



SUNY Delhi 2023 MSCHE Self-Study
13 January 2023



Dr. Mary H. Bonderoff
Officer in Charge





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Executive Summary

SUNY Delhi conducted this self-study between 2020 and 2023, with content edits made through December 2022. As the accompanying Verification of Compliance shows, the college has met all of the requirements outlined by the Middle States Commission on Higher Education. Additionally, the self-study presented here indicates that the college satisfies the standards set out by the Commission, highlighting strengths and opportunities of improvement.

Standard I: SUNY Delhi’s current mission was established in the 2017-18 Strategic Plan development and fits the role of a college of technology in the SUNY system. The mission and plan effectively govern the day-to-day operations, from budget to assessment. Future revisions will build in increased participation from governing bodies.

Standard II: Delhi continues to offer an affordable education and has taken steps to increase student financial literacy and provide a sustainable environment for students. The current Officer in Charge was initially sent to campus to review Human Resource operations and, as OIC, has established new committees and policies to improve employee relations.

Standard III: Delhi continues to develop new degrees and monitor the rigor and effectiveness of its current offerings via assessment and curriculum processes. Recent changes in SUNY’s General Education Requirements have initiated local changes in curriculum and raised questions about the need for additional hires.

Standard IV: The academic support programs and offices across campus are dedicated to student excellence, providing guidance on registration, placement, transfers, and class performance. The school maintains consistent standards for student achievement across extracurricular activities and has policies to ensure confidential handling of student records.

Standard V: The campus has cultivated a culture of assessment since the last MSCHE visit. The Office of Institutional Effectiveness, in coordination with a campus Assessment Committee, oversees a tightly-linked series of assessments for both academic and non-academic units that drives change.

Standard VI: The college continues to improve its facilities and implement an energy savings plan. Delhi is actively working to address the issue of its depleted reserves (due, in part, to the pandemic). New policies and increased shared governance are setting the stage for savings and preparing the campus for the restrictions that may come with further SUNY support.

Standard VII: Delhi falls under the governance of the SUNY Chancellors and Board of Trustees. In its daily operations, the OIC and cabinet (hired in national searches) run the college with an eye towards improving transparency of communication and shared governance.

Introduction

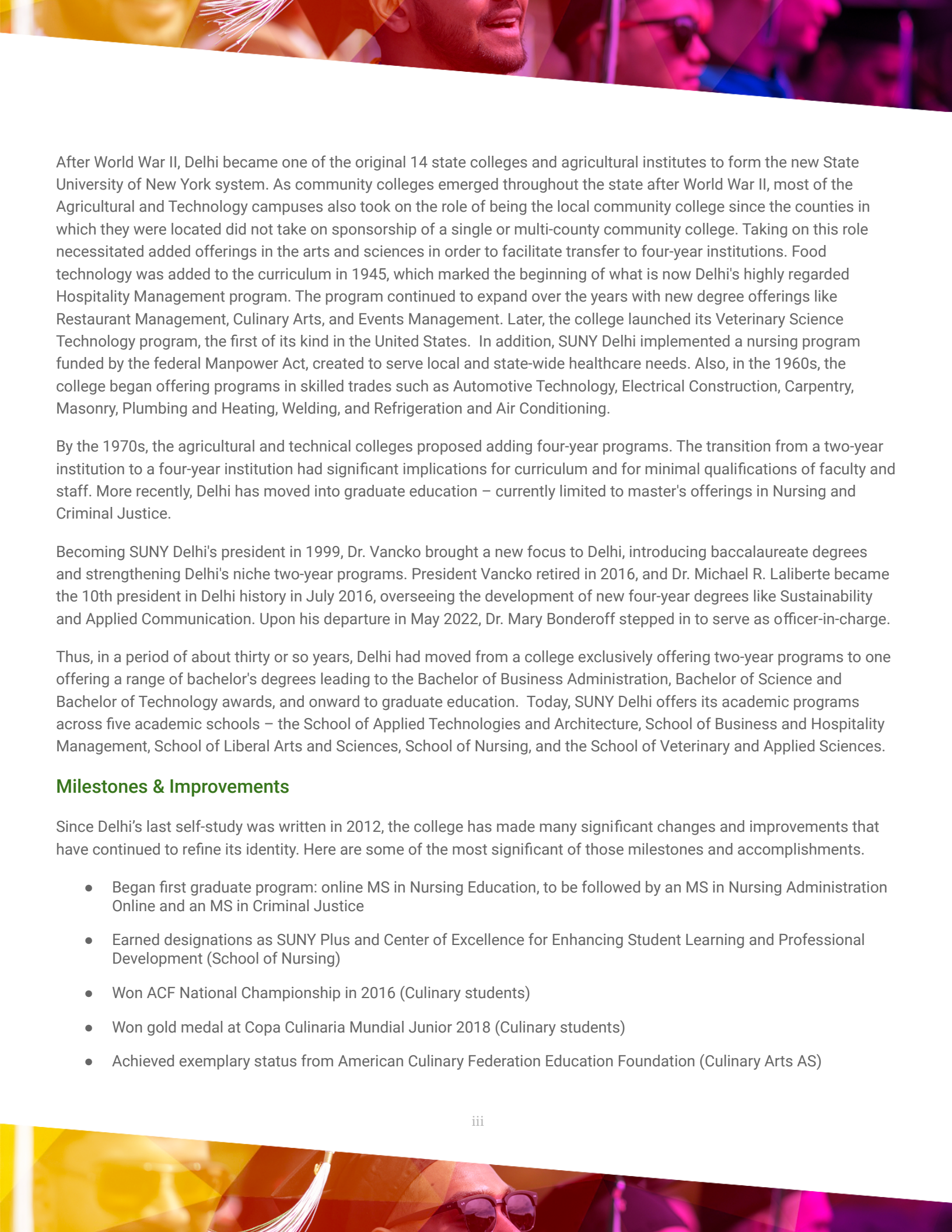


The Story of SUNY Delhi

SUNY Delhi offers associate's, bachelor's, and master's degrees, as well as certificates and non-credit or non-matriculated courses and programs in a wide variety of disciplines. As one of the technology colleges within the public State University of New York (SUNY) system, Delhi focuses on integrating technology and hands-on, career-focused practices into every one of its 60+ majors and programs.

Located in the scenic Catskill Mountains in the Southern Tier, the college is located just three hours north of New York City. The village of Delhi, NY is charming and vibrant, sheltered in the New York Watershed. It offers opportunities to explore the great outdoors and yet is within easy distance of larger cities and major metropolitan areas. SUNY Delhi students, from all corners of New York State and the globe, learn, live, and work in a close-knit, inclusive community.

The college was initially founded in 1913 as the State School of Agriculture and Domestic Science at Delhi. Its mission was to stem the migration of young people from the area by preparing them for careers in farming. After World War I, Delhi created an intensive training program to alleviate a farm worker shortage; it established a teacher training program in 1921 when Upstate New York's one-room schoolhouses were desperate for trained teachers; and it responded to a national call for nurses in 1943 with a new training course for practical nurses. From its foundation, the college has a long and proud tradition of applying hands-on education to prepare students to help meet the needs of the region and beyond. In 1933, the college launched the country's first building construction program to meet the growing demand for carpenters and builders. Many of the houses in the Village of Delhi were the result of Delhi construction students' hard work—a tradition that continues today with construction students building homes, as well as facilities for non-profit organizations, to gain hands-on experience.



After World War II, Delhi became one of the original 14 state colleges and agricultural institutes to form the new State University of New York system. As community colleges emerged throughout the state after World War II, most of the Agricultural and Technology campuses also took on the role of being the local community college since the counties in which they were located did not take on sponsorship of a single or multi-county community college. Taking on this role necessitated added offerings in the arts and sciences in order to facilitate transfer to four-year institutions. Food technology was added to the curriculum in 1945, which marked the beginning of what is now Delhi's highly regarded Hospitality Management program. The program continued to expand over the years with new degree offerings like Restaurant Management, Culinary Arts, and Events Management. Later, the college launched its Veterinary Science Technology program, the first of its kind in the United States. In addition, SUNY Delhi implemented a nursing program funded by the federal Manpower Act, created to serve local and state-wide healthcare needs. Also, in the 1960s, the college began offering programs in skilled trades such as Automotive Technology, Electrical Construction, Carpentry, Masonry, Plumbing and Heating, Welding, and Refrigeration and Air Conditioning.

By the 1970s, the agricultural and technical colleges proposed adding four-year programs. The transition from a two-year institution to a four-year institution had significant implications for curriculum and for minimal qualifications of faculty and staff. More recently, Delhi has moved into graduate education – currently limited to master's offerings in Nursing and Criminal Justice.

Becoming SUNY Delhi's president in 1999, Dr. Vancko brought a new focus to Delhi, introducing baccalaureate degrees and strengthening Delhi's niche two-year programs. President Vancko retired in 2016, and Dr. Michael R. Laliberte became the 10th president in Delhi history in July 2016, overseeing the development of new four-year degrees like Sustainability and Applied Communication. Upon his departure in May 2022, Dr. Mary Bonderoff stepped in to serve as officer-in-charge.

Thus, in a period of about thirty or so years, Delhi had moved from a college exclusively offering two-year programs to one offering a range of bachelor's degrees leading to the Bachelor of Business Administration, Bachelor of Science and Bachelor of Technology awards, and onward to graduate education. Today, SUNY Delhi offers its academic programs across five academic schools – the School of Applied Technologies and Architecture, School of Business and Hospitality Management, School of Liberal Arts and Sciences, School of Nursing, and the School of Veterinary and Applied Sciences.

Milestones & Improvements

Since Delhi's last self-study was written in 2012, the college has made many significant changes and improvements that have continued to refine its identity. Here are some of the most significant of those milestones and accomplishments.

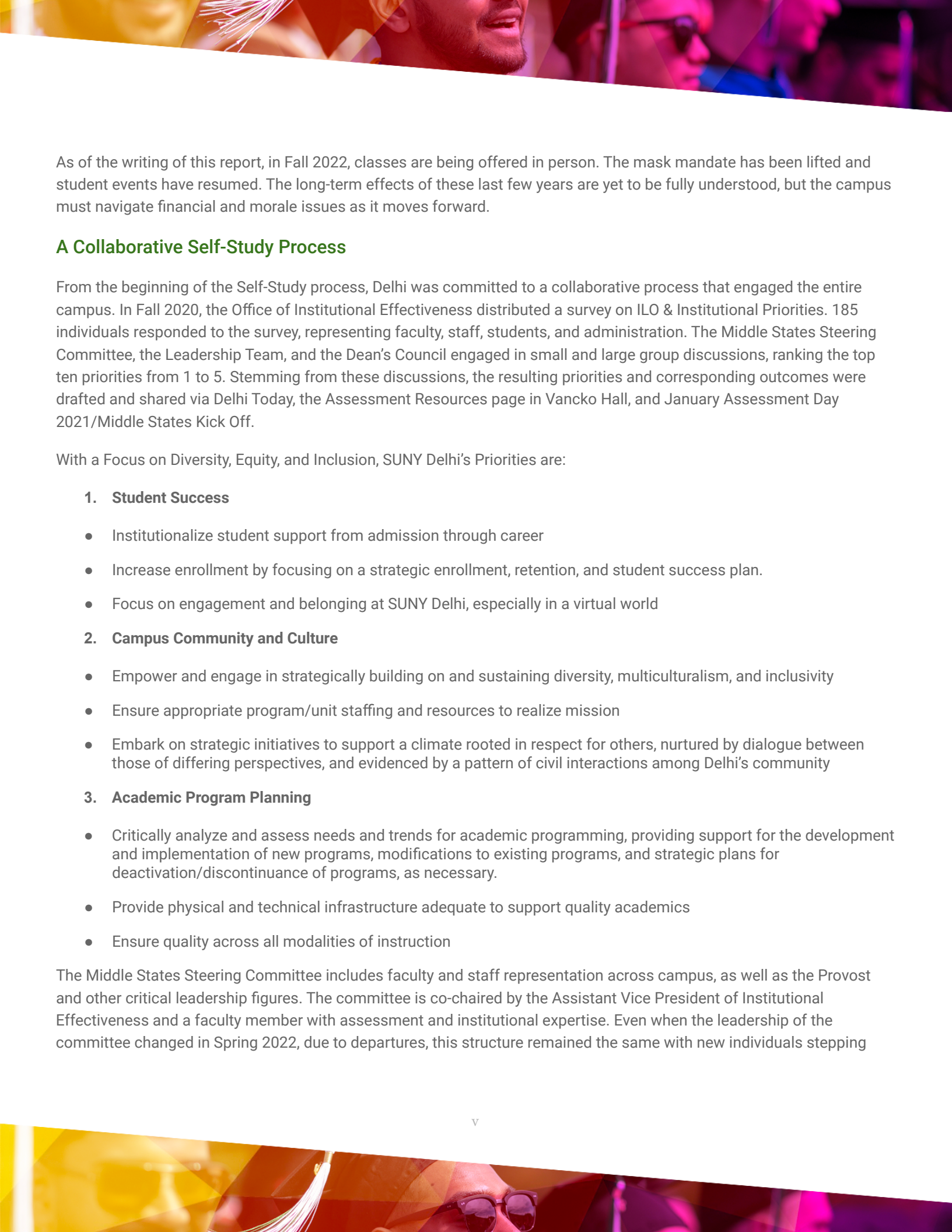
- Began first graduate program: online MS in Nursing Education, to be followed by an MS in Nursing Administration Online and an MS in Criminal Justice
- Earned designations as SUNY Plus and Center of Excellence for Enhancing Student Learning and Professional Development (School of Nursing)
- Won ACF National Championship in 2016 (Culinary students)
- Won gold medal at Copa Culinaria Mundial Junior 2018 (Culinary students)
- Achieved exemplary status from American Culinary Federation Education Foundation (Culinary Arts AS)

- Renovated the golf course to house the new restaurant, Bluestone, to support student applied learning
- Built the four-year Mechatronics program into a nationally recognized program with 100% job placement rate
- Won first place at the Residential Construction Management Competition, hosted by the New York State Builders Association (Residential Construction students)
- Won top prizes in the 2022 New York State Mass Timber Design Competition (Architecture students)
- Maintained 99-100% job placement rates for Vet Tech graduates
- Took second place at national 2022 Collegiate Turf Bowl (Golf & Sports Turf Mgmt students)
- Created new BS degrees in Liberal Arts & Sciences: Criminal Justice, Sustainability, and Applied Communication
- Contributed to the SUNY for All Online Training Center as a keystone campus
- Developed an Office of Institutional Effectiveness and a thriving assessment culture
- Established the MOSAIC Multicultural Center and Student Veterans Lounge and the Center for Excellence in Teaching and Learning
- Integrated the Starfish Student Success Platform into an intrusive advising model
- Donated approx. 20,000 community service hours per year
- Upgraded Sanford Hall, Smith Hall, Thurston Hall, South Hall, Evenden Tower, and Farnsworth Hall (ongoing)
- Joined the NCAA as Division III with 20 participating teams
- Installed a new turf field, per NCAA III standards
- Received consistent recognition of faculty, staff, and student excellence via the Chancellors Awards

Covid-19

In Spring 2020, Delhi—along with most colleges across the US—transitioned almost entirely to online classes. As a school of technology, our Computer Information Systems (CIS) team and Callas Center for Educational Technology & Instruction were poised to make this transition as smooth as possible. Where possible, instructors created online alternatives for applied learning opportunities—including online science labs. Librarians provided online help and virtual appointments. Faculty held classes via zoom or created asynchronous options. Where impossible to recreate online, applied learning experiences were delayed to a future semester or condensed into an intensive on-campus session at the end of a semester. Some of the impacts of these educational changes will be discussed throughout the self-study. Even Student Life activities and entertainment moved to online venues. Where residence halls were still in limited use, rules and regulations for safety were enforced.

In Fall of 2021, campus fully reopened to in-person classes. Student Life and Human Resources managed pool testing across campus and masks were mandated for most of the academic year. Technology was integrated more thoroughly into classrooms to allow quarantining students to join their in-person classes via Zoom. A streamlined notification of student absences was implemented through Starfish, an advising software.



As of the writing of this report, in Fall 2022, classes are being offered in person. The mask mandate has been lifted and student events have resumed. The long-term effects of these last few years are yet to be fully understood, but the campus must navigate financial and morale issues as it moves forward.

A Collaborative Self-Study Process

From the beginning of the Self-Study process, Delhi was committed to a collaborative process that engaged the entire campus. In Fall 2020, the Office of Institutional Effectiveness distributed a survey on ILO & Institutional Priorities. 185 individuals responded to the survey, representing faculty, staff, students, and administration. The Middle States Steering Committee, the Leadership Team, and the Dean's Council engaged in small and large group discussions, ranking the top ten priorities from 1 to 5. Stemming from these discussions, the resulting priorities and corresponding outcomes were drafted and shared via Delhi Today, the Assessment Resources page in Vancko Hall, and January Assessment Day 2021/Middle States Kick Off.

With a Focus on Diversity, Equity, and Inclusion, SUNY Delhi's Priorities are:

1. Student Success

- Institutionalize student support from admission through career
- Increase enrollment by focusing on a strategic enrollment, retention, and student success plan.
- Focus on engagement and belonging at SUNY Delhi, especially in a virtual world


2. Campus Community and Culture

- Empower and engage in strategically building on and sustaining diversity, multiculturalism, and inclusivity
- Ensure appropriate program/unit staffing and resources to realize mission
- Embark on strategic initiatives to support a climate rooted in respect for others, nurtured by dialogue between those of differing perspectives, and evidenced by a pattern of civil interactions among Delhi's community

3. Academic Program Planning

- Critically analyze and assess needs and trends for academic programming, providing support for the development and implementation of new programs, modifications to existing programs, and strategic plans for deactivation/discontinuance of programs, as necessary.
- Provide physical and technical infrastructure adequate to support quality academics
- Ensure quality across all modalities of instruction

The Middle States Steering Committee includes faculty and staff representation across campus, as well as the Provost and other critical leadership figures. The committee is co-chaired by the Assistant Vice President of Institutional Effectiveness and a faculty member with assessment and institutional expertise. Even when the leadership of the committee changed in Spring 2022, due to departures, this structure remained the same with new individuals stepping



into the roles. Members of the steering committee served as co-chairs on subcommittees, populated by additional volunteers and experts, dedicated to each standard (and the Verification of Compliance).

Between Spring 2021 and Spring 2022, these subcommittees collected evidence and drafted chapters. Members consulted with other groups and with the steering committee as a whole during regular meetings. When drafts were submitted throughout the end of Spring 2022 and the beginning of Summer 2022, the co-chairs and an outside consultant with Middle States experience reviewed the standards and noted strengths, errors, or gaps. In Summer and Fall 2022, the co-chairs drew the chapters together, provided additional documentation, refined style and formatting while in communication with the SUNY Council on Assessment and Middle States. A rough draft was shared to campus in September 2022 with a request for feedback. Feedback and additional revisions were then integrated into the report in readiness for the site chair visit in late October 2022.

Reading Guide

Alignment. For the ease of the reader, each chapter explicitly ties the intersecting requirements of affiliation (ROA), strategic plan goals, and self-study priorities to the content of each standard. At the beginning of each standard, the introductory material lists the relevant ROAs and goals. At the end, the conclusion provides a brief explanation how both of these and the self-study priorities are seen in the presented evidence.

A Closer Look. Throughout the self-study, pull-outs will discuss individual experiences or events at SUNY Delhi and highlight how the campus dealt with the impacts of the pandemic. These narratives provide depth to the broader story.

Terminology. Terms and processes unique to SUNY or SUNY Delhi are spelled out in their first instance in the report and then may be marked by their alphabetical abbreviation. At the end of the study, a glossary is provided for easy reference.

