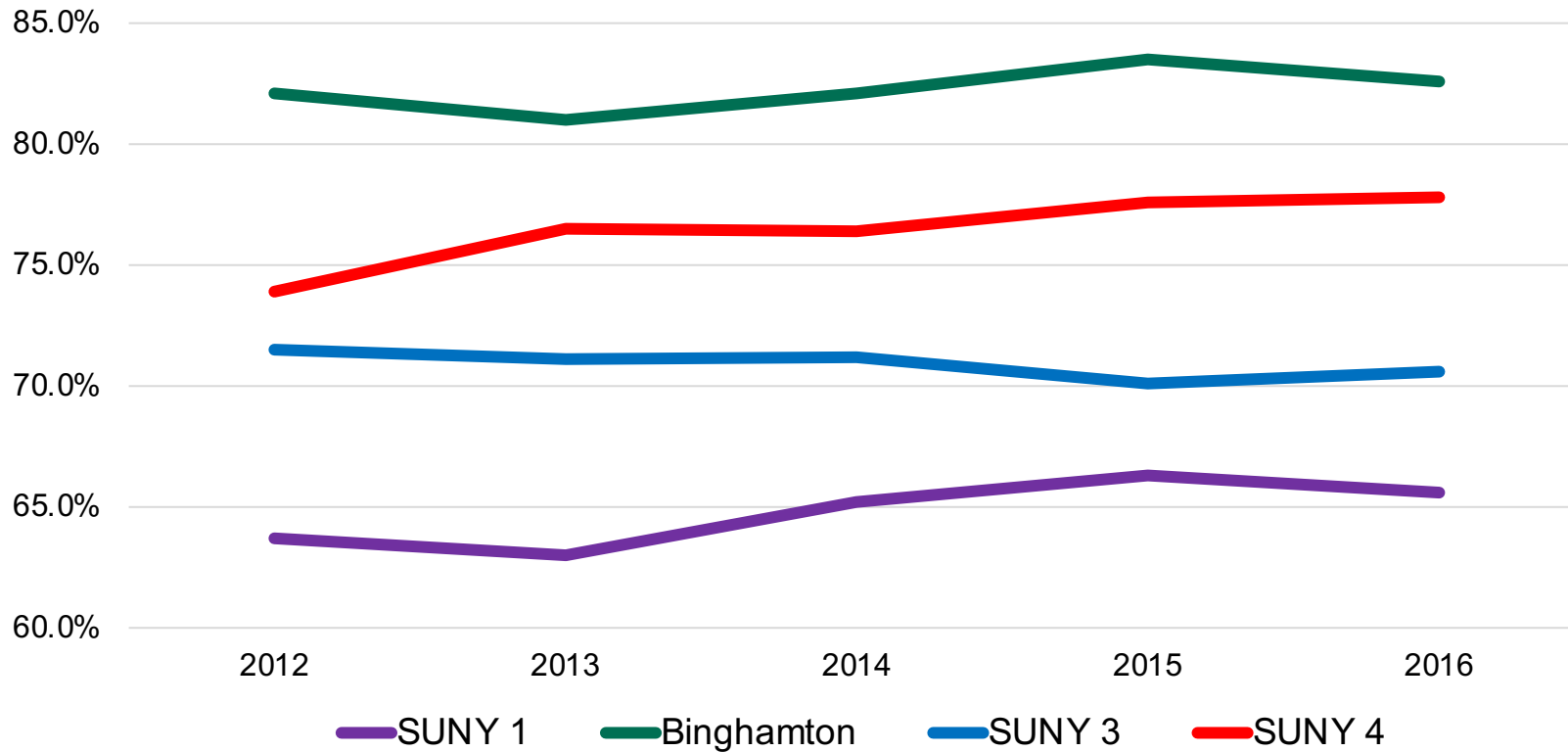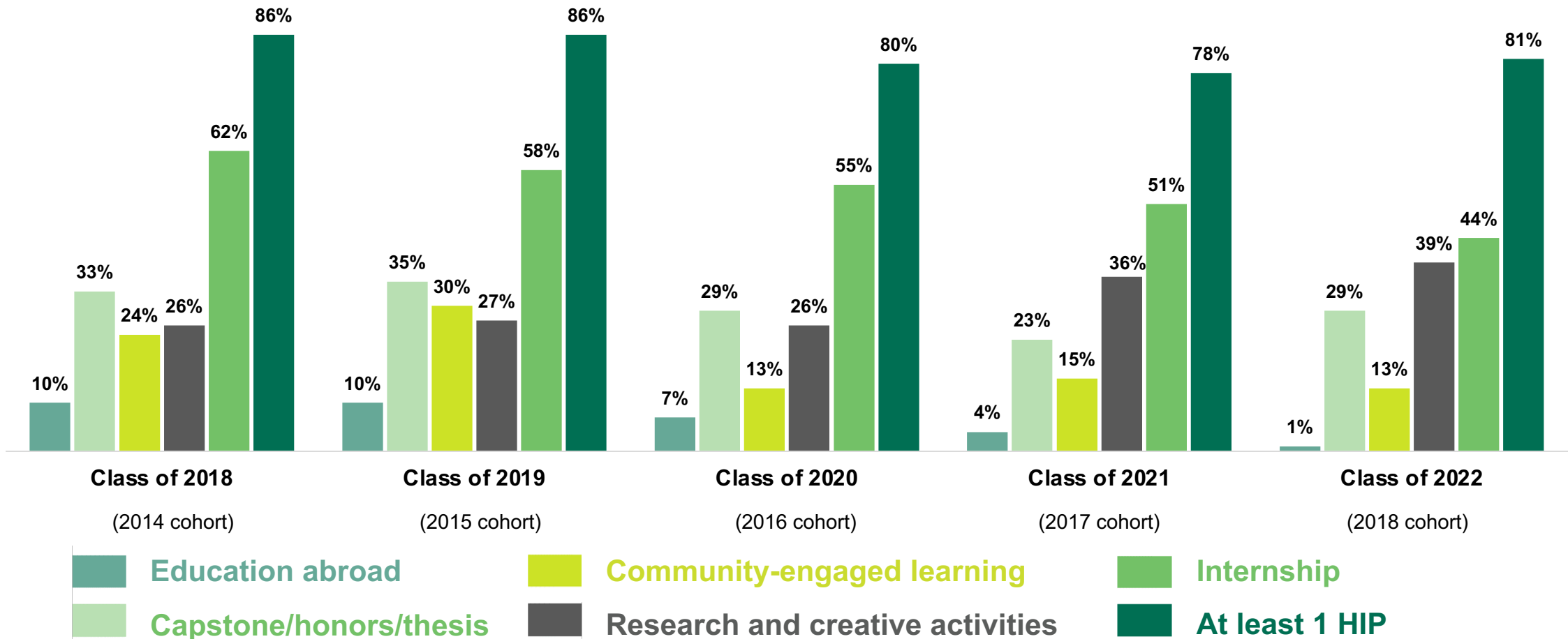| Institution	Rate
University of California-Berkeley	93%
William & Mary	90%
Clemson University	84%
University of California-Santa Barbara	83%
Binghamton University	82%
University of Delaware	82%
University of Massachusetts-Amherst	82%
Miami University-Oxford	81%
University of Vermont	77%
University of New Hampshire-Main Campus	77%
University of California-Riverside	76%
University of California-Santa Cruz	75%
University of Oregon	74%
George Mason University	71%
University of Maryland-Baltimore County	70%
University of Rhode Island	69%
University of Colorado Boulder	69%
University of Arkansas	66%
University of Nebraska-Lincoln	65%
University of Maine	56%