Internal Links. Evidence will be cited by abbreviated document title which will be replicated in the inventory. Where standards overlap or cover similar material, internal links between pages have been provided for easy navigation.



Standard I: Mission & Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission. (Standards for Accreditation and Requirements for Affiliation, MSCHE, 2014, pg. 4)

Evidence for Standard 1 supports the Requirements of Affiliation (RoA) 7 and 10 and Strategic Plan, Themes 1 (People), 2 (Facilities), 3 (Academic Programs), 4 (Enrollment), 5 (Student Potential), and 6 (Storytelling).

SUNY Delhi's mission:

Focusing on grit and determination, SUNY Delhi engages its inclusive community through hands-on teaching and learning.

SUNY Delhi's goals:

1. Investing in People: Fostering a welcoming, safe, respectful, fun, and inclusive community
2. Investing in Facilities: Providing students, faculty, and staff with optimal living and learning environments
3. Academic Programs: Innovating, delivering, and sustaining relevant and cutting-edge curricula
4. Enrollment: Engaging in activities that recruit, retain, and graduate our students
5. Student Potential: Developing and inspiring students to reach their full potential
6. Storytelling: Advancing and participating in efforts that positively elevate the campus profile

SUNY Delhi's mission and institutional goals (i.e. strategic themes) were developed collaboratively in a wide-reaching strategic plan development initiative. Mission and goals link to each other and govern all essential decisions, including budget and assessment. These guiding statements were communicated in numerous formats, including an internal look book and dedicated pages on the website.

Criterion 1

An accredited institution possesses and demonstrates the following attributes or activities:

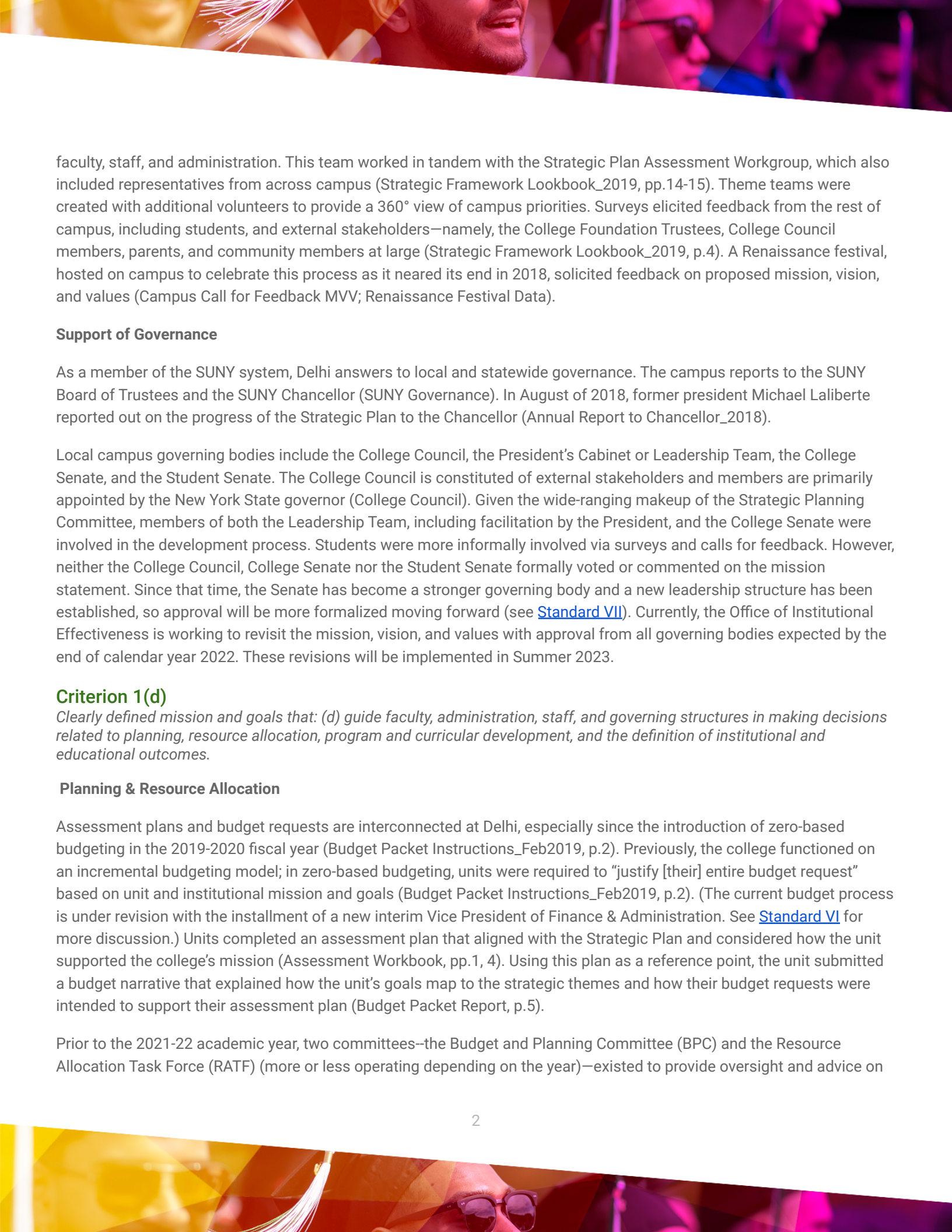
Criterion 1(a-c)

Clearly defined mission and goals that: (a) are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; (b) address external as well as internal contexts and constituencies; (c) are approved and supported by the governing body.

Collaborative Development

In 2017, SUNY Delhi undertook a comprehensive redesign of the college's strategic plan, which led to the development of a new college mission, a statement of vision and values, and a set of six strategic themes (i.e., goals). The creation of these was driven by a longstanding philosophy: the student is the most important person at SUNY Delhi (Strategic Framework Lookbook_2019, pp. 6-7).

The redesign process, titled SUNY Delhi's Renaissance: A Framework for Our Future, was intentionally collaborative, employing a six-phase integrative approach over 18 months. A planning team was constituted from a wide range of



faculty, staff, and administration. This team worked in tandem with the Strategic Plan Assessment Workgroup, which also included representatives from across campus (Strategic Framework Lookbook_2019, pp.14-15). Theme teams were created with additional volunteers to provide a 360° view of campus priorities. Surveys elicited feedback from the rest of campus, including students, and external stakeholders—namely, the College Foundation Trustees, College Council members, parents, and community members at large (Strategic Framework Lookbook_2019, p.4). A Renaissance festival, hosted on campus to celebrate this process as it neared its end in 2018, solicited feedback on proposed mission, vision, and values (Campus Call for Feedback MVV; Renaissance Festival Data).

Support of Governance

As a member of the SUNY system, Delhi answers to local and statewide governance. The campus reports to the SUNY Board of Trustees and the SUNY Chancellor (SUNY Governance). In August of 2018, former president Michael Laliberte reported out on the progress of the Strategic Plan to the Chancellor (Annual Report to Chancellor_2018).

Local campus governing bodies include the College Council, the President’s Cabinet or Leadership Team, the College Senate, and the Student Senate. The College Council is constituted of external stakeholders and members are primarily appointed by the New York State governor (College Council). Given the wide-ranging makeup of the Strategic Planning Committee, members of both the Leadership Team, including facilitation by the President, and the College Senate were involved in the development process. Students were more informally involved via surveys and calls for feedback. However, neither the College Council, College Senate nor the Student Senate formally voted or commented on the mission statement. Since that time, the Senate has become a stronger governing body and a new leadership structure has been established, so approval will be more formalized moving forward (see [Standard VII](#)). Currently, the Office of Institutional Effectiveness is working to revisit the mission, vision, and values with approval from all governing bodies expected by the end of calendar year 2022. These revisions will be implemented in Summer 2023.

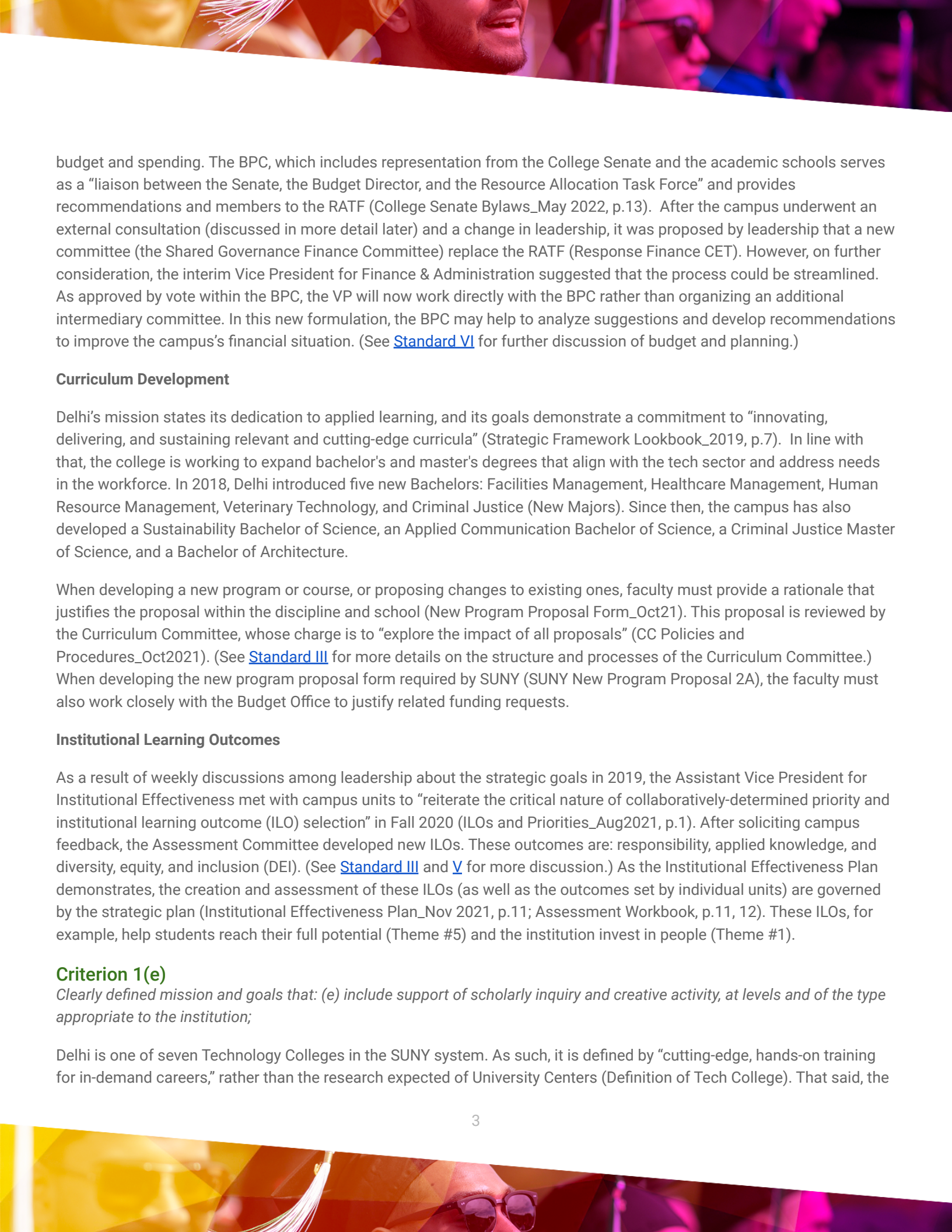
Criterion 1(d)

Clearly defined mission and goals that: (d) guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes.

Planning & Resource Allocation

Assessment plans and budget requests are interconnected at Delhi, especially since the introduction of zero-based budgeting in the 2019-2020 fiscal year (Budget Packet Instructions_Feb2019, p.2). Previously, the college functioned on an incremental budgeting model; in zero-based budgeting, units were required to “justify [their] entire budget request” based on unit and institutional mission and goals (Budget Packet Instructions_Feb2019, p.2). (The current budget process is under revision with the installment of a new interim Vice President of Finance & Administration. See [Standard VI](#) for more discussion.) Units completed an assessment plan that aligned with the Strategic Plan and considered how the unit supported the college’s mission (Assessment Workbook, pp.1, 4). Using this plan as a reference point, the unit submitted a budget narrative that explained how the unit’s goals map to the strategic themes and how their budget requests were intended to support their assessment plan (Budget Packet Report, p.5).

Prior to the 2021-22 academic year, two committees—the Budget and Planning Committee (BPC) and the Resource Allocation Task Force (RATF) (more or less operating depending on the year)—existed to provide oversight and advice on



budget and spending. The BPC, which includes representation from the College Senate and the academic schools serves as a “liaison between the Senate, the Budget Director, and the Resource Allocation Task Force” and provides recommendations and members to the RATF (College Senate Bylaws_May 2022, p.13). After the campus underwent an external consultation (discussed in more detail later) and a change in leadership, it was proposed by leadership that a new committee (the Shared Governance Finance Committee) replace the RATF (Response Finance CET). However, on further consideration, the interim Vice President for Finance & Administration suggested that the process could be streamlined. As approved by vote within the BPC, the VP will now work directly with the BPC rather than organizing an additional intermediary committee. In this new formulation, the BPC may help to analyze suggestions and develop recommendations to improve the campus’s financial situation. (See [Standard VI](#) for further discussion of budget and planning.)

Curriculum Development

Delhi’s mission states its dedication to applied learning, and its goals demonstrate a commitment to “innovating, delivering, and sustaining relevant and cutting-edge curricula” (Strategic Framework Lookbook_2019, p.7). In line with that, the college is working to expand bachelor's and master's degrees that align with the tech sector and address needs in the workforce. In 2018, Delhi introduced five new Bachelors: Facilities Management, Healthcare Management, Human Resource Management, Veterinary Technology, and Criminal Justice (New Majors). Since then, the campus has also developed a Sustainability Bachelor of Science, an Applied Communication Bachelor of Science, a Criminal Justice Master of Science, and a Bachelor of Architecture.

When developing a new program or course, or proposing changes to existing ones, faculty must provide a rationale that justifies the proposal within the discipline and school (New Program Proposal Form_Oct21). This proposal is reviewed by the Curriculum Committee, whose charge is to “explore the impact of all proposals” (CC Policies and Procedures_Oct2021). (See [Standard III](#) for more details on the structure and processes of the Curriculum Committee.) When developing the new program proposal form required by SUNY (SUNY New Program Proposal 2A), the faculty must also work closely with the Budget Office to justify related funding requests.


Institutional Learning Outcomes

As a result of weekly discussions among leadership about the strategic goals in 2019, the Assistant Vice President for Institutional Effectiveness met with campus units to “reiterate the critical nature of collaboratively-determined priority and institutional learning outcome (ILO) selection” in Fall 2020 (ILOs and Priorities_Aug2021, p.1). After soliciting campus feedback, the Assessment Committee developed new ILOs. These outcomes are: responsibility, applied knowledge, and diversity, equity, and inclusion (DEI). (See [Standard III](#) and [V](#) for more discussion.) As the Institutional Effectiveness Plan demonstrates, the creation and assessment of these ILOs (as well as the outcomes set by individual units) are governed by the strategic plan (Institutional Effectiveness Plan_Nov 2021, p.11; Assessment Workbook, p.11, 12). These ILOs, for example, help students reach their full potential (Theme #5) and the institution invest in people (Theme #1).

Criterion 1(e)

Clearly defined mission and goals that: (e) include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;

Delhi is one of seven Technology Colleges in the SUNY system. As such, it is defined by “cutting-edge, hands-on training for in-demand careers,” rather than the research expected of University Centers (Definition of Tech College). That said, the



college expects professors to “pursue studies in an area of scholarship both to keep abreast of the work of fellow scholars and to contribute by their own study to the development of knowledge in this area (Faculty Rights and Responsibilities). The strategic goals echo this in Themes 1 (Investing in People) and 6 (Storytelling). The outcomes for themes 1&6 commit to “retain[ing] a talented and diverse workforce through training, development, and support” and to “engag[ing] in efforts that promote SUNY Delhi students, faculty & staff, and the greater Delhi community” (Strategic Framework Lookbook_2019, pp.8, 13).

The campus measures success in these strategic themes through the percentage of funded grant applications (Strategic Theme Six_ Storytelling) and attendance at Delhi-provided trainings through the Center for Excellence and Innovation in Teaching and Learning (CEITL) (Strategic Theme One_ Investing in People). The Office of Grants and Sponsored Programs provides help to faculty and staff who wish to pursue grants (Office of Grants and Sponsored Programs). The mission for CEITL, established in 2017, is to provide “opportunities for connection, scholarship, and personal growth” (Center for Excellence & Innovation in Teaching & Learning).

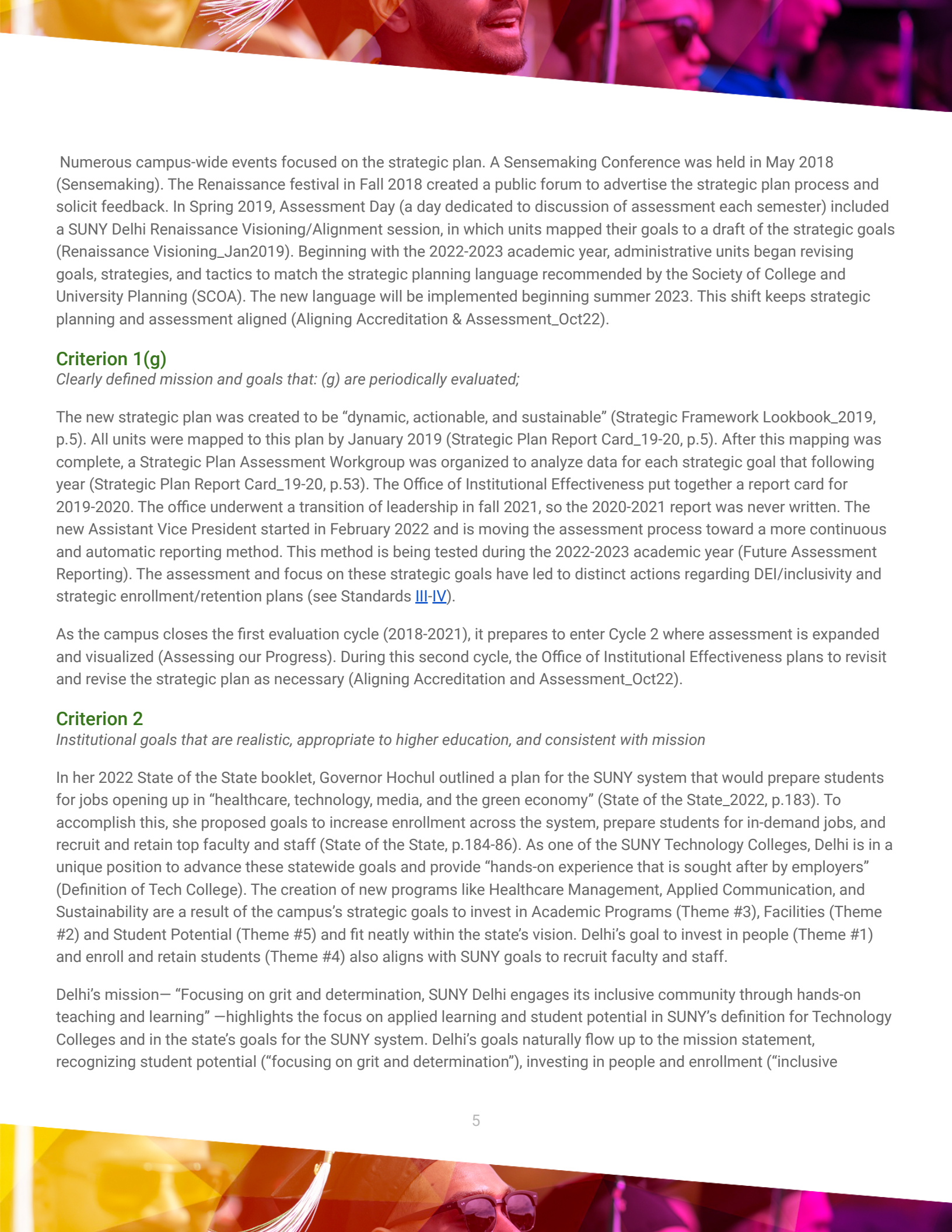
The college focuses primarily on providing professional development based on pedagogical-related research. However, the college does provide a limited number of sabbaticals (Sabbatical Leave) and supports release time for conference and research travel. Additionally, faculty can apply for Individual Development Awards via United University Professions (UUP), the academic union, and—until recently paused due to the pandemic—Professional Development Grants (PDG) through the Provost’s office (IDA Guidelines_Sept22; Professional Growth and Development Guidelines for Faculty). These awards are used to fund research, professionalization, and travel and ask the applicant to explain how the project relates back to the college and its mission. As of the 2021-22 budget, many of the academic schools were also granted professional development funding for their units, but Covid-19 restrictions limited travel (Ex: Bus_Hosp Budget_21-22). Due to increasing budget restrictions, travel for professional development is being restricted to SUNY-related travel in the 2022-23 budget, which encompasses admissions, athletics, advancement, and assessment. Limited exceptions will be given for compliance-related travel needs. (See [Standard III](#) for further discussion of faculty research and professionalization).

Criterion 1(f)

Clearly defined mission and goals that: (f) are publicized and widely known by the institution’s internal stakeholders;

Both the college mission and the strategic plan have dedicated pages on the college website, accessible through the “About Delhi” page (About SUNY Delhi). Here the mission and each goal receive their own page, to allow space to discuss outcomes and measurements as well. A pdf of the Institutional Effectiveness Plan is also available in the same area of the website (Institutional Effectiveness Webpage). The webpages of various departments across campus, including Human Resources, Diversity, Equity, & Inclusion, and the Budget Office, explicitly mention their role in supporting the Strategic Plan.

Vancko Hall, the campus learning management system, has a course dedicated to Assessment Resources (VH Assessment Resources). This course includes a module on the “Strategic Plan,” which includes both the 19-20 Report Card and Framework Lookbook, and a module on “Tools & Resources,” which includes a link to the Assessment Workbook. All of these documents include and engage with the mission and the goals. The documentation and templates provided in this course provide the necessary guidelines for work required in planning and resource allocation ([see above](#)).



Numerous campus-wide events focused on the strategic plan. A Sensemaking Conference was held in May 2018 (Sensemaking). The Renaissance festival in Fall 2018 created a public forum to advertise the strategic plan process and solicit feedback. In Spring 2019, Assessment Day (a day dedicated to discussion of assessment each semester) included a SUNY Delhi Renaissance Visioning/Alignment session, in which units mapped their goals to a draft of the strategic goals (Renaissance Visioning_Jan2019). Beginning with the 2022-2023 academic year, administrative units began revising goals, strategies, and tactics to match the strategic planning language recommended by the Society of College and University Planning (SCOA). The new language will be implemented beginning summer 2023. This shift keeps strategic planning and assessment aligned (Aligning Accreditation & Assessment_Oct22).

Criterion 1(g)

Clearly defined mission and goals that: (g) are periodically evaluated;

The new strategic plan was created to be “dynamic, actionable, and sustainable” (Strategic Framework Lookbook_2019, p.5). All units were mapped to this plan by January 2019 (Strategic Plan Report Card_19-20, p.5). After this mapping was complete, a Strategic Plan Assessment Workgroup was organized to analyze data for each strategic goal that following year (Strategic Plan Report Card_19-20, p.53). The Office of Institutional Effectiveness put together a report card for 2019-2020. The office underwent a transition of leadership in fall 2021, so the 2020-2021 report was never written. The new Assistant Vice President started in February 2022 and is moving the assessment process toward a more continuous and automatic reporting method. This method is being tested during the 2022-2023 academic year (Future Assessment Reporting). The assessment and focus on these strategic goals have led to distinct actions regarding DEI/inclusivity and strategic enrollment/retention plans (see Standards [III-IV](#)).

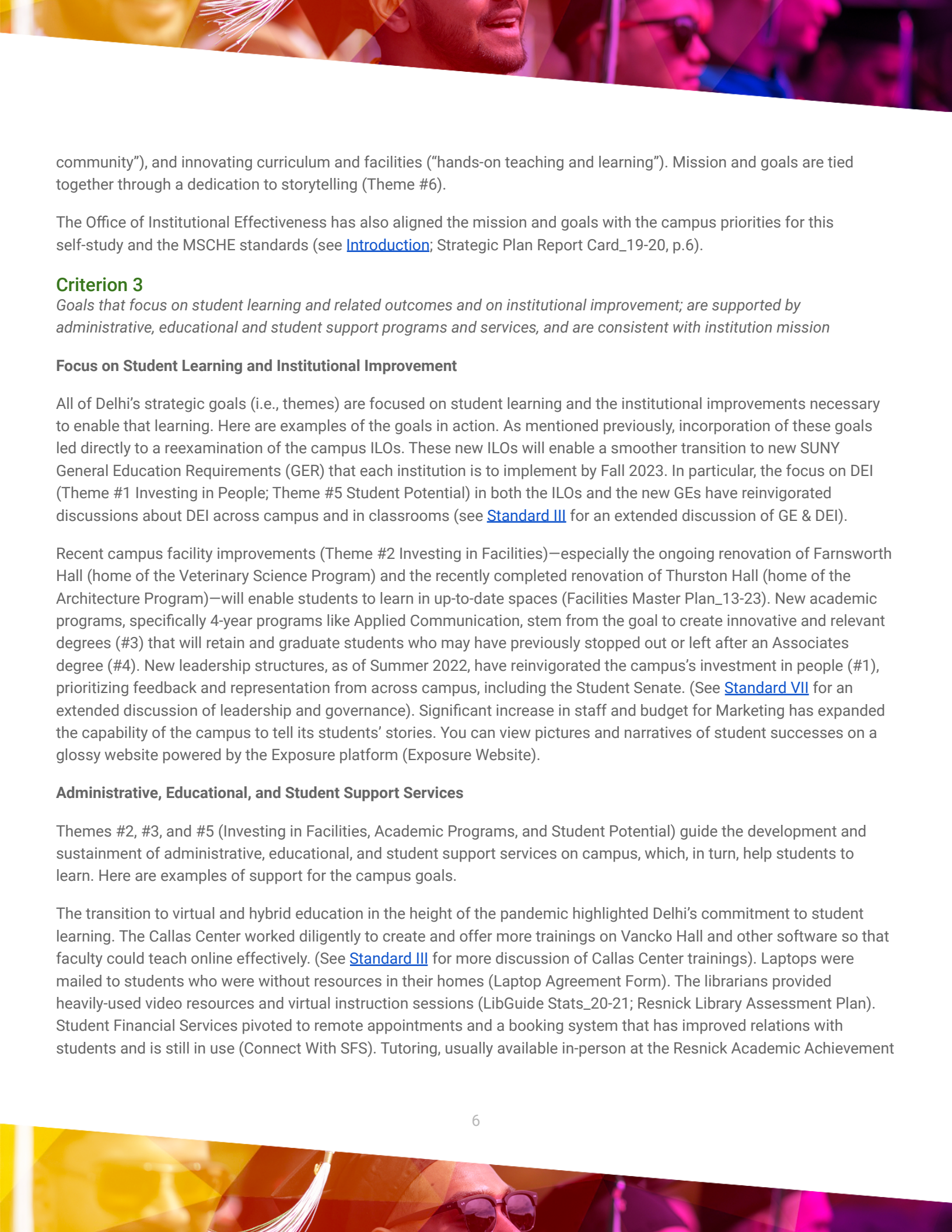
As the campus closes the first evaluation cycle (2018-2021), it prepares to enter Cycle 2 where assessment is expanded and visualized (Assessing our Progress). During this second cycle, the Office of Institutional Effectiveness plans to revisit and revise the strategic plan as necessary (Aligning Accreditation and Assessment_Oct22).

Criterion 2

Institutional goals that are realistic, appropriate to higher education, and consistent with mission

In her 2022 State of the State booklet, Governor Hochul outlined a plan for the SUNY system that would prepare students for jobs opening up in “healthcare, technology, media, and the green economy” (State of the State_2022, p.183). To accomplish this, she proposed goals to increase enrollment across the system, prepare students for in-demand jobs, and recruit and retain top faculty and staff (State of the State, p.184-86). As one of the SUNY Technology Colleges, Delhi is in a unique position to advance these statewide goals and provide “hands-on experience that is sought after by employers” (Definition of Tech College). The creation of new programs like Healthcare Management, Applied Communication, and Sustainability are a result of the campus’s strategic goals to invest in Academic Programs (Theme #3), Facilities (Theme #2) and Student Potential (Theme #5) and fit neatly within the state’s vision. Delhi’s goal to invest in people (Theme #1) and enroll and retain students (Theme #4) also aligns with SUNY goals to recruit faculty and staff.

Delhi’s mission— “Focusing on grit and determination, SUNY Delhi engages its inclusive community through hands-on teaching and learning” —highlights the focus on applied learning and student potential in SUNY’s definition for Technology Colleges and in the state’s goals for the SUNY system. Delhi’s goals naturally flow up to the mission statement, recognizing student potential (“focusing on grit and determination”), investing in people and enrollment (“inclusive



community”), and innovating curriculum and facilities (“hands-on teaching and learning”). Mission and goals are tied together through a dedication to storytelling (Theme #6).

The Office of Institutional Effectiveness has also aligned the mission and goals with the campus priorities for this self-study and the MSCHE standards (see [Introduction](#); Strategic Plan Report Card_19-20, p.6).

Criterion 3

Goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational and student support programs and services, and are consistent with institution mission

Focus on Student Learning and Institutional Improvement

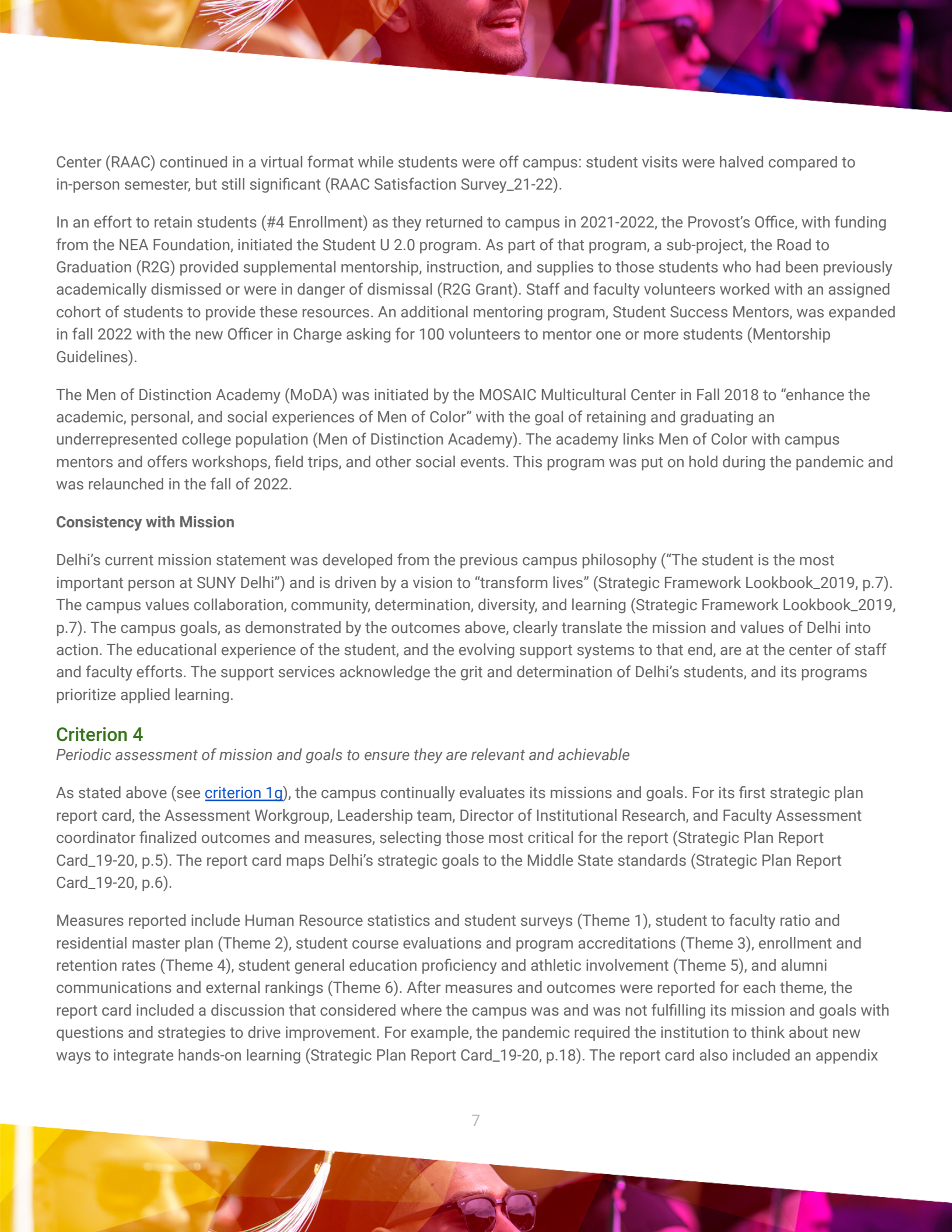
All of Delhi’s strategic goals (i.e., themes) are focused on student learning and the institutional improvements necessary to enable that learning. Here are examples of the goals in action. As mentioned previously, incorporation of these goals led directly to a reexamination of the campus ILOs. These new ILOs will enable a smoother transition to new SUNY General Education Requirements (GER) that each institution is to implement by Fall 2023. In particular, the focus on DEI (Theme #1 Investing in People; Theme #5 Student Potential) in both the ILOs and the new GEs have reinvigorated discussions about DEI across campus and in classrooms (see [Standard III](#) for an extended discussion of GE & DEI).

Recent campus facility improvements (Theme #2 Investing in Facilities)—especially the ongoing renovation of Farnsworth Hall (home of the Veterinary Science Program) and the recently completed renovation of Thurston Hall (home of the Architecture Program)—will enable students to learn in up-to-date spaces (Facilities Master Plan_13-23). New academic programs, specifically 4-year programs like Applied Communication, stem from the goal to create innovative and relevant degrees (#3) that will retain and graduate students who may have previously stopped out or left after an Associates degree (#4). New leadership structures, as of Summer 2022, have reinvigorated the campus’s investment in people (#1), prioritizing feedback and representation from across campus, including the Student Senate. (See [Standard VII](#) for an extended discussion of leadership and governance). Significant increase in staff and budget for Marketing has expanded the capability of the campus to tell its students’ stories. You can view pictures and narratives of student successes on a glossy website powered by the Exposure platform (Exposure Website).

Administrative, Educational, and Student Support Services

Themes #2, #3, and #5 (Investing in Facilities, Academic Programs, and Student Potential) guide the development and sustainment of administrative, educational, and student support services on campus, which, in turn, help students to learn. Here are examples of support for the campus goals.

The transition to virtual and hybrid education in the height of the pandemic highlighted Delhi’s commitment to student learning. The Callas Center worked diligently to create and offer more trainings on Vancko Hall and other software so that faculty could teach online effectively. (See [Standard III](#) for more discussion of Callas Center trainings). Laptops were mailed to students who were without resources in their homes (Laptop Agreement Form). The librarians provided heavily-used video resources and virtual instruction sessions (LibGuide Stats_20-21; Resnick Library Assessment Plan). Student Financial Services pivoted to remote appointments and a booking system that has improved relations with students and is still in use (Connect With SFS). Tutoring, usually available in-person at the Resnick Academic Achievement



Center (RAAC) continued in a virtual format while students were off campus: student visits were halved compared to in-person semester, but still significant (RAAC Satisfaction Survey_21-22).

In an effort to retain students (#4 Enrollment) as they returned to campus in 2021-2022, the Provost's Office, with funding from the NEA Foundation, initiated the Student U 2.0 program. As part of that program, a sub-project, the Road to Graduation (R2G) provided supplemental mentorship, instruction, and supplies to those students who had been previously academically dismissed or were in danger of dismissal (R2G Grant). Staff and faculty volunteers worked with an assigned cohort of students to provide these resources. An additional mentoring program, Student Success Mentors, was expanded in fall 2022 with the new Officer in Charge asking for 100 volunteers to mentor one or more students (Mentorship Guidelines).

The Men of Distinction Academy (MoDA) was initiated by the MOSAIC Multicultural Center in Fall 2018 to "enhance the academic, personal, and social experiences of Men of Color" with the goal of retaining and graduating an underrepresented college population (Men of Distinction Academy). The academy links Men of Color with campus mentors and offers workshops, field trips, and other social events. This program was put on hold during the pandemic and was relaunched in the fall of 2022.

Consistency with Mission

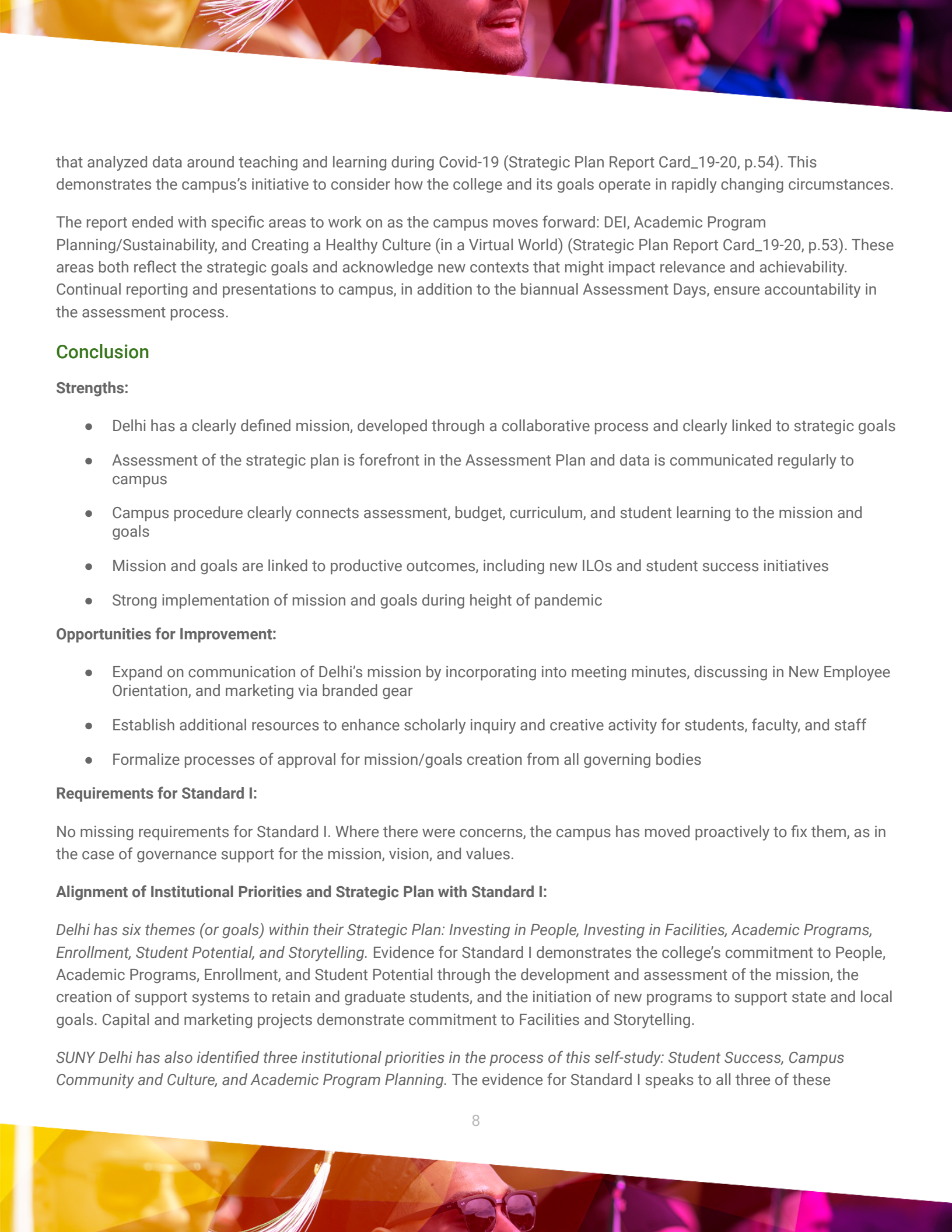
Delhi's current mission statement was developed from the previous campus philosophy ("The student is the most important person at SUNY Delhi") and is driven by a vision to "transform lives" (Strategic Framework Lookbook_2019, p.7). The campus values collaboration, community, determination, diversity, and learning (Strategic Framework Lookbook_2019, p.7). The campus goals, as demonstrated by the outcomes above, clearly translate the mission and values of Delhi into action. The educational experience of the student, and the evolving support systems to that end, are at the center of staff and faculty efforts. The support services acknowledge the grit and determination of Delhi's students, and its programs prioritize applied learning.