Source: IPEDS Data Center

SUNY Center comparisons

4-yr graduation rates

Source: SUNY BI

SUNY 2020 avg: 56.1%

High-impact practices (HIP) by type over time

Class of 2018 (2014 cohort): Education abroad 10%, Capstone/honors/thesis 33%, Community-engaged learning 24%, Research and creative activities 26%, Internship 62%, At least 1 HIP 86%

Class of 2019 (2015 cohort): Education abroad 10%, Capstone/honors/thesis 35%, Community-engaged learning 30%, Research and creative activities 27%, Internship 58%, At least 1 HIP 86%

Class of 2020 (2016 cohort): Education abroad 7%, Capstone/honors/thesis 29%, Community-engaged learning 13%, Research and creative activities 26%, Internship 55%, At least 1 HIP 80%

Class of 2021 (2017 cohort): Education abroad 4%, Capstone/honors/thesis 23%, Community-engaged learning 15%, Research and creative activities 36%, Internship 51%, At least 1 HIP 78%

Class of 2022 (2018 cohort): Education abroad 1%, Capstone/honors/thesis 29%, Community-engaged learning 13%, Research and creative activities 39%, Internship 44%, At least 1 HIP 81%

Legend:
- Education abroad
- Capstone/honors/thesis
- Community-engaged learning
- Research and creative activities
- Internship
- At least 1 HIP

Non-participants

**19%** of the class of 2022 **did not participate in a HIP** before graduating.

Non-participants were:
- More likely to be in Harpur College (88% of non-participants)
- More likely to be transfers and male
- Less likely to be student employees and attend University events
- Similarly likely to participate in student organizations