Criterion 4

Periodic assessment of mission and goals to ensure they are relevant and achievable

As stated above (see [criterion 1g](#)), the campus continually evaluates its missions and goals. For its first strategic plan report card, the Assessment Workgroup, Leadership team, Director of Institutional Research, and Faculty Assessment coordinator finalized outcomes and measures, selecting those most critical for the report (Strategic Plan Report Card_19-20, p.5). The report card maps Delhi's strategic goals to the Middle State standards (Strategic Plan Report Card_19-20, p.6).

Measures reported include Human Resource statistics and student surveys (Theme 1), student to faculty ratio and residential master plan (Theme 2), student course evaluations and program accreditations (Theme 3), enrollment and retention rates (Theme 4), student general education proficiency and athletic involvement (Theme 5), and alumni communications and external rankings (Theme 6). After measures and outcomes were reported for each theme, the report card included a discussion that considered where the campus was and was not fulfilling its mission and goals with questions and strategies to drive improvement. For example, the pandemic required the institution to think about new ways to integrate hands-on learning (Strategic Plan Report Card_19-20, p.18). The report card also included an appendix



that analyzed data around teaching and learning during Covid-19 (Strategic Plan Report Card_19-20, p.54). This demonstrates the campus's initiative to consider how the college and its goals operate in rapidly changing circumstances.

The report ended with specific areas to work on as the campus moves forward: DEI, Academic Program Planning/Sustainability, and Creating a Healthy Culture (in a Virtual World) (Strategic Plan Report Card_19-20, p.53). These areas both reflect the strategic goals and acknowledge new contexts that might impact relevance and achievability. Continual reporting and presentations to campus, in addition to the biannual Assessment Days, ensure accountability in the assessment process.

Conclusion

Strengths:

- Delhi has a clearly defined mission, developed through a collaborative process and clearly linked to strategic goals
- Assessment of the strategic plan is forefront in the Assessment Plan and data is communicated regularly to campus
- Campus procedure clearly connects assessment, budget, curriculum, and student learning to the mission and goals
- Mission and goals are linked to productive outcomes, including new ILOs and student success initiatives
- Strong implementation of mission and goals during height of pandemic

Opportunities for Improvement:

- Expand on communication of Delhi's mission by incorporating into meeting minutes, discussing in New Employee Orientation, and marketing via branded gear
- Establish additional resources to enhance scholarly inquiry and creative activity for students, faculty, and staff
- Formalize processes of approval for mission/goals creation from all governing bodies


Requirements for Standard I:

No missing requirements for Standard I. Where there were concerns, the campus has moved proactively to fix them, as in the case of governance support for the mission, vision, and values.

Alignment of Institutional Priorities and Strategic Plan with Standard I:

Delhi has six themes (or goals) within their Strategic Plan: Investing in People, Investing in Facilities, Academic Programs, Enrollment, Student Potential, and Storytelling. Evidence for Standard I demonstrates the college's commitment to People, Academic Programs, Enrollment, and Student Potential through the development and assessment of the mission, the creation of support systems to retain and graduate students, and the initiation of new programs to support state and local goals. Capital and marketing projects demonstrate commitment to Facilities and Storytelling.

SUNY Delhi has also identified three institutional priorities in the process of this self-study: Student Success, Campus Community and Culture, and Academic Program Planning. The evidence for Standard I speaks to all three of these



priorities. Student Success is supported by the resources in place to further the mission and goals. Campus Community is promoted via collaborative design of mission/goals and commitment to students. The development of new programs and revision of old programs to meet goals of the local campus and state system speak to Academic Program Planning.



Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Evidence for Standard II supports the Requirements of Affiliation (RoA) 5, 6, 8, 13, and 14 and Strategic Plan, Themes 1 (People), 4 (Enrollment), and 5 (Student Success).

SUNY Delhi is committed to its students, ranking in the top twenty affordable colleges in the Northeast. Student Financial Services is dedicated to communicating openly about college costs and providing education on financial aid and financial literacy. The food pantry and thrift shop, various electronic resources available through the library and Access & Equity Services, and the Educational Opportunity Program (EOP) also provide physical and financial support. This commitment and dedication translate into ethical external communications to students and family. Reinvigorated conversations about the integration of Diversity, Equity, and Inclusion (DEI) throughout the curriculum promise an integrity in academic programming.

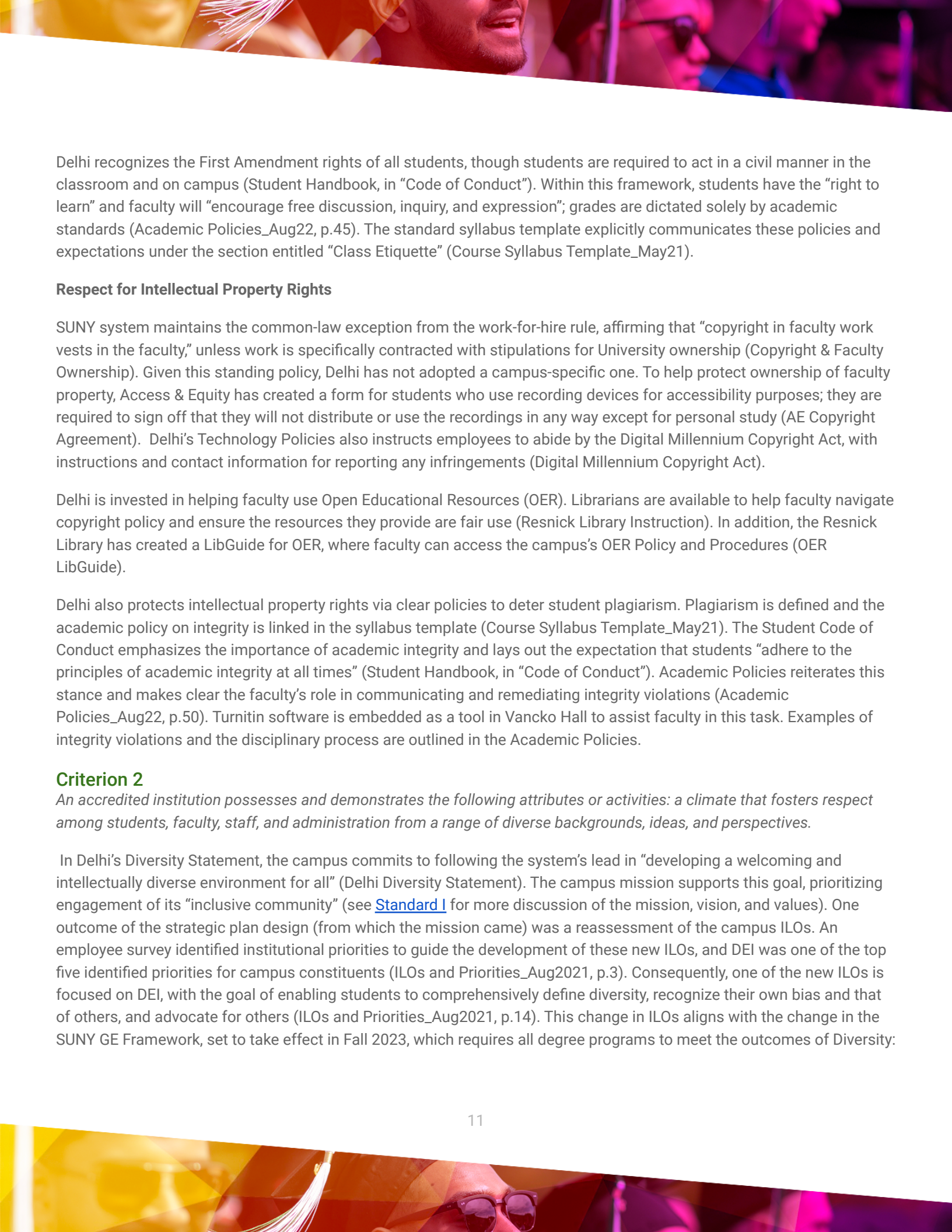
The college has clear guidelines to oversee ethical behavior among its employees and students, including regular search committee and Title IX trainings. Despite this, the last few years on campus have seen some controversy. A Consultation Report, workplace violence violations, and two votes of no confidence in President Laliberte—followed by his departure at the end of Spring 2022—speak to a tension in the campus climate and concerns about honesty and retaliation. During this time, Dr. Mary Bonderoff was sent to Delhi as a Special Advisor to the Chancellor to help repair the climate and improve Human Resources operations. In Summer 2022, Dr. Bonderoff was installed as Officer-in-Charge and she has made a concerted effort to increase transparency and communications which has already made an observable difference in campus culture. This includes the initiation of a Policy Committee to record and create campus policies in cases where the SUNY system does not have an overarching one.

Criterion 1

An accredited institution possesses and demonstrates the following attributes or activities: a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights

Academic Freedom, Intellectual Freedom, & Freedom of Expression

SUNY Delhi supports the academic freedom of its faculty, in accordance with both the SUNY Board of Trustees policy and the UUP contract with the state (NYS UUP Agreement_16-22). As such, it reiterates state policy in the employee handbook, guaranteeing “full freedom, within the law, of inquiry, teaching, and research” (Employee Handbook, in “Academic Freedom”). The Discussion Paper on Academic Freedom, released by the statewide University Faculty Senate (UFS) (at which Delhi is represented), elaborates on these definitions (UFS on Academic Freedom). With this freedom comes responsibility: faculty may not speak as college representatives in extramural contexts and they cannot discuss controversial subject matter unrelated to the course in the classroom (Employee Handbook, in “Academic Freedom”). Students with grievances on this point may direct them to faculty, the dean of the faculty’s school, or—if still unsatisfied—to the Provost (Academic Policies_Aug22, p.56).



Delhi recognizes the First Amendment rights of all students, though students are required to act in a civil manner in the classroom and on campus (Student Handbook, in “Code of Conduct”). Within this framework, students have the “right to learn” and faculty will “encourage free discussion, inquiry, and expression”; grades are dictated solely by academic standards (Academic Policies_Aug22, p.45). The standard syllabus template explicitly communicates these policies and expectations under the section entitled “Class Etiquette” (Course Syllabus Template_May21).

Respect for Intellectual Property Rights

SUNY system maintains the common-law exception from the work-for-hire rule, affirming that “copyright in faculty work vests in the faculty,” unless work is specifically contracted with stipulations for University ownership (Copyright & Faculty Ownership). Given this standing policy, Delhi has not adopted a campus-specific one. To help protect ownership of faculty property, Access & Equity has created a form for students who use recording devices for accessibility purposes; they are required to sign off that they will not distribute or use the recordings in any way except for personal study (AE Copyright Agreement). Delhi’s Technology Policies also instructs employees to abide by the Digital Millennium Copyright Act, with instructions and contact information for reporting any infringements (Digital Millennium Copyright Act).


Delhi is invested in helping faculty use Open Educational Resources (OER). Librarians are available to help faculty navigate copyright policy and ensure the resources they provide are fair use (Resnick Library Instruction). In addition, the Resnick Library has created a LibGuide for OER, where faculty can access the campus’s OER Policy and Procedures (OER LibGuide).

Delhi also protects intellectual property rights via clear policies to deter student plagiarism. Plagiarism is defined and the academic policy on integrity is linked in the syllabus template (Course Syllabus Template_May21). The Student Code of Conduct emphasizes the importance of academic integrity and lays out the expectation that students “adhere to the principles of academic integrity at all times” (Student Handbook, in “Code of Conduct”). Academic Policies reiterates this stance and makes clear the faculty’s role in communicating and remediating integrity violations (Academic Policies_Aug22, p.50). Turnitin software is embedded as a tool in Vancko Hall to assist faculty in this task. Examples of integrity violations and the disciplinary process are outlined in the Academic Policies.

Criterion 2

An accredited institution possesses and demonstrates the following attributes or activities: a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

In Delhi’s Diversity Statement, the campus commits to following the system’s lead in “developing a welcoming and intellectually diverse environment for all” (Delhi Diversity Statement). The campus mission supports this goal, prioritizing engagement of its “inclusive community” (see [Standard I](#) for more discussion of the mission, vision, and values). One outcome of the strategic plan design (from which the mission came) was a reassessment of the campus ILOs. An employee survey identified institutional priorities to guide the development of these new ILOs, and DEI was one of the top five identified priorities for campus constituents (ILOs and Priorities_Aug2021, p.3). Consequently, one of the new ILOs is focused on DEI, with the goal of enabling students to comprehensively define diversity, recognize their own bias and that of others, and advocate for others (ILOs and Priorities_Aug2021, p.14). This change in ILOs aligns with the change in the SUNY GE Framework, set to take effect in Fall 2023, which requires all degree programs to meet the outcomes of Diversity:



Equity, Inclusion, and Social Justice (SUNY GE Framework). The campus is actively working to integrate this requirement throughout the curriculum and campus experience (see [Standard III](#) for a discussion of GEs).


The “Class Etiquette” statement in the syllabus template makes clear the classroom behavior necessary to establish inclusivity and promote these outcomes: “Never post content or say comments that is harmful; abusive; racially, ethnically, or religiously offensive; vulgar; sexually explicit; or otherwise potentially offensive” (Course Syllabus Template_May21). The template also makes clear adjustments available to students via the Access & Equity office, the New York State law on religious absences, and the school’s policy on chosen names and personal pronouns.

The campus recently implemented the process whereby students can change their first name as it appears on rosters, learning management system (Vancko Hall), and student information system (Bronco Web/Banner) (among other places), enabling individuals to see their identity accurately reflected in many public spaces (that are not otherwise technologically, legally, or financially restricted) (Chosen Name Policy). The SafeZone: LGBTQ+ Ally Development, offered through the MOSAIC Multicultural Center/Center for Student Leadership & Engagement, provides training to faculty, staff, and students alike in order to create a “safer, braver, more affirming and welcoming space for all members of our campus community” (SafeZone Training). All resident hall assistants (RA) are required to take this annually (RA Training_FA22). Learning communities, with designated housing, support gender inclusivity and the LGBTQ+ community (Delhi Diversity Statement).

MOSAIC offers additional programs and support for students and employees. A few examples include the Men of Distinction Academy for students (see [Standard I](#)), the Antiracist & Decolonization Education Series for faculty (Fall 2020), a week-long dialogue around diversity, including a discussion of Disability as Diversity, and a book talk with the author of *The Last Negroes at Harvard* (BC Author Talk). The Center for Excellence and Innovation for Teaching and Learning (CEITL) also provides a number of trainings and discussions, including a DEI series (with conversations about “Microaggression & Implicit Bias,” “Discovering Diversity at Delhi,” and “Religion & Spirituality”), a bi-annual pedagogy mini-conference S.P.A.R.K. (Sharing Pedagogy, Awesome Ideas, Research & Knowledge) with sessions like “First Generation Students,” and a Sharing Ideas Reading Group that routinely moderates discussion on engaging a diverse student body (CEITL Event List; SPARK Program_Day 1_Jan2022). For attending sessions offered by CEITL, staff and faculty can earn micro-credentials on Accessibility and Diversity, among others (CEITL Engagement Opportunities).

The Equity & Inclusion Advisory Board, co-chaired by the Chief Diversity Officer and the Associate Director of MOSAIC, is constituted of representatives from students, faculty, Human Resources (HR), admissions, EOP, and staff offices. This board celebrates diversity on campus and seeks solutions to any issues that might arise (Equity & Inclusion Advisory Board). Subcommittees to deal with specific issues—Equitable Academic Opportunities, for example—are formed on an annual basis. The Diversity, Equity, & Inclusion webpage includes instructions for nominating individuals for the President’s Awards for Diversity; the mission, vision, and officers for the Faculty & Staff of Color Association; the form to submit a bias report; and links to HR pages for the notice of non-discrimination and Title IX guidelines (Delhi Diversity Statement). It should be pointed out here that there are very few faculty and staff of color on the campus, and some campus members, on behalf of the diverse student body, have been concerned about this lack of representation (Consultation Summary).

HR provides search committee trainings, now primarily online, which include best practices to ensure equity in recruiting and evaluating candidates (topics include Unconscious Bias and Non-Discrimination Practices) (Search Committee Training_2022). HR’s website provides additional guidelines for both hiring manager and search committee as well as



sample questions (Search Committee Guidelines; Hiring Manager Search Guidelines_2021). HR also provides sexual harassment prevention training, now live due to updated requirements, to current employees on an annual basis (Sexual Harassment Training).

Though Delhi no longer administers external workplace climate surveys, permission has been granted for an internal survey to be conducted by the Office of Student Life in the near future. The campus has used other surveys and tools (as mandated) to gauge campus climate and safety. These include the Sexual Violence Prevalence Survey and the Annual Security and Fire Safety Report, the latter of which is publicly posted on the University Police webpage (Safety Information). In addition, the Campus Effectiveness Taskforce, described below, used campus-wide surveys to solicit feedback.

A consultation report on the climate of shared governance, administered by the UFS in Fall 2020 at the request of Delhi's College Senate, indicated concerns regarding a culture of incivility and disrespect on campus accompanied with a fear of retaliation for expressing different perspectives from those in leadership positions (Consultation Summary). In response, the College Senate executive board and representatives from administration worked together to create the Campus Effectiveness Taskforce (CET), which charged subcommittees of faculty/staff volunteers with designing possible solutions to the concerns raised in the consultation report (CET Charge). These subcommittees were tasked with addressing Communication, Shared Governance, Culture, Institutional Finances, and Search and Hiring. Consequent to that, the College Senate composed a Workplace Violence statement in May 2021 (Senate Statement on Workplace Violence_2021). Despite work by the CET, there was a vote of no confidence in then-President Michael Laliberte (2016-2022) in November 2021 (Senate Minutes_101821).