HIP participation rates for URM students were **similar** to rates for non-URM students
- slightly less likely to participate in internships and capstones

Participation rate by school/college

81% overall participation rate
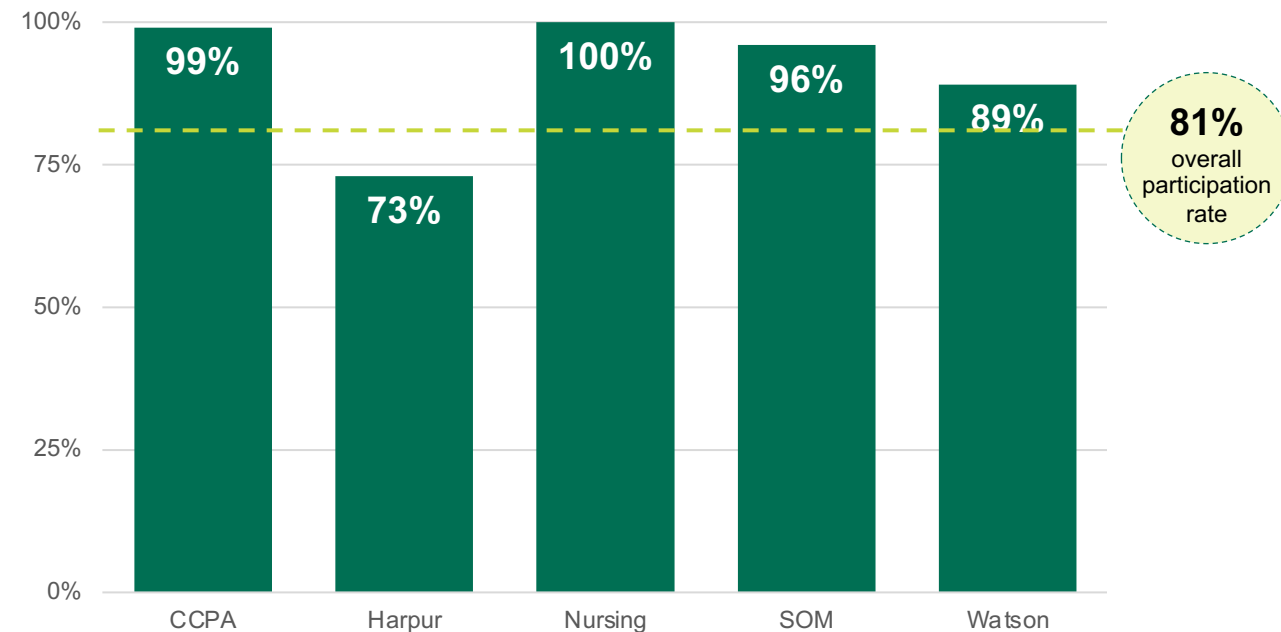
Economics students account for over 20% of all non-participants and 25% of Harpur College non-participants

Student employment as a HIP

HIP components

- High expectations
- Investment of time and effort
- Relationships with faculty and peers
- Experience with diversity
- Teamwork opportunities
- Solving real-world problems
- Frequent, timely, constructive feedback
- Reflection

New Fleishman Career Center initiative
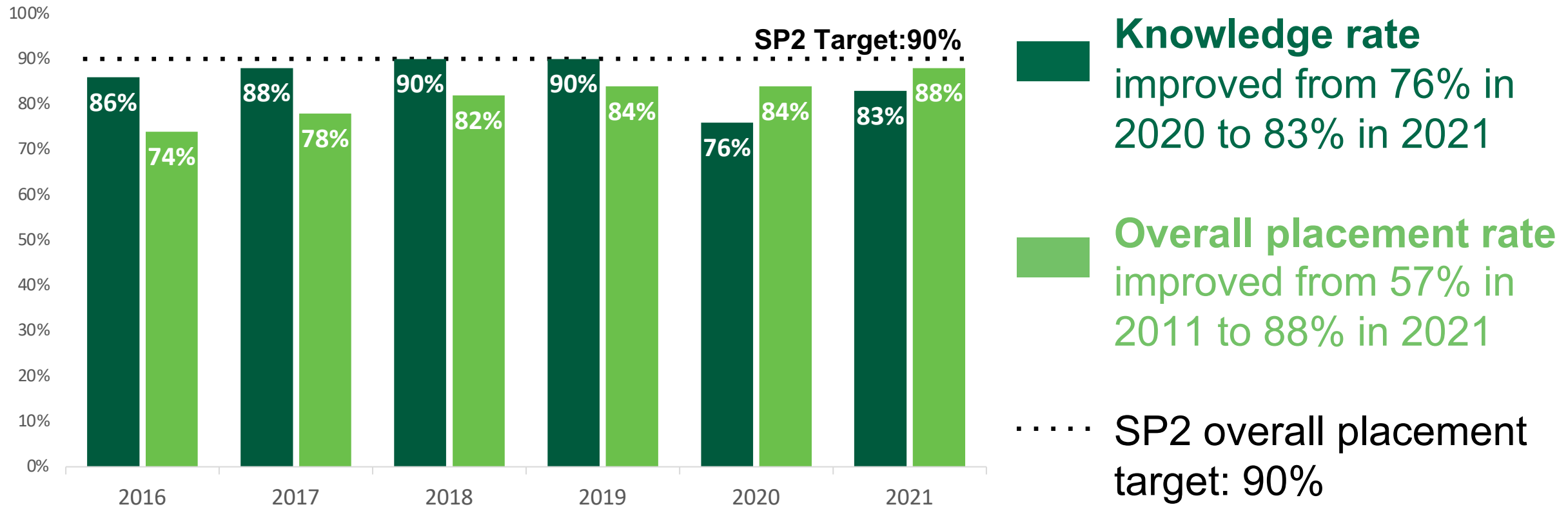
Core focus: skills students can gain and reflection