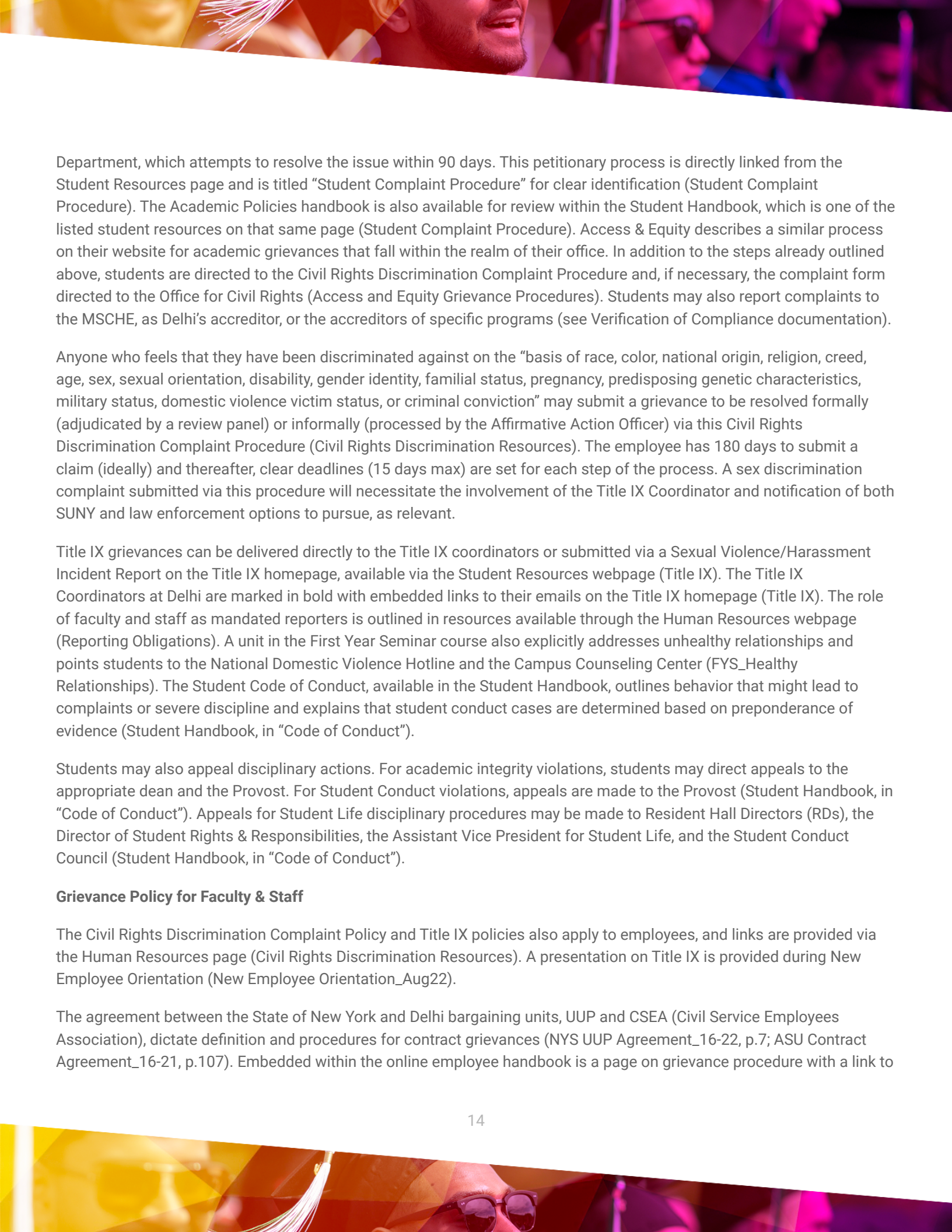
In Spring of 2022 the campus intentionally worked towards healing by creating opportunities for fun and sharing gratitude. These initiatives included a Chocolate Trail (organized by the Delhi Glee Club) that led participants to visit offices all across campus. Bronco Brag emails invited campus members to give kudos to others who had done great work. A change in leadership, with a new Officer in Charge as of May 2022, has significantly boosted optimism on campus and ushered in a more transparent and respectful relationship between administration and campus. In many committees, a community agreement that lays out guidelines for collaboration and conversation has been introduced to help move projects forward in a productive and collegial fashion (Team Agreements).

Criterion 3

An accredited institution possesses and demonstrates the following attributes or activities: a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.

Grievance Policy for Students

The Academic Policies handbook outlines the process by which a student may seek redress for a grievance against a faculty member or any aspect of the academic process. The student should first attempt to deal with the faculty member directly. If that does not resolve the issue, the student may meet with the dean of the school, and, lastly, with the Provost (Academic Policies_Aug22, pp.56-57). Complaints may be brought at any point in the semester through the incomplete period. If the complaint cannot be solved internally, grievances may be directed to the New York State Education



Department, which attempts to resolve the issue within 90 days. This petitionary process is directly linked from the Student Resources page and is titled “Student Complaint Procedure” for clear identification (Student Complaint Procedure). The Academic Policies handbook is also available for review within the Student Handbook, which is one of the listed student resources on that same page (Student Complaint Procedure). Access & Equity describes a similar process on their website for academic grievances that fall within the realm of their office. In addition to the steps already outlined above, students are directed to the Civil Rights Discrimination Complaint Procedure and, if necessary, the complaint form directed to the Office for Civil Rights (Access and Equity Grievance Procedures). Students may also report complaints to the MSCHE, as Delhi’s accreditor, or the accreditors of specific programs (see Verification of Compliance documentation).

Anyone who feels that they have been discriminated against on the “basis of race, color, national origin, religion, creed, age, sex, sexual orientation, disability, gender identity, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction” may submit a grievance to be resolved formally (adjudicated by a review panel) or informally (processed by the Affirmative Action Officer) via this Civil Rights Discrimination Complaint Procedure (Civil Rights Discrimination Resources). The employee has 180 days to submit a claim (ideally) and thereafter, clear deadlines (15 days max) are set for each step of the process. A sex discrimination complaint submitted via this procedure will necessitate the involvement of the Title IX Coordinator and notification of both SUNY and law enforcement options to pursue, as relevant.

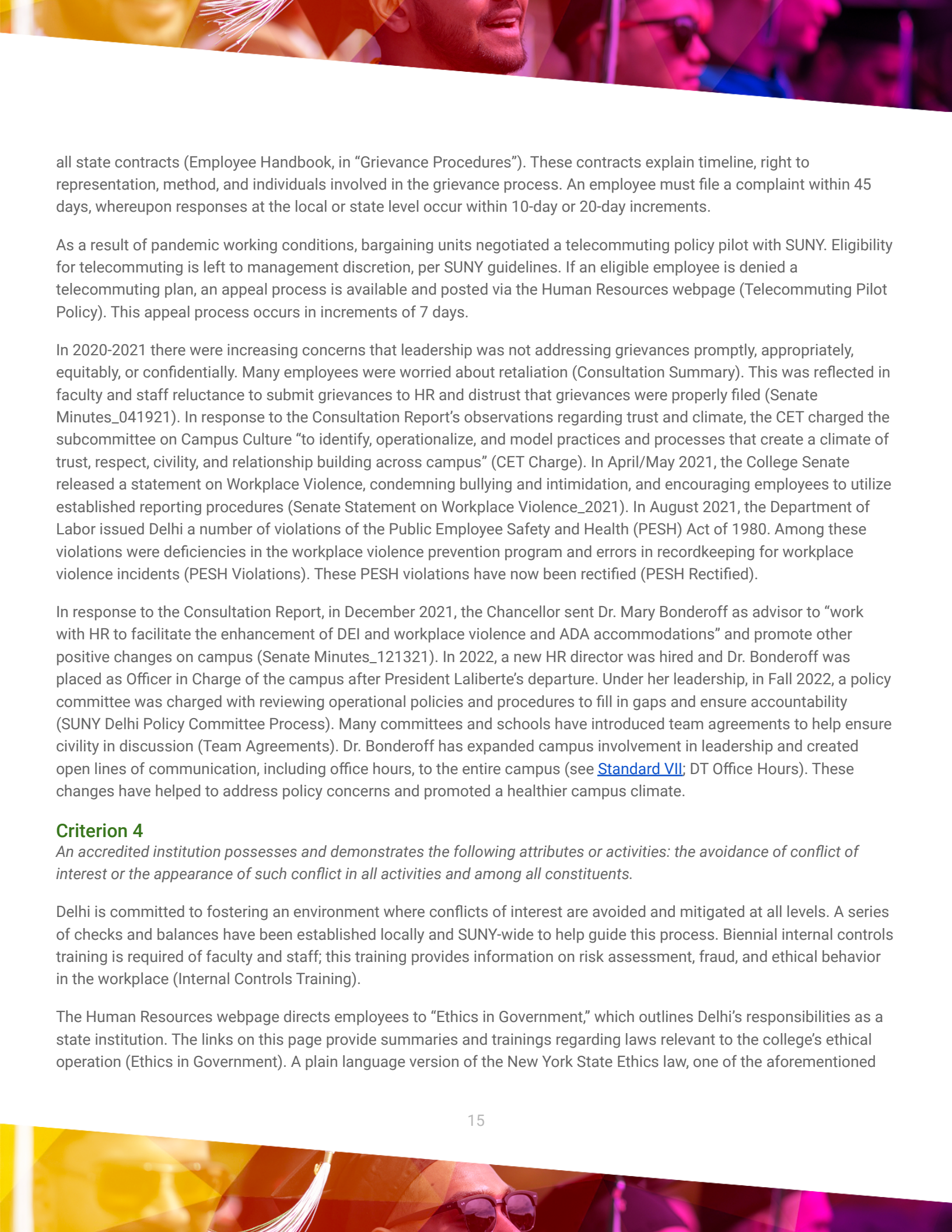
Title IX grievances can be delivered directly to the Title IX coordinators or submitted via a Sexual Violence/Harassment Incident Report on the Title IX homepage, available via the Student Resources webpage (Title IX). The Title IX Coordinators at Delhi are marked in bold with embedded links to their emails on the Title IX homepage (Title IX). The role of faculty and staff as mandated reporters is outlined in resources available through the Human Resources webpage (Reporting Obligations). A unit in the First Year Seminar course also explicitly addresses unhealthy relationships and points students to the National Domestic Violence Hotline and the Campus Counseling Center (FYS_Healthy Relationships). The Student Code of Conduct, available in the Student Handbook, outlines behavior that might lead to complaints or severe discipline and explains that student conduct cases are determined based on preponderance of evidence (Student Handbook, in “Code of Conduct”).

Students may also appeal disciplinary actions. For academic integrity violations, students may direct appeals to the appropriate dean and the Provost. For Student Conduct violations, appeals are made to the Provost (Student Handbook, in “Code of Conduct”). Appeals for Student Life disciplinary procedures may be made to Resident Hall Directors (RDs), the Director of Student Rights & Responsibilities, the Assistant Vice President for Student Life, and the Student Conduct Council (Student Handbook, in “Code of Conduct”).

Grievance Policy for Faculty & Staff

The Civil Rights Discrimination Complaint Policy and Title IX policies also apply to employees, and links are provided via the Human Resources page (Civil Rights Discrimination Resources). A presentation on Title IX is provided during New Employee Orientation (New Employee Orientation_Aug22).

The agreement between the State of New York and Delhi bargaining units, UUP and CSEA (Civil Service Employees Association), dictate definition and procedures for contract grievances (NYS UUP Agreement_16-22, p.7; ASU Contract Agreement_16-21, p.107). Embedded within the online employee handbook is a page on grievance procedure with a link to



all state contracts (Employee Handbook, in “Grievance Procedures”). These contracts explain timeline, right to representation, method, and individuals involved in the grievance process. An employee must file a complaint within 45 days, whereupon responses at the local or state level occur within 10-day or 20-day increments.

As a result of pandemic working conditions, bargaining units negotiated a telecommuting policy pilot with SUNY. Eligibility for telecommuting is left to management discretion, per SUNY guidelines. If an eligible employee is denied a telecommuting plan, an appeal process is available and posted via the Human Resources webpage (Telecommuting Pilot Policy). This appeal process occurs in increments of 7 days.

In 2020-2021 there were increasing concerns that leadership was not addressing grievances promptly, appropriately, equitably, or confidentially. Many employees were worried about retaliation (Consultation Summary). This was reflected in faculty and staff reluctance to submit grievances to HR and distrust that grievances were properly filed (Senate Minutes_041921). In response to the Consultation Report’s observations regarding trust and climate, the CET charged the subcommittee on Campus Culture “to identify, operationalize, and model practices and processes that create a climate of trust, respect, civility, and relationship building across campus” (CET Charge). In April/May 2021, the College Senate released a statement on Workplace Violence, condemning bullying and intimidation, and encouraging employees to utilize established reporting procedures (Senate Statement on Workplace Violence_2021). In August 2021, the Department of Labor issued Delhi a number of violations of the Public Employee Safety and Health (PESH) Act of 1980. Among these violations were deficiencies in the workplace violence prevention program and errors in recordkeeping for workplace violence incidents (PESH Violations). These PESH violations have now been rectified (PESH Rectified).

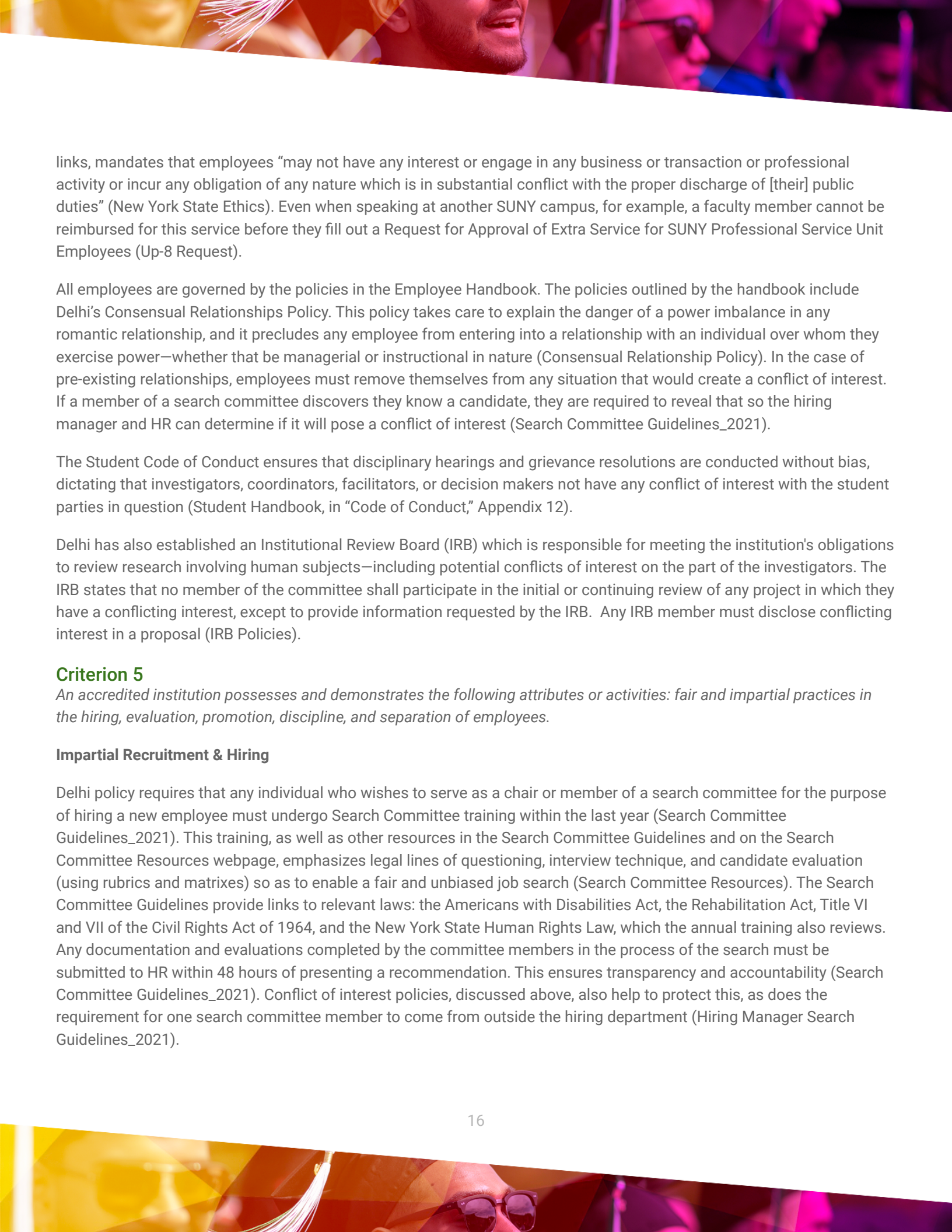
In response to the Consultation Report, in December 2021, the Chancellor sent Dr. Mary Bonderoff as advisor to “work with HR to facilitate the enhancement of DEI and workplace violence and ADA accommodations” and promote other positive changes on campus (Senate Minutes_121321). In 2022, a new HR director was hired and Dr. Bonderoff was placed as Officer in Charge of the campus after President Laliberte’s departure. Under her leadership, in Fall 2022, a policy committee was charged with reviewing operational policies and procedures to fill in gaps and ensure accountability (SUNY Delhi Policy Committee Process). Many committees and schools have introduced team agreements to help ensure civility in discussion (Team Agreements). Dr. Bonderoff has expanded campus involvement in leadership and created open lines of communication, including office hours, to the entire campus (see [Standard VII](#); DT Office Hours). These changes have helped to address policy concerns and promoted a healthier campus climate.

Criterion 4

An accredited institution possesses and demonstrates the following attributes or activities: the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.

Delhi is committed to fostering an environment where conflicts of interest are avoided and mitigated at all levels. A series of checks and balances have been established locally and SUNY-wide to help guide this process. Biennial internal controls training is required of faculty and staff; this training provides information on risk assessment, fraud, and ethical behavior in the workplace (Internal Controls Training).

The Human Resources webpage directs employees to “Ethics in Government,” which outlines Delhi’s responsibilities as a state institution. The links on this page provide summaries and trainings regarding laws relevant to the college’s ethical operation (Ethics in Government). A plain language version of the New York State Ethics law, one of the aforementioned



links, mandates that employees “may not have any interest or engage in any business or transaction or professional activity or incur any obligation of any nature which is in substantial conflict with the proper discharge of [their] public duties” (New York State Ethics). Even when speaking at another SUNY campus, for example, a faculty member cannot be reimbursed for this service before they fill out a Request for Approval of Extra Service for SUNY Professional Service Unit Employees (Up-8 Request).

All employees are governed by the policies in the Employee Handbook. The policies outlined by the handbook include Delhi’s Consensual Relationships Policy. This policy takes care to explain the danger of a power imbalance in any romantic relationship, and it precludes any employee from entering into a relationship with an individual over whom they exercise power—whether that be managerial or instructional in nature (Consensual Relationship Policy). In the case of pre-existing relationships, employees must remove themselves from any situation that would create a conflict of interest. If a member of a search committee discovers they know a candidate, they are required to reveal that so the hiring manager and HR can determine if it will pose a conflict of interest (Search Committee Guidelines_2021).

The Student Code of Conduct ensures that disciplinary hearings and grievance resolutions are conducted without bias, dictating that investigators, coordinators, facilitators, or decision makers not have any conflict of interest with the student parties in question (Student Handbook, in “Code of Conduct,” Appendix 12).


Delhi has also established an Institutional Review Board (IRB) which is responsible for meeting the institution's obligations to review research involving human subjects—including potential conflicts of interest on the part of the investigators. The IRB states that no member of the committee shall participate in the initial or continuing review of any project in which they have a conflicting interest, except to provide information requested by the IRB. Any IRB member must disclose conflicting interest in a proposal (IRB Policies).

Criterion 5

An accredited institution possesses and demonstrates the following attributes or activities: fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees.