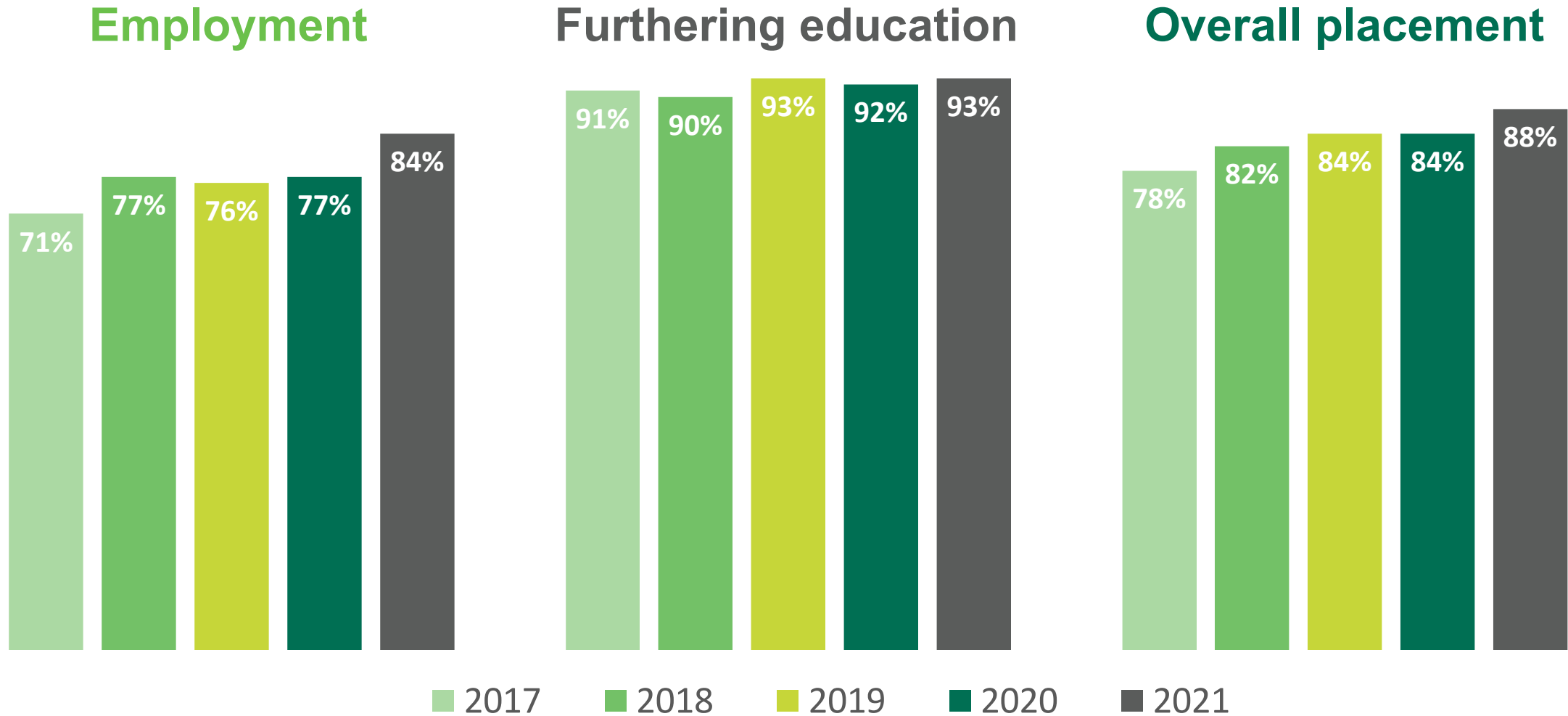|	
Student Employment Grants	**SkillsSurvey tool** (career readiness skill feedback for students and supervisors to use)
Spring Student Employment Fair	**Next phase:** Supervisor training, large group student trainings