Impartial Recruitment & Hiring

Delhi policy requires that any individual who wishes to serve as a chair or member of a search committee for the purpose of hiring a new employee must undergo Search Committee training within the last year (Search Committee Guidelines_2021). This training, as well as other resources in the Search Committee Guidelines and on the Search Committee Resources webpage, emphasizes legal lines of questioning, interview technique, and candidate evaluation (using rubrics and matrixes) so as to enable a fair and unbiased job search (Search Committee Resources). The Search Committee Guidelines provide links to relevant laws: the Americans with Disabilities Act, the Rehabilitation Act, Title VI and VII of the Civil Rights Act of 1964, and the New York State Human Rights Law, which the annual training also reviews. Any documentation and evaluations completed by the committee members in the process of the search must be submitted to HR within 48 hours of presenting a recommendation. This ensures transparency and accountability (Search Committee Guidelines_2021). Conflict of interest policies, discussed above, also help to protect this, as does the requirement for one search committee member to come from outside the hiring department (Hiring Manager Search Guidelines_2021).



The college continuously works to recruit a diverse candidate pool by advertising in venues catering to minorities and women, veterans, and individuals with disabilities—such as the Delaware County NY Veterans’ Services Agency Facebook page (Job Ads). As part of the UUP contract, open positions have to be advertised to internal candidates first to allow for job mobility and opportunity for advancement, but these candidates must go through the same application procedure as external candidates (Promotion Policy for Professional Staff).

The restrictions on travel during the height of the pandemic necessitated the move to virtual campus visits and Zoom interviews. Successful searches were completed this way and, in some cases, the use of Zoom provided opportunities for greater equity, since it cut down on expenses for applicants.

Impartial Evaluation of Employees

Delhi has members in four bargaining units, each with different contractual processes for evaluation, promotion, and discipline.

Management confidential employees are hired at will and are not covered under an agreement. The Board of Trustees and the Chancellor may choose to evaluate the President at any time, but other administrative officers are evaluated by methods established at each individual college in the SUNY system. As seen in the last year, campuses may also express informal evaluation of the President’s performance via a senate vote of no confidence. At Delhi, the Provost and other Vice Presidents will be evaluated biennially by their immediate supervisor based on the following performance management program: achievement of the College’s core competencies, attainment of previous goals and objectives, performance summary, and development plan for upcoming evaluation period (Employee Handbook, in “Evaluation of Management/Confidential Employees”).

Both full-time and part-time academic employees must submit student evaluations of instruction to their dean, the number of which is dependent on status of appointment. These evaluations are gathered via the software EvalKit (see [Standard III](#) for more discussion of this process). If these evaluations raise any concerns, the dean may choose to implement a Performance Program. Each faculty member must also undergo a classroom evaluation by the dean or designee every 1-3 years, depending on status (Employee Handbook, in “Evaluation of Academic Employees”). The ability for the employee to choose which evaluations to submit and to craft a narrative via an annual report and/or renewal packet provides an opportunity to balance out notoriously fallible student evaluations. These annual reports and renewal packets are reviewed by dean and Provost and address five specific areas of performance: Effectiveness of Teaching, Mastery of Subject Matter, Scholarly Ability, Effectiveness of University Service, and Continuing Growth (Employee Handbook, in “Faculty Annual Reports,” “Procedures for Renewal/Non-Renewal of Faculty”).

Professional employees are also evaluated annually on five criteria: Effectiveness in Performance, Mastery of Specialization, Professional Ability, Effectiveness in University Service, and Continuing Growth. Their performance shall be deemed by their supervisor to be satisfactory or unsatisfactory. An employee may ask for a report to be reviewed if their performance is rated unsatisfactory. These evaluations are used to determine renewal, possible improvement, re-evaluation of job functions, career growth, and promotions or salary increases (Employee Handbook, in “Evaluation of Professional Staff”). Though this review process includes a meeting between supervisor and employee to discuss evaluation and future performance programs, Covid-19 necessitated a change to virtual meetings or electronic submissions of evaluations in some cases.

A decorative image at the top of the page shows a group of people, likely at a conference or meeting. In the foreground, a man with a beard and glasses is looking towards the right. Behind him, other people are visible, some wearing sunglasses. The image has a warm, reddish-orange color palette.

Impartial Promotion of Employees

Faculty with term appointments must submit annual renewal files until they are granted continuing appointment. The renewal packet must include a narrative, a summary of student evaluations, a written evaluation by the dean, a report of classroom visitations, completed annual report from the previous year, a summary of advising activity, and an Academic Data Summary Sheet (ADSS). This packet is then reviewed by the School Standing Committee (SSC), the Dean/Director, the Continuing and Term Appointment Committee, the Provost, and the President. Between each of these reviews, the faculty member has an opportunity to see the recommendation of the previous party and provide additional comments or evidence as desired (Employee Handbook, in “Procedures for Renewal/Non-Renewal of Faculty”). During the height of the pandemic, UUP bargained with SUNY for faculty’s right to extend their tenure clock by one year if they felt the conditions significantly delayed their ability to fulfill tenure requirements (Tenure Clock). This renewal process has been relatively smooth, with grievances or concerns communicated to a UUP representative.

In 2018, a new promotion policy was provisionally established for academic employees due to concerns about inequity in the process (Provost on Promotion_17-18). Numerous emails and open forums transparently communicated the policy, invited feedback, and communicated changes over the following two years. As a result, faculty are now required to convene a Professional Development Mentoring Committee (PDMC), which oversees a minimum three-year Professional Development Plan (PDP). Upon the completion of this plan, the PDMC makes a recommendation to the School Standing Committee (SSC). The SSC provides a recommendation to the dean who, in turn, provides a recommendation to the Academic Promotion Committee (APC) (Employee Handbook, in “Academic Promotion Guidelines”). This plan was intended to be provisional, subject to review by UUP after an 18-month trial (UUP Eboard Notes_Sept19). In the summer of 2020, faculty grievances over unfair consideration of promotion materials led to a number of overturned APC decisions and increased the need for a policy review. A Senate taskforce with UUP representation was organized to review the policy and committee charges in Spring 2020 but were not able to initiate this task due to the disruption of the pandemic (Senate Minutes_060120; Open Forum Notes Task Force). This review process began in Fall 2022. Promotional opportunities for professional staff are primarily provided via the priority given to internal candidates for vacant positions or adding additional duties to a position (see above).

Impartial Discipline and Separation of Employees

Under the requirements of the UUP contract, Delhi employees with term appointments are required to be given significant notice before non-renewal: three months in the first year of employment, six months in the second year, and a full year thereafter. Temporary appointments can be terminated at will, and non-renewed term appointments are not subject to appeal. Termination of full-time employees will be considered retrenchment if it is the result of financial/resource exigency or reorganization (Employee Handbook, in “Separation/Termination of Service”). If terminated due to retrenchment, employees will be given special consideration for placement elsewhere within SUNY (UUP Retrenchment Vacancy Announcements).

UUP also oversees the administration of discipline. Discipline can only be imposed for just cause and notice should be provided to the employee in writing. The employee has a chance to file a grievance within ten days of notification. A UUP representative may help the employee navigate the grievance procedure with the Chancellor and SUNY (NYS UUP Agreement_16-22).



Criterion 6

An accredited institution possesses and demonstrates the following attributes or activities: honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.

The goal of the Office of Marketing and Communications is to “present a clear, consistent, and compelling image of SUNY Delhi to its valued constituencies” (Marketing and Comm Webpage). The office is “charged with the leadership and oversight of the college’s public image and assuring the consistency and quality of that image in all college communications that reach internal and external audiences.” It presents this charge as vital to the “integrity and stature” of the college (Campus Communication).

External Communications

SUNY and the Federal government dictate what information (with their separate deadlines and methods) must be disclosed to constituent groups; Delhi is in compliance with these guidelines (see Verification of Compliance). In the Office of Marketing and Communications, there is clear guidance as to processes for vetting information for distribution to ensure it accurately and honestly reflects the college’s position (Marketing Presentation). These procedures include vetting external communications with the Office of the President. Some of these policies are in the process of being codified via the new Policy Committee (SUNY Delhi Policy Committee Process).

Information about degree and certificate programs is current and available in Acalog, Delhi’s academic catalog (Acalog). This currency is contingent on the established timeline between proposals being approved in Curriculum Committee and being input into Banner and opened to students (CC Policies and Procedures_Oct2021). A log-in is not necessary to view Acalog, so critical details are easily available to all students and families. The list of program accreditations available on the website links users directly to the accrediting body, where proof of accreditation is accessible when publicly available (Institutional Accreditation). Estimated tuition and fees are also updated and clearly formatted for legibility via the Student Accounts webpage. A link on the Tuition and Fees page directs interested parties to a net price calculator, so that students can obtain a truthful picture of cost, and to pages with related costs such as Residence Hall Rates and Meal Plan Rates (Tuition and Fees). The Tuition and Fees webpage is directly linked to the Admissions webpage, so that students can consider all necessary factors before applying to the college (Admissions Web Page). In accordance with federal regulation and the best practices laid out in the Web Content Accessibility Guidelines 2.0, Delhi maintains the accessibility of its website, so information is available to everyone (SUNY Delhi Web Accessibility Statement).

Students featured in images obtained for marketing purposes may opt out if they do not wish their likeness to be used. To reuse any image on the website, individuals must seek permission from the Office of Marketing & Communications (Communications Policies and Procedures). Designated media representatives for any issue that involves the campus or college body as a whole help to control the release of relevant information (Communications Media Relations). The department of Marketing and Communication decides in conjunction with the President what media inquiries will be responded to.

The state of New York’s Freedom of Information Law (FOIL) means that any member of the public can submit a request to see any non-exempt government records or communication, which includes SUNY employee communications (FOIL). This provides a level of transparency and accountability throughout the system.



Internal Communications

Delhi has multiple avenues by which to communicate to the campus body. Delhi Today (and its student analogue Bronco Bulletin) provide daily email updates on campus deadlines, events, and announcements. In order to submit an announcement via these emails, the submitter must verify that their supervisor approves the message, and Marketing & Communications reviews each submission before being included (Campus Newsletter Submission Form). This helps to ensure that all information shared is appropriate and correct.

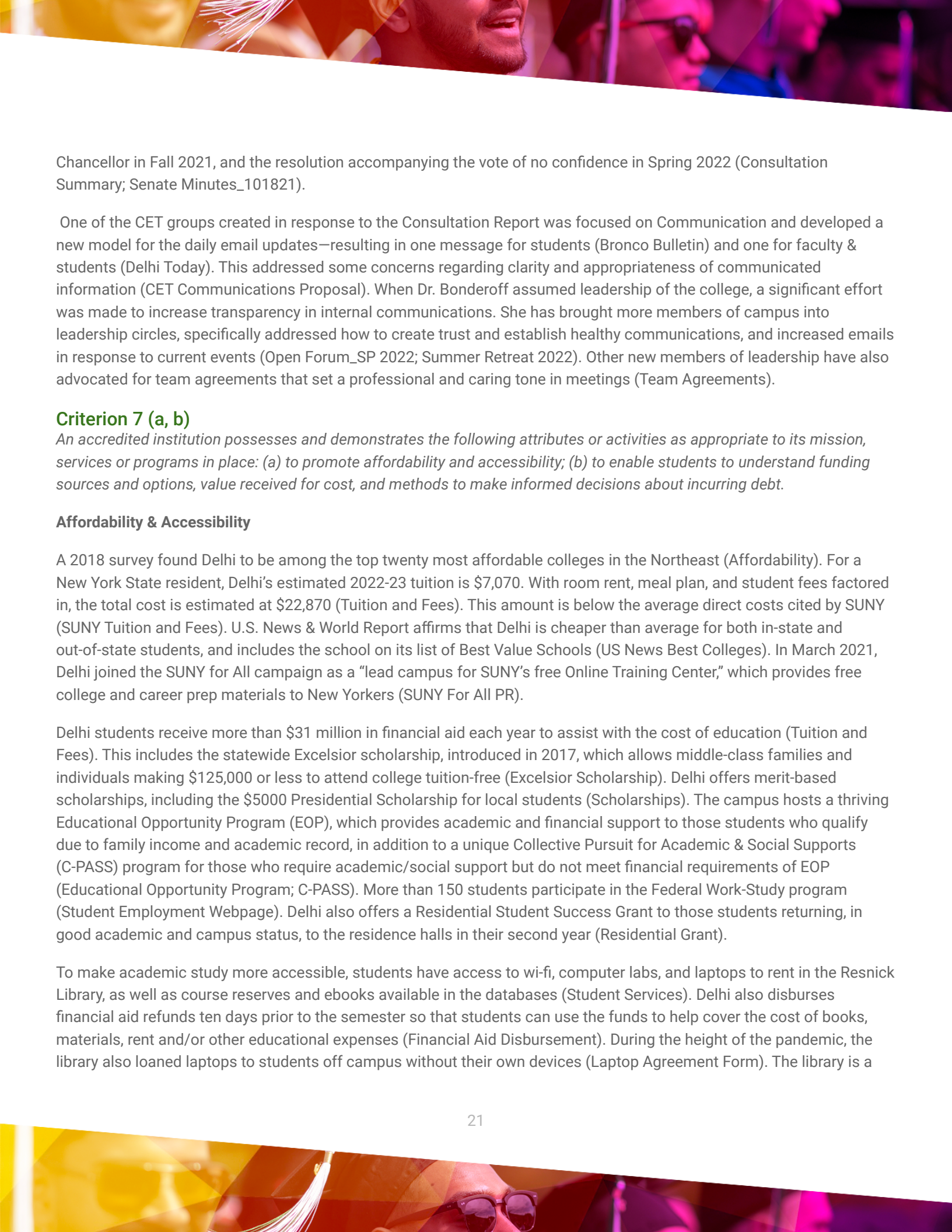
Delhi Today Extra emails convey important announcements from leadership that require special attention. BroncoCONNECT and Vancko Hall can both be set up to send email reminders and notifications about events and online forums—and keep records of engagement with events and courses (which can verify involvement). Additionally, department and population-specific listservs are used to send out instructions and audience-specific messages. Updates or corrections to the college website can be submitted by anyone (Marketing Presentation). The Campus Voice is a newspaper for the campus, and Horizons is a magazine for alumni; both feature positive stories about the college (Campus Voice Newspaper; Horizons Magazine). Recently, Dr. Bonderoff has begun to distribute a brief newsletter from her office, entitled Delhi Driven. This newsletter provides updates on critical concerns, like budget and assessment (President Newsletter).

The SUNY system is mandated to abide by the Open Meetings Law, which dictates that meetings of the Board of Trustees (statewide) and the College Councils of each campus are open to the public and should be advertised accordingly (Open Meeting Laws). College Council meetings are now advertised via Delhi Today (DT_College Council). Additionally, a public invitation and link to attend the meetings virtually are posted on their website. A call for contributions to the College Council report precedes the meeting and minutes are also publicly available on the website (College Council).

College Senate meetings are open to the campus community, advertised in Delhi Today, and any campus member can request to be recognized by the presider and speak to the body (DT_College Senate). Bylaws and minutes are publicly available (College Senate Webpage). Subcommittees of the Senate make regular presentations to the body, including the Curriculum Committee which meets monthly and tracks decisions on a tabulated agenda. Minutes and agenda for the Student Senate are accessible to campus members via BroncoCONNECT (Student Senate Webpage). Notes from the College Leadership Team meetings are also available on the college website and provide regular updates on campus process (Cabinet Minutes_2022).

Other committee documentation and minutes are available to campus members, via log-in, on the Confluence wiki or on Vancko Hall (Current Committees_Confluence). These data repositories contain both current and archival material. Units across campus also now utilize TEAMS and OneDrive for file storage accessible to all relevant unit or committee members (Teams Screenshot). Opening day meetings each semester, with presentations by leadership, provide recent and forthcoming activities (Fall 22 Opening Meeting).

The necessity for flexibility during the pandemic and implementation of a hybrid learning model required consistent updates to messaging, sent out via email and shared in weekly update videos from President Laliberte. However, this crisis also accentuated concerns about leadership's communication to campus. The Senate Executive Board compiled evidence pointing to confusing messages or lack of communication as well as bullying or threatening behavior (Consultation Summary). These concerns were formalized in the Consultation Report in Fall 2020, a letter directed to the



Chancellor in Fall 2021, and the resolution accompanying the vote of no confidence in Spring 2022 (Consultation Summary; Senate Minutes_101821).

One of the CET groups created in response to the Consultation Report was focused on Communication and developed a new model for the daily email updates—resulting in one message for students (Bronco Bulletin) and one for faculty & students (Delhi Today). This addressed some concerns regarding clarity and appropriateness of communicated information (CET Communications Proposal). When Dr. Bonderoff assumed leadership of the college, a significant effort was made to increase transparency in internal communications. She has brought more members of campus into leadership circles, specifically addressed how to create trust and establish healthy communications, and increased emails in response to current events (Open Forum_SP 2022; Summer Retreat 2022). Other new members of leadership have also advocated for team agreements that set a professional and caring tone in meetings (Team Agreements).

Criterion 7 (a, b)

An accredited institution possesses and demonstrates the following attributes or activities as appropriate to its mission, services or programs in place: (a) to promote affordability and accessibility; (b) to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.

Affordability & Accessibility

A 2018 survey found Delhi to be among the top twenty most affordable colleges in the Northeast (Affordability). For a New York State resident, Delhi's estimated 2022-23 tuition is \$7,070. With room rent, meal plan, and student fees factored in, the total cost is estimated at \$22,870 (Tuition and Fees). This amount is below the average direct costs cited by SUNY (SUNY Tuition and Fees). U.S. News & World Report affirms that Delhi is cheaper than average for both in-state and out-of-state students, and includes the school on its list of Best Value Schools (US News Best Colleges). In March 2021, Delhi joined the SUNY for All campaign as a "lead campus for SUNY's free Online Training Center," which provides free college and career prep materials to New Yorkers (SUNY For All PR).

Delhi students receive more than \$31 million in financial aid each year to assist with the cost of education (Tuition and Fees). This includes the statewide Excelsior scholarship, introduced in 2017, which allows middle-class families and individuals making \$125,000 or less to attend college tuition-free (Excelsior Scholarship). Delhi offers merit-based scholarships, including the \$5000 Presidential Scholarship for local students (Scholarships). The campus hosts a thriving Educational Opportunity Program (EOP), which provides academic and financial support to those students who qualify due to family income and academic record, in addition to a unique Collective Pursuit for Academic & Social Supports (C-PASS) program for those who require academic/social support but do not meet financial requirements of EOP (Educational Opportunity Program; C-PASS). More than 150 students participate in the Federal Work-Study program (Student Employment Webpage). Delhi also offers a Residential Student Success Grant to those students returning, in good academic and campus status, to the residence halls in their second year (Residential Grant).

To make academic study more accessible, students have access to wi-fi, computer labs, and laptops to rent in the Resnick Library, as well as course reserves and ebooks available in the databases (Student Services). Delhi also disburses financial aid refunds ten days prior to the semester so that students can use the funds to help cover the cost of books, materials, rent and/or other educational expenses (Financial Aid Disbursement). During the height of the pandemic, the library also loaned laptops to students off campus without their own devices (Laptop Agreement Form). The library is a

huge proponent and supporter of OER, which enables faculty to offer assigned readings at free or little cost (see [criterion 1](#)). Access & Equity Services provide access to a wide range of assistive technologies and facilitate requests for alternatively-formatted books to accommodate students with learning disabilities (Assistive Technology). Digital resources, like Zoom, that were more frequently used during the time in which the college went primarily online, are still used now by many faculty to provide hybrid classrooms for students who have excused absences.