Knowledge and placement rates over time

SP2 Target:90%

86% · 74% · 88% · 78% · 90% · 82% · 90% · 84% · 76% · 84% · 83% · 88%

2016 · 2017 · 2018 · 2019 · 2020 · 2021

Knowledge rate improved from 76% in 2020 to 83% in 2021

Overall placement rate improved from 57% in 2011 to 88% in 2021

SP2 overall placement target: 90%

Placement by type

Employment
Furthering education
Overall placement

Employment
- 2017: 71%
- 2018: 77%
- 2019: 76%
- 2020: 77%
- 2021: 84%

Furthering education
- 2017: 91%
- 2018: 90%
- 2019: 93%
- 2020: 92%
- 2021: 93%

Overall placement
- 2017: 78%
- 2018: 82%
- 2019: 84%
- 2020: 84%
- 2021: 88%

Legend: 2017 · 2018 · 2019 · 2020 · 2021

SP2 health metric

Goal: Binghamton University will prepare students for success by providing opportunities for students to develop healthy lifestyles that support continuous and resilient well-being.
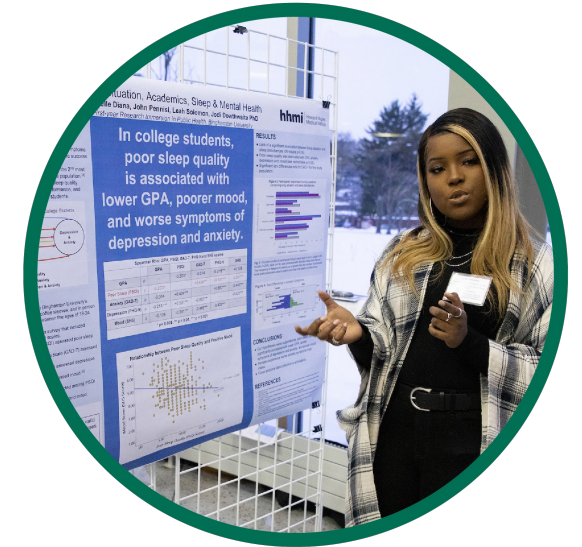
Student persistence

More than **three-quarters** of bachelor's degree students who have considered dropping out in the past six months cite emotional stress as the reason. That's a **34% increase** from 2020.

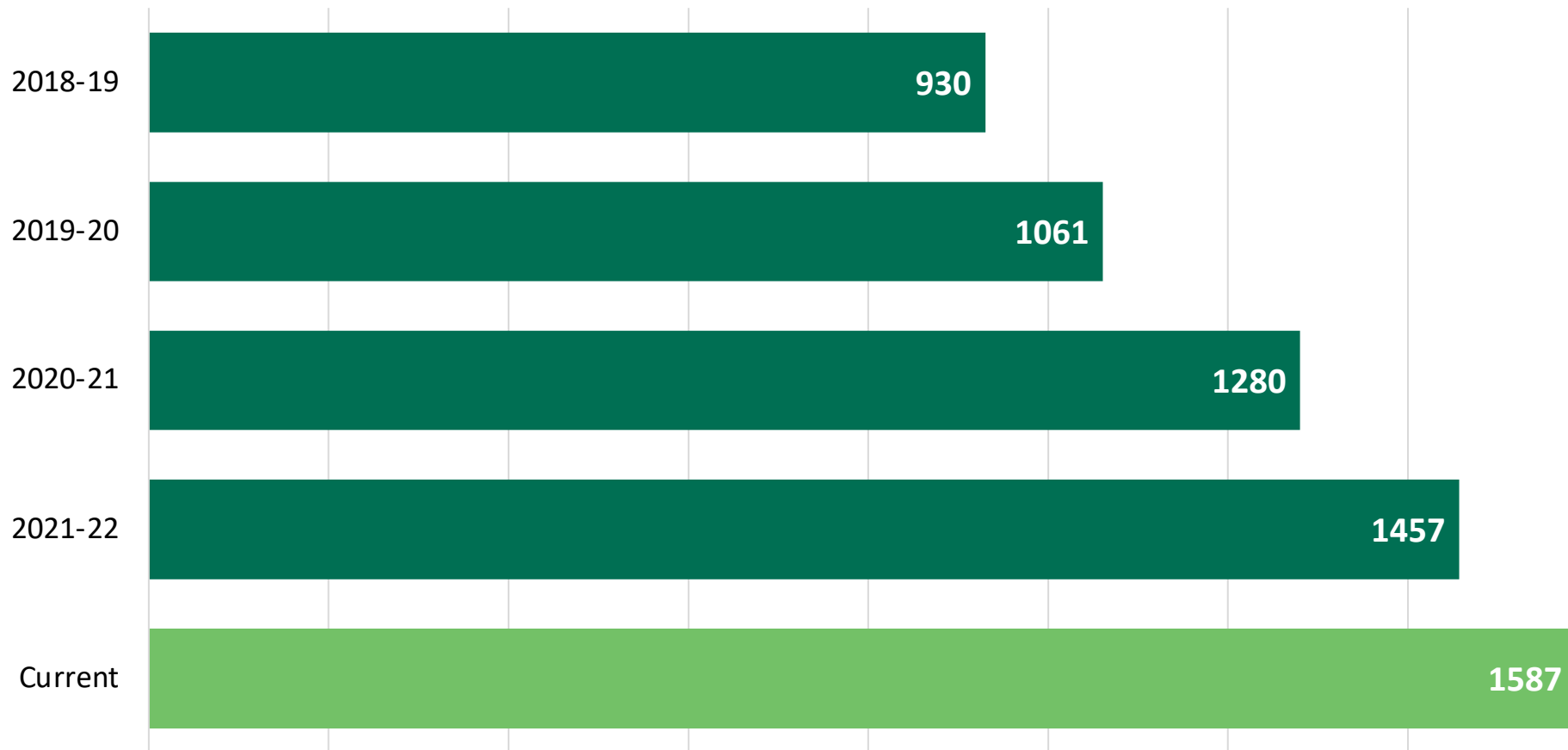*Which of the following describes why you considered stopping your coursework? Select all that apply.*

	Bachelor's degree	Change from **2020**	Associate degree	Change from **2020**
Emotional stress	**76%**	**+34%**	**63%**	**+39%**
COVID-19	33%	-18%	33%	+6%
Cost of attendance	36%	+3%	31%	+6%
Coursework too difficult	34%	+17%	24%	+10%

April 2022 Gallup-Lumina report

Services for Student with Disabilities Trends

Students registered with SSD

Year	Students registered with SSD
2018-19	930
2019-20	1061
2020-21	1280
2021-22	1457
Current	1587

~9% total student population

Students of Concern (SOC) committee case outcomes

	completed semester	withdrawals
spring 2022	92	17
fall 2021	137	22
spring 2021	115	11
fall 2020	67	11
spring 2020	113	7
fall 2019	83	53
spring 2019	104	16
fall 2018	110	10

completed semester   withdrawals
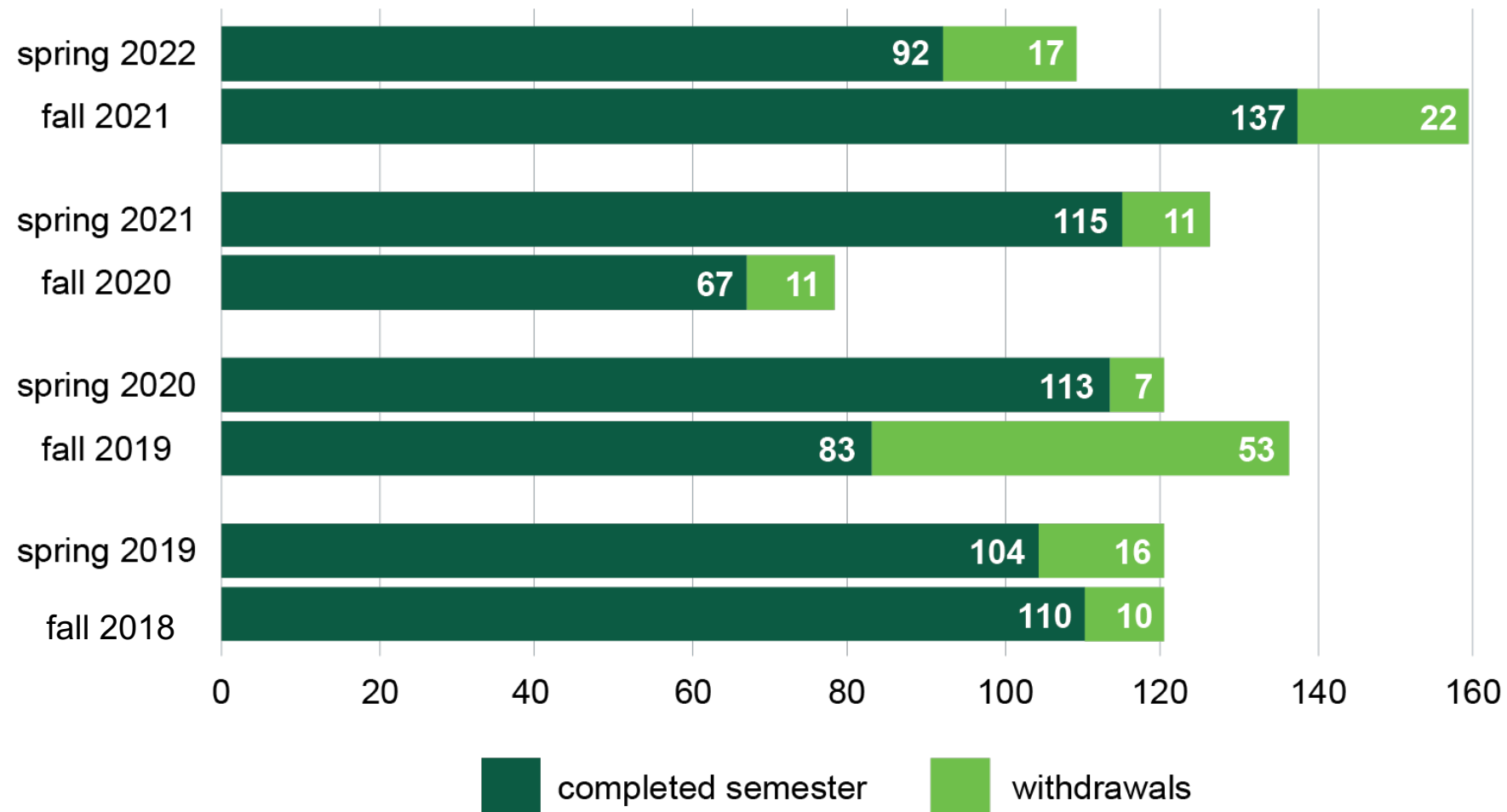
Measuring success (return on investment)

- Change in approach to national benchmarking — moving from individual health status/practices to institutional culture around wellness

- Custom tool with cohort design

- **Constructs of interest** — Emotional well-being; social connection; supporting a culture of care; resiliency

Reignite Road Map funds

Success Coaching

Professional and peer Success Coaches support student learning through personalized one-on-one appointments. We focus our empowering questions on the student's learning, who they are and how they have experienced campus.

Appointments held

191 — Fall 2021
245 — Spring 2022
513* — Fall 2022
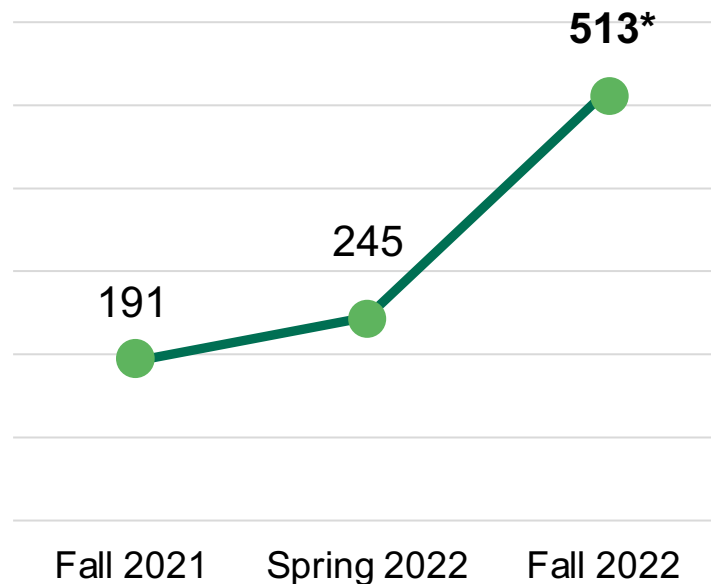
*Does not include 400 additional Success Team appointments

Success Coaching partnerships

Individual appointments

- Student Records: Academic Success Program
- SOM: Transformational Leadership Program (course requirement)
- SOM: probation
- Watson: academic probation

Class assignments

- UNIV 101: 23 sections with assigned peer for each class
- HARP 201: 5 sections
- CDCI 200: 3 sections

Next steps:

- Engage all first-year students in success coaching services

- Promote success coaching from a growth perspective for students

- Expand offerings to student leadership development (i.e. Student Association, student employees)

- Continue to collect testimonial insights from participants

Reignite Road Map funds

UNIV 101 "Success Team" pilot

- Students registered for UNIV 101/103 had an **assigned Peer Success Coach and Senior Peer Consultant** for fall 2022 (23 sections)