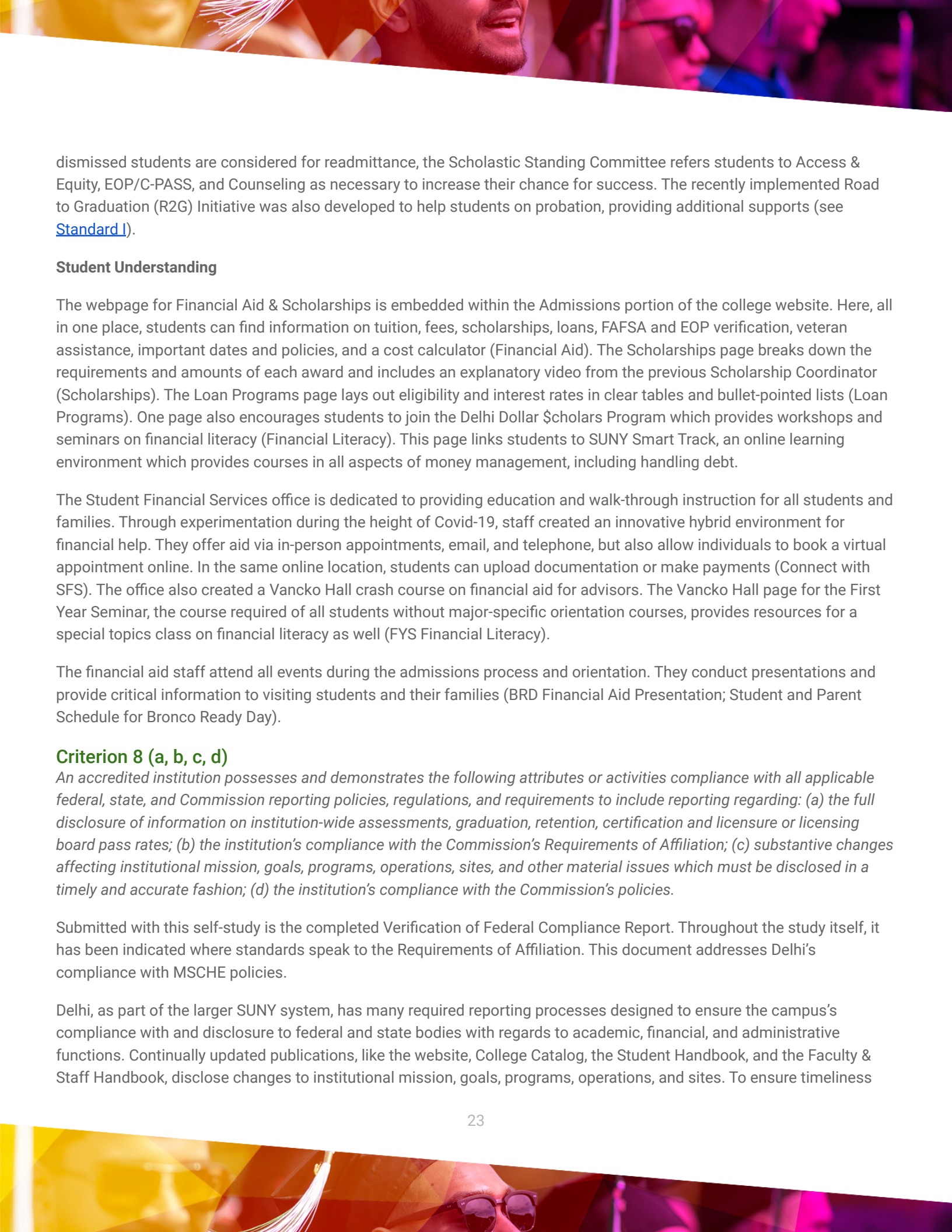
The campus utilizes well-established assessment tools to guarantee the integrity of its online offerings as well. Through Spring 2022, the Callas Center employed the Quality Matters rubric to assess course design of classes offered through Vancko Hall. The Center is in the process of transitioning to the SUNY Online Course Quality Review (OSCQR) Rubric (Callas Center). This rubric specifically looks at various aspects of a course's accessibility (OSCQR Rubric). Additionally, Ally, an accessibility checker embedded in Moodle, provides a quick and helpful evaluation of the accessibility of course materials (Ally Usage). The Center and the Online Instructional Committee (OIC) are also involved in discussions regarding which trainings and course reviews should become mandatory for faculty (CCETI Assessment Plan_18-21).

In addition, Delhi makes sure to accommodate physical needs that may interfere with student health and academic success. Delhi's Food Insecurity Taskforce initiated a Swipe It Forward program in 2019 which allows students to donate their meals to others, the first of its kind in the SUNY system (Swipe).



The O'Connor Center for Community Engagement oversees a food pantry and thrift store called Regalia, where students can pick up non-perishable foods and hygiene products at no cost. Gently-used career and business clothing is available at \$1 per piece (Regalia). A recent SUNY grant enabled Regalia to purchase refrigeration for the food pantry (Food Pantry Grant). The MOSAIC Center also provides access to a kitchen and occasional food items so that students can prepare meals. The Delhi Campus Child Care Center (DC4) prioritizes the needs of student parents and provides some tuition funding (Student Services).

The Broncos Care Team was established to provide "intervention and advocacy for students in need of assistance, support, or who are in distress." Employees thus have the ability to refer a student to the Broncos CARE Team if they feel they are struggling with food insecurity, homelessness, medical issues, or mental health needs (CARE Team). When



dismissed students are considered for readmittance, the Scholastic Standing Committee refers students to Access & Equity, EOP/C-PASS, and Counseling as necessary to increase their chance for success. The recently implemented Road to Graduation (R2G) Initiative was also developed to help students on probation, providing additional supports (see [Standard I](#)).

Student Understanding

The webpage for Financial Aid & Scholarships is embedded within the Admissions portion of the college website. Here, all in one place, students can find information on tuition, fees, scholarships, loans, FAFSA and EOP verification, veteran assistance, important dates and policies, and a cost calculator (Financial Aid). The Scholarships page breaks down the requirements and amounts of each award and includes an explanatory video from the previous Scholarship Coordinator (Scholarships). The Loan Programs page lays out eligibility and interest rates in clear tables and bullet-pointed lists (Loan Programs). One page also encourages students to join the Delhi Dollar Scholars Program which provides workshops and seminars on financial literacy (Financial Literacy). This page links students to SUNY Smart Track, an online learning environment which provides courses in all aspects of money management, including handling debt.

The Student Financial Services office is dedicated to providing education and walk-through instruction for all students and families. Through experimentation during the height of Covid-19, staff created an innovative hybrid environment for financial help. They offer aid via in-person appointments, email, and telephone, but also allow individuals to book a virtual appointment online. In the same online location, students can upload documentation or make payments (Connect with SFS). The office also created a Vancko Hall crash course on financial aid for advisors. The Vancko Hall page for the First Year Seminar, the course required of all students without major-specific orientation courses, provides resources for a special topics class on financial literacy as well (FYS Financial Literacy).

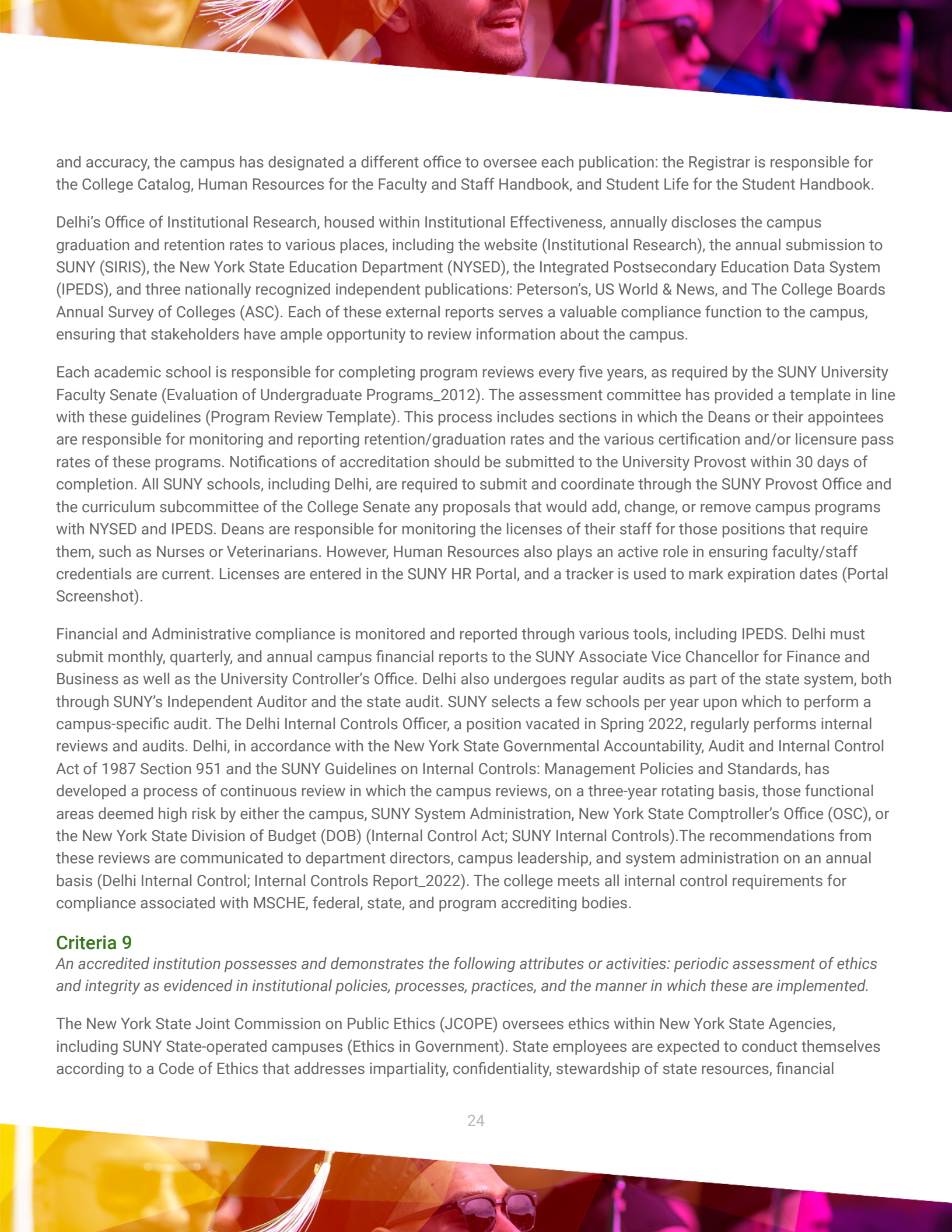
The financial aid staff attend all events during the admissions process and orientation. They conduct presentations and provide critical information to visiting students and their families (BRD Financial Aid Presentation; Student and Parent Schedule for Bronco Ready Day).

Criterion 8 (a, b, c, d)

An accredited institution possesses and demonstrates the following attributes or activities compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: (a) the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; (b) the institution's compliance with the Commission's Requirements of Affiliation; (c) substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; (d) the institution's compliance with the Commission's policies.

Submitted with this self-study is the completed Verification of Federal Compliance Report. Throughout the study itself, it has been indicated where standards speak to the Requirements of Affiliation. This document addresses Delhi's compliance with MSCHE policies.

Delhi, as part of the larger SUNY system, has many required reporting processes designed to ensure the campus's compliance with and disclosure to federal and state bodies with regards to academic, financial, and administrative functions. Continually updated publications, like the website, College Catalog, the Student Handbook, and the Faculty & Staff Handbook, disclose changes to institutional mission, goals, programs, operations, and sites. To ensure timeliness



and accuracy, the campus has designated a different office to oversee each publication: the Registrar is responsible for the College Catalog, Human Resources for the Faculty and Staff Handbook, and Student Life for the Student Handbook.

Delhi's Office of Institutional Research, housed within Institutional Effectiveness, annually discloses the campus graduation and retention rates to various places, including the website (Institutional Research), the annual submission to SUNY (SIRIS), the New York State Education Department (NYSED), the Integrated Postsecondary Education Data System (IPEDS), and three nationally recognized independent publications: Peterson's, US World & News, and The College Boards Annual Survey of Colleges (ASC). Each of these external reports serves a valuable compliance function to the campus, ensuring that stakeholders have ample opportunity to review information about the campus.

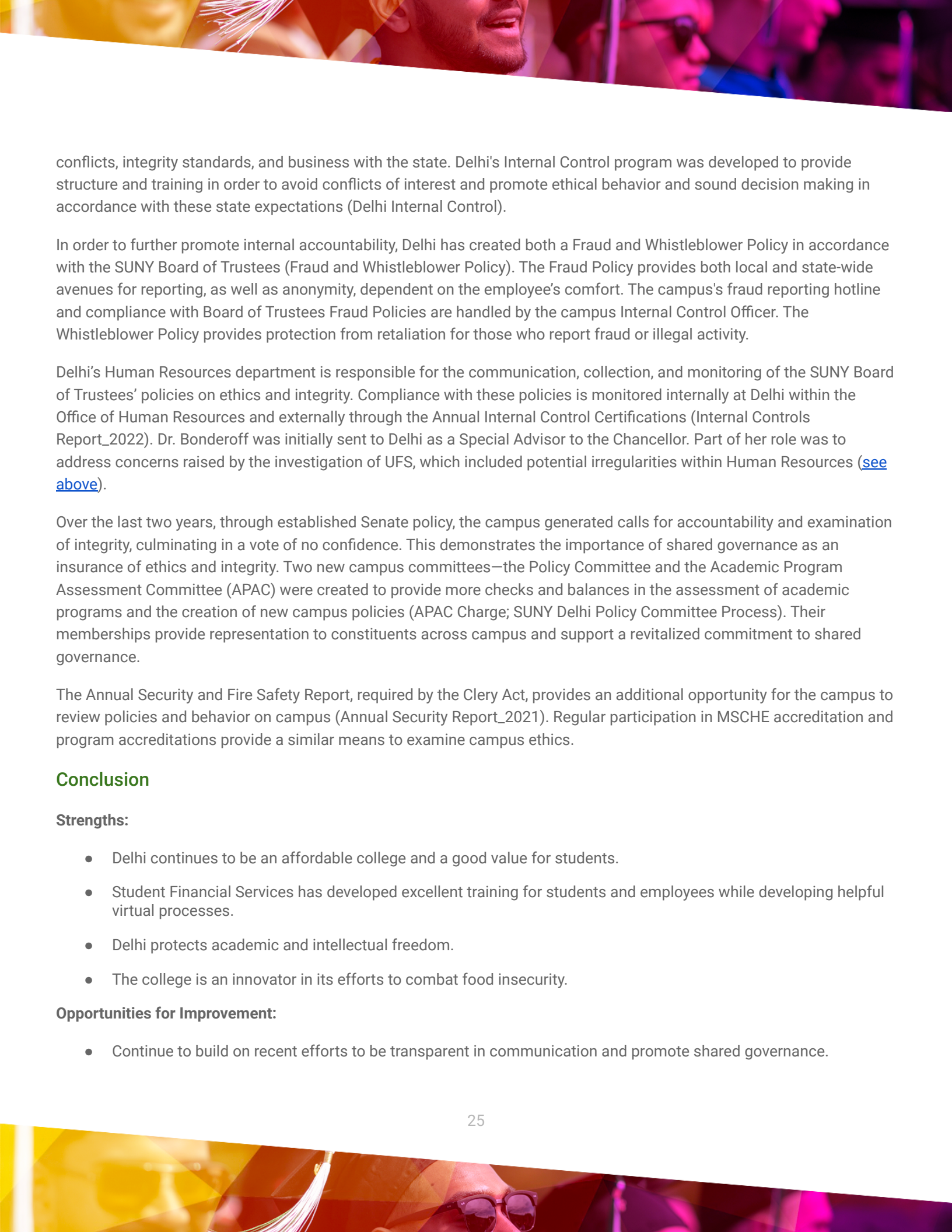
Each academic school is responsible for completing program reviews every five years, as required by the SUNY University Faculty Senate (Evaluation of Undergraduate Programs_2012). The assessment committee has provided a template in line with these guidelines (Program Review Template). This process includes sections in which the Deans or their appointees are responsible for monitoring and reporting retention/graduation rates and the various certification and/or licensure pass rates of these programs. Notifications of accreditation should be submitted to the University Provost within 30 days of completion. All SUNY schools, including Delhi, are required to submit and coordinate through the SUNY Provost Office and the curriculum subcommittee of the College Senate any proposals that would add, change, or remove campus programs with NYSED and IPEDS. Deans are responsible for monitoring the licenses of their staff for those positions that require them, such as Nurses or Veterinarians. However, Human Resources also plays an active role in ensuring faculty/staff credentials are current. Licenses are entered in the SUNY HR Portal, and a tracker is used to mark expiration dates (Portal Screenshot).

Financial and Administrative compliance is monitored and reported through various tools, including IPEDS. Delhi must submit monthly, quarterly, and annual campus financial reports to the SUNY Associate Vice Chancellor for Finance and Business as well as the University Controller's Office. Delhi also undergoes regular audits as part of the state system, both through SUNY's Independent Auditor and the state audit. SUNY selects a few schools per year upon which to perform a campus-specific audit. The Delhi Internal Controls Officer, a position vacated in Spring 2022, regularly performs internal reviews and audits. Delhi, in accordance with the New York State Governmental Accountability, Audit and Internal Control Act of 1987 Section 951 and the SUNY Guidelines on Internal Controls: Management Policies and Standards, has developed a process of continuous review in which the campus reviews, on a three-year rotating basis, those functional areas deemed high risk by either the campus, SUNY System Administration, New York State Comptroller's Office (OSC), or the New York State Division of Budget (DOB) (Internal Control Act; SUNY Internal Controls). The recommendations from these reviews are communicated to department directors, campus leadership, and system administration on an annual basis (Delhi Internal Control; Internal Controls Report_2022). The college meets all internal control requirements for compliance associated with MSCHE, federal, state, and program accrediting bodies.

Criteria 9

An accredited institution possesses and demonstrates the following attributes or activities: periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

The New York State Joint Commission on Public Ethics (JCOPE) oversees ethics within New York State Agencies, including SUNY State-operated campuses (Ethics in Government). State employees are expected to conduct themselves according to a Code of Ethics that addresses impartiality, confidentiality, stewardship of state resources, financial



conflicts, integrity standards, and business with the state. Delhi's Internal Control program was developed to provide structure and training in order to avoid conflicts of interest and promote ethical behavior and sound decision making in accordance with these state expectations (Delhi Internal Control).

In order to further promote internal accountability, Delhi has created both a Fraud and Whistleblower Policy in accordance with the SUNY Board of Trustees (Fraud and Whistleblower Policy). The Fraud Policy provides both local and state-wide avenues for reporting, as well as anonymity, dependent on the employee's comfort. The campus's fraud reporting hotline and compliance with Board of Trustees Fraud Policies are handled by the campus Internal Control Officer. The Whistleblower Policy provides protection from retaliation for those who report fraud or illegal activity.

Delhi's Human Resources department is responsible for the communication, collection, and monitoring of the SUNY Board of Trustees' policies on ethics and integrity. Compliance with these policies is monitored internally at Delhi within the Office of Human Resources and externally through the Annual Internal Control Certifications (Internal Controls Report_2022). Dr. Bonderoff was initially sent to Delhi as a Special Advisor to the Chancellor. Part of her role was to address concerns raised by the investigation of UFS, which included potential irregularities within Human Resources ([see above](#)).

Over the last two years, through established Senate policy, the campus generated calls for accountability and examination of integrity, culminating in a vote of no confidence. This demonstrates the importance of shared governance as an insurance of ethics and integrity. Two new campus committees—the Policy Committee and the Academic Program Assessment Committee (APAC) were created to provide more checks and balances in the assessment of academic programs and the creation of new campus policies (APAC Charge; SUNY Delhi Policy Committee Process). Their memberships provide representation to constituents across campus and support a revitalized commitment to shared governance.