- Fewer sections but **22% increase in enrollment** from fall 2021

- **400 additional** success coaching appointments (included an intro meeting, success coaching, strengths-based coaching and career coaching appointments)

"I really love the fact this class is offered to new students at Binghamton University. Coming into college is a very nerve-wracking thing to go through, as you are unaware of the expectations that will be placed on you as a student. However, being in this class definitely eased my anxiety towards this new environment and has helped me find my place here at Binghamton University."
– UNIV 101 student in FYPSC-linked section

Reignite Road Map funds

Fall 2022 Supplemental Instruction (SI)

Total session attendance: 1,380*

16 sessions/week in 8 content areas

- BIO 113; PYSC 111, 220, 243; PHYS 121; CS 140, 240, 373

Feature: computer science partnership

- Development of four SI sessions
- CS recruits and pays position
- STS leads the training/logistics of SI leader

*Numbers are self-reported by students attending SI sessions.

Feedback from fall 2022 SI attendee survey:

"SI helped my grade tremendously. I attended the second session hoping to increase my grade from the first test and it clearly did. SI gave me the perfect way of studying, which I used for test three, and I saw an increase in that score as well."

Early Alert Initiative and retention implications for students

Probationary status as a key leading indicator

Graduation rates for students who have been on probation (excludes EOP)

First-year cohort	# in cohort	# on probation	Probation 4-year grad %	Overall 4-year grad %		Probation 5-year grad %	Overall 5-year grad %		Probation 6-year grad %	Overall 6-year grad %
Fall 2016	2,643	266	27.3%	74.8%		39.5%	81.6%		39.5%	82%
Fall 2017	2,673	261	26.5%	77.0%		35.3%	82.6%			
Fall 2018	2,909	219	17.3%	73.8%						

*Probation was not calculated at the end of the spring 2020 semester

At-risk enrollment — spring 2023

Cohort	# in cohort	Probation (current or previous)	Anticipated attrition	% points lost toward 4-year grad rate
Fall 2019	2,896	198	148	5.1%
Fall 2020	2,859	211	158	5.5%
Fall 2021	3,083	175	131	4.2%
Fall 2022	3,106	158	119	3.8%

	Cumulative GPA between 2 and 2.5 with fall term GPA < 2.0
At risk of probation	150 enrolled / 29 not enrolled

- All first-time probation students in Harpur College are invited to the HARP program (successful completion leads to removal of the probation status)
- 164 students have scheduled appointments to meet with the new Academic Success Advisor within Enrollment Management

B-Successful: Early Alerts

Courses with raised alerts

5,430	Total alerts raised	Change from fall 2021 – 1,124 alerts
2,431	Kudos	-634 alerts
1,805	Medium level: Attendance or class participation concern, low quiz or exam score, late or missing assignments, etc.	+526 alerts
1,194	High level: In danger of failing – student not attending or poor course performance — overall decline in performance, etc.	-1,016 alerts

Early Alerts: Student information

Students who had (X) courses with a medium or high alert	0	1	2	3	4	5	
First-year	2,423	532	117	28	4	0	3,104

Early Alerts: Outcomes

	A/A-	B+/B/B-	C+/C/C-	D	F	W	P
No alert				761	713		

Among the students who had no alert raised:

- 1,343 unique students received a D or F (288 first-year students)
  - 15 degree candidates
  - 279 students are on probation (89 first-year students)
    - 61 students did not enroll for the spring semester (19 first-year students)
  - 59 of these students were suspended after the semester
  - 88 students in good standing did not enroll spring 2023 (4 first-year students)

Going forward

Developing a teaching metric

- Measure teaching activities and course development using evidenced-based practice
- Leverage the support available at the CLT and other sources
- More comprehensive approach to improvement of teaching using student and peer feedback as well as self reflection
- Examples may include instructor "refresh" workshops on syllabus review, learning objectives, assessments, latest tech developments

Joint FSEC — Provost Office task force on teaching evaluation

- Useful and appropriate student feedback
- Delivery methods and response rates
- Challenges with bias
- Embracing the wide scope of teaching in various disciplines and instructional delivery modalities

SP2 Takeaways

- Binghamton **compares very favorably to peers** with respect to traditional measures of student success

- Binghamton is not immune to the **national trend of post-pandemic decline** in student outcomes

- **Early identification** of students needing support is critical to our success (probation can be "too late")

- We have developed a **comprehensive suite of initiatives** (academic support, experiential learning, health and well-being services)

- **Broader engagement** in early identification and steering students to support will determine our success in maintaining our position and meeting the even higher future goals we have set