The Annual Security and Fire Safety Report, required by the Clery Act, provides an additional opportunity for the campus to review policies and behavior on campus (Annual Security Report_2021). Regular participation in MSCHE accreditation and program accreditations provide a similar means to examine campus ethics.


Conclusion

Strengths:

- Delhi continues to be an affordable college and a good value for students.
- Student Financial Services has developed excellent training for students and employees while developing helpful virtual processes.
- Delhi protects academic and intellectual freedom.
- The college is an innovator in its efforts to combat food insecurity.

Opportunities for Improvement:

- Continue to build on recent efforts to be transparent in communication and promote shared governance.

- 
- Build accountability for search committee training.
 - Review and revise promotion policies as necessary.
 - Provide clarification about intellectual property on the website and in the Employee handbook; more widely communicate the Whistleblower Policy.
 - In step with the new SUNY GE, increase DEI instruction and practice.
 - Reinstitute campus climate surveys.

Requirements for Standard II

Concerns regarding transparency, respect, communication, and shared governance have come up over the last ten years. SUNY Delhi's governance structures have actively addressed those concerns through raising a vote of no confidence, working with a Special Advisor to the Chancellor on remedying the ethical breakdowns, and ultimately replacing the President with an Officer in Charge who is actively supporting and enforcing ethical behavior moving forward.

Alignment of Institutional Priorities and Strategic Plan with Standard II

Delhi has six themes (or goals) within their Strategic Plan: Investing in People, Investing in Facilities, Academic Programs, Enrollment, Student Potential, and Storytelling. Evidence for Standard II addresses the college's commitment to People, Enrollment, and Student Potential through the development of policies that protect employees and students, the creation of an affordable education, and the availability of financial education.

SUNY Delhi has also identified three institutional priorities in the process of this self-study: Student Success, Campus Community and Culture, and Academic Program Planning. The evidence for Standard II speaks to the first two of these priorities. Students are set up for success with the amount of resources allocated to help them navigate financial aid or stave off food insecurities. Recent attempts to repair and restore trust and accountability across campus speak to the importance and commitment of employees to the campus community.



Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education experiences (Standards for Accreditation and Requirements for Affiliation, MSCHE, 2015, pg. 7).

Evidence for Standard 3 supports the Requirements of Affiliation (RoA) 8, 9, 10, and 15 and Strategic Plan, Themes 1 (People), 3 (Academic Programs), 4 (Enrollment), 5 (Student Potential)

SUNY Delhi works diligently to support its students in rigorous, coherent graduate and undergraduate programs (with clear procedures for development and improvement) delivered by qualified and regularly assessed faculty who stay up-to-date in their fields and are provided with access to professional development. Students are also supported by the Educational Opportunity Program (EOP), Collective Pursuit for Academic & Social Supports (C-PASS), Access & Equity, Resnick Library, tutoring services, orientation courses, and dedicated advisement, among other campus resources. Digital resources, such as Acalog, Starfish, and DegreeWorks, help students and their support networks track their progress to graduation. Over the last five years, the assessment plan has been significantly strengthened, with clear and widely-communicated schedules and processes. ILOs have been updated in anticipation of changing SUNY GEs and increased training has been provided on DEI issues.

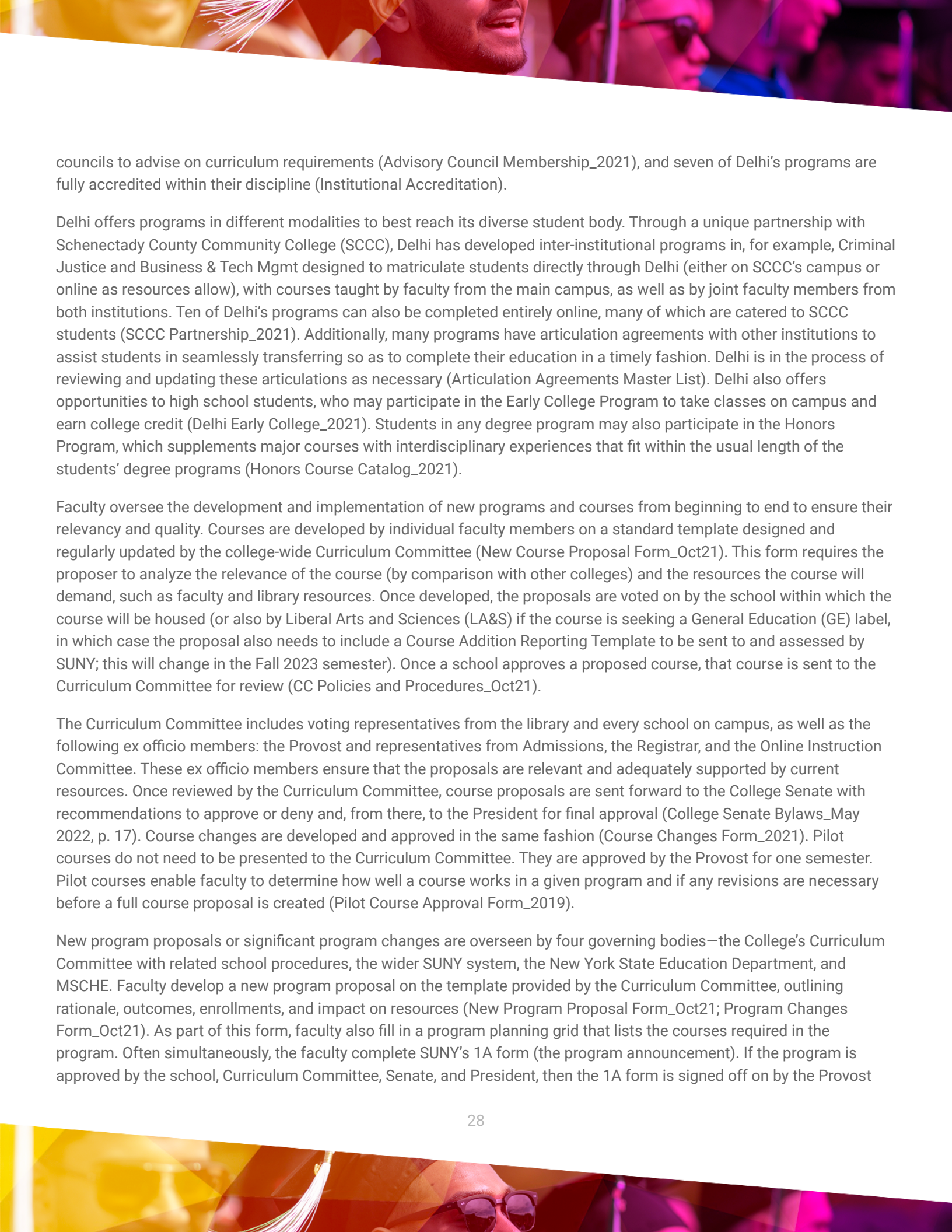
Criterion 1

An accredited institution possesses and demonstrates the following attributes or activities: certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning.

Degree Programs of Appropriate Length and Quality

As stated in its mission statement, Delhi is dedicated to “engag[ing] its inclusive community through hands-on teaching and learning” (SUNY Delhi Strategic Framework Lookbook_2019). In this spirit, Delhi offers 83 degrees (AAS, AOS, AS, AA, BBA, BS, BSN, BT, and MS) and fourteen certificates (Acalog, in “All Programs”), many of which include an applied-learning component (Applied Learning Inventory_2019). These programs—which range from Associates in General Studies, Culinary Arts, Automotive Mechanics, Accounting, Nursing, and Recreation and Sports Management to Bachelors in Veterinary Technology, Criminal Justice, Sustainability, Healthcare Management, and Architectural Design and Building to Masters in Nursing Administration and Nursing Education—are housed in five schools: Applied Technologies & Architecture, Business & Hospitality Management, Liberal Arts & Sciences, School of Nursing, and Veterinary & Applied Sciences. Delhi also continues to develop new programs, as determined by student demand and industry need, such as the Bachelor of Architecture and the Masters in Criminal Justice, which have been approved but are not yet live.

All Delhi programs are in line with the lengths and requirements outlined by SUNY policy, which dictates that a standard associate degree must have a minimum of 60 hours and a maximum of 64 hours. A standard bachelor’s degree must have a minimum of 120 hours and a maximum of 126, of which 45 credits must be taken at the upper division level (Minimum Credit Requirements_1976; Seamless Transfer_2012). The MS in Nursing also meets the credit expectations of New York State Education for Masters programs (SED Graduate Program Credits_2019). Most programs have advisory




councils to advise on curriculum requirements (Advisory Council Membership_2021), and seven of Delhi's programs are fully accredited within their discipline (Institutional Accreditation).

Delhi offers programs in different modalities to best reach its diverse student body. Through a unique partnership with Schenectady County Community College (SCCC), Delhi has developed inter-institutional programs in, for example, Criminal Justice and Business & Tech Mgmt designed to matriculate students directly through Delhi (either on SCCC's campus or online as resources allow), with courses taught by faculty from the main campus, as well as by joint faculty members from both institutions. Ten of Delhi's programs can also be completed entirely online, many of which are catered to SCCC students (SCCC Partnership_2021). Additionally, many programs have articulation agreements with other institutions to assist students in seamlessly transferring so as to complete their education in a timely fashion. Delhi is in the process of reviewing and updating these articulations as necessary (Articulation Agreements Master List). Delhi also offers opportunities to high school students, who may participate in the Early College Program to take classes on campus and earn college credit (Delhi Early College_2021). Students in any degree program may also participate in the Honors Program, which supplements major courses with interdisciplinary experiences that fit within the usual length of the students' degree programs (Honors Course Catalog_2021).

Faculty oversee the development and implementation of new programs and courses from beginning to end to ensure their relevancy and quality. Courses are developed by individual faculty members on a standard template designed and regularly updated by the college-wide Curriculum Committee (New Course Proposal Form_Oct21). This form requires the proposer to analyze the relevance of the course (by comparison with other colleges) and the resources the course will demand, such as faculty and library resources. Once developed, the proposals are voted on by the school within which the course will be housed (or also by Liberal Arts and Sciences (LA&S) if the course is seeking a General Education (GE) label, in which case the proposal also needs to include a Course Addition Reporting Template to be sent to and assessed by SUNY; this will change in the Fall 2023 semester). Once a school approves a proposed course, that course is sent to the Curriculum Committee for review (CC Policies and Procedures_Oct21).

The Curriculum Committee includes voting representatives from the library and every school on campus, as well as the following ex officio members: the Provost and representatives from Admissions, the Registrar, and the Online Instruction Committee. These ex officio members ensure that the proposals are relevant and adequately supported by current resources. Once reviewed by the Curriculum Committee, course proposals are sent forward to the College Senate with recommendations to approve or deny and, from there, to the President for final approval (College Senate Bylaws_May 2022, p. 17). Course changes are developed and approved in the same fashion (Course Changes Form_2021). Pilot courses do not need to be presented to the Curriculum Committee. They are approved by the Provost for one semester. Pilot courses enable faculty to determine how well a course works in a given program and if any revisions are necessary before a full course proposal is created (Pilot Course Approval Form_2019).

New program proposals or significant program changes are overseen by four governing bodies—the College's Curriculum Committee with related school procedures, the wider SUNY system, the New York State Education Department, and MSCHE. Faculty develop a new program proposal on the template provided by the Curriculum Committee, outlining rationale, outcomes, enrollments, and impact on resources (New Program Proposal Form_Oct21; Program Changes Form_Oct21). As part of this form, faculty also fill in a program planning grid that lists the courses required in the program. Often simultaneously, the faculty complete SUNY's 1A form (the program announcement). If the program is approved by the school, Curriculum Committee, Senate, and President, then the 1A form is signed off on by the Provost



and distributed through the SUNY system for internal comment. If there are no objections, the faculty continue on to complete SUNY's 2A/2B (2A New Program Proposal) or 3A (3A Program Revision) forms (New Program Proposal Form_Oct21). These forms do not have to be passed through the Curriculum Committee. Instead, they are sent to SUNY by the Provost and, if approved, are sent to the New York State Education Department (NYSED) who registers or denies the program. If the proposal constitutes a substantial change according to MSCHE rules, the paperwork is also sent to MSCHE for approval. Through these processes and checkpoints, all programs and courses are assured to meet college, system, and state standards for quality and length.

Recent conversations about the role of shared governance within these curriculum processes and procedures, especially as related to program discontinuance and deactivation, led to the clarification of processes in the Registrar and the development of the Academic Program Assessment Committee in Spring 2022. This committee includes representation for all stakeholders, including administration, deans, institutional effectiveness, faculty, and union (UUP). Its charge is to optimize programs for sustainable operations of the institution (APAC Charge). The committee recommends methods for sustaining, growing, or deactivating programs based on analysis of enrollment, persistence, graduation, workforce opportunities, and neighboring institutional programs.

Student Learning Experience

The Delhi experience produces well-rounded, career-ready graduates through commitment to institutional learning initiatives, program review, and general education assessment.

The coherence of the student learning experience is guaranteed by interlinking assessment at the course, program, school, and institutional level. The master syllabus template provides a table for faculty to connect course learning outcomes to program learning outcomes, to name one example (Course Syllabus Template_May21). Further, the formal assessment program consists of a Curriculum Map for academic programs to ensure each program outcome is being taught at the introductory, reinforced, and mastery levels (Ex: Teacher Ed Program Review_2020, p.10). The Assistant Vice President of Institutional Effectiveness oversees the assessment process to ensure it runs smoothly and reflects the synthesis between each level of assessment.

Given its dedication to continuous improvement, Delhi is piloting the assessment of the updated institutional learning outcomes (ILO) during the 2022-2023 academic year:

- **Responsibility:** Students will demonstrate personal and professional characteristics necessary for lifelong success.
- **Applied Knowledge:** Students synthesize and apply knowledge and/or technological skills gained from their SUNY Delhi learning experience to hands-on and/or real-world settings, creative projects, or research in order to make and/or implement informed decisions.
- **Diversity, Equity and Inclusion:** Students will explain the value of practices that foster diversity, equity and inclusivity.

The goals in updating and implementing this ILO assessment are to:

- Provide value-added growth to students throughout their duration at SUNY Delhi in these collaboratively defined, critical knowledge/skill areas.

- Continuously improve the education students receive both in and out of the classroom at SUNY Delhi

To reach these goals, Delhi ILO assessment must:

- Provide education on each ILO to every student
- Assess every student
- Be a campus-wide effort as part of a student's college learning experience, and not be solely confined to the classroom
- Be an assessment of us as an institution which in turn holds all of us responsible for student achievement of these ILOs (ILOs and Priorities_Aug2021, p.13)

The revised ILOs anticipate the new GE requirements emerging from SUNY and integrate with the ten current GEs, which range from Communication (Responsibility) to the Humanities (DEI) to the Natural Sciences (Applied Knowledge). Additionally, these ILOs are particularly suited to a college of technology like Delhi which prides itself on applied knowledge inside and outside of the classroom. The campus, under the guidance of the Assessment Committee, is currently implementing these ILOs in anticipation that they will be assessed every year at both the beginning and end of all programs. Each school will modify a rubric template for Applied Knowledge and Responsibility to better reflect the requirements of their programs. The DEI ILO will be assessed, campus-wide, by the Assessment Committee (ILOs and Priorities_Aug2021).

GE assessment is largely completed by the School of Liberal Arts & Sciences where most GE instruction is housed. Rubrics to assess each of the current GEs (Mathematics, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, the Arts, Foreign Language, and Basic Communication—with two additional competencies in critical thinking and information management) are developed and revised as necessary by faculty experts. Assessment is completed on a 3-year cycle and compiled into an internal data collection system, BroncoCollect. After each semester, faculty review GE assessment data and modify instructional plans accordingly (Institutional Effectiveness Plan_Nov 2021, pp. 28-29).

Program learning outcomes are also assessed on a three-year cycle by faculty and reviewed semi-annually in conjunction with Assessment Day. Course-level assessment mirrors the program and GE assessment, as applicable, and is performed by each individual faculty member via direct measures in their classroom (Institutional Effectiveness Plan_Nov 2021, p.24). Additionally, goals, outcomes, and metrics for best practices in online instruction are reviewed by the Online Instruction Committee. Quality review of online courses and training for delivery of online courses is overseen by instructional designers in the Callas Center (Online Instruction Guidelines_2021). In spring 2022, the Callas Center moved from the Quality Matters rubric to the OSCQR rubric to assess online courses (OSCQR Rubric).

Criterion 2

An accredited institution possesses and demonstrates the following attributes or activities: student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals:

A decorative image at the top of the page shows a group of people, likely at a conference or meeting. In the foreground, a man with a beard and glasses is looking towards the right. In the background, other people are visible, some wearing glasses and looking in various directions. The image has a warm, slightly blurred aesthetic with a color palette of oranges, yellows, and purples.

Criterion 2(a-c)

Faculty (full-time or part-time) and/or other appropriate professionals who are: (a) rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; (b) qualified for the positions they hold and the work they do; [and] (c) who are sufficient in number.

Number and Qualifications of Faculty

Delhi serves a student population of 2638 as of Fall 2021 (Fast Facts_2021). In the 2020-21 academic year, it employed 150 full-time faculty and 70 part-time faculty (EmploymentStats_2021). Full-time positions exist at four levels: Instructor/Assistant Librarian, Assistant Professor/Sr. Assistant Librarian, Associate Professor/Associate Librarian, and Professor/Librarian. Given these numbers, there is an average student-to-faculty ratio of 16:1, which allows the college to provide an individualized learning experience for students. On average, for Fall 2021, across both online and in-person classes, 17 students were enrolled for each class section and 11 for labs (Average Class Size_2021).

New faculty hires are dictated by enrollment need and approved by the Provost. Search committees are usually populated by volunteers and appointed by the Dean within each school. It is required that a member outside the hiring department be included (Hiring Manager Search Guidelines_2021). Members of the search committee must participate in the annual HR training, which reviews best practice in confidentiality, affirmative action, and interviewing (Search Committee Guidelines_2021). The diversity of the search committee itself is guided by the Search Committee Training which states that the membership should "have diverse backgrounds" (Hiring Manager Search Guidelines_2021).

Delhi follows SUNY's guidelines on minimum qualifications for each campus position (Academic Rank Titles). Where preferred qualifications are left to the campus's discretion, requirements differ between schools and divisions, with some schools (like LA&S) desiring a terminal degree. Minimum qualification for Instructors or Assistant Librarians is generally a Masters or a Bachelors with commensurate experience. In a few instances, like instructors overseeing certificate or Associate of Occupational Studies (AOS) programs, having an Associate with commensurate experience is acceptable. At the assistant or associate levels, faculty are required to have a Master's at a minimum (Employee Handbook, in "Promotion in Academic Rank"). Promotions are considered based on accrual of degree or experience beyond these minimums in addition to other requirements. 2019-2020 institutional data breaks down current full-time faculty expertise as follows: 38 hold Doctorates; 67 hold Master's; 27 hold Bachelor's; 11 hold Associates; 6 hold a separate professional degree; one instructor holds no degree (Strategic Plan Report Card_19-20).

Due to the pandemic and budget concerns, there are some faculty lines that have not been filled for a number of years and some schools in need of new lines due to enrollment numbers. This has contributed to extra service and overwork concerns that, in its current financial situation, Delhi cannot immediately address.

Effectiveness of Faculty

As outlined by conditions of employment, faculty are required to teach and perform assessment and service within their schools, and they are supported by the institution in these endeavors. Faculty are also expected to "pursue a continuing program of professional/academic growth in keeping with a field of specialization" (Employee Handbook, in "Conditions of Employment"). Related to these conditions, promotion is granted based on excellence in five areas: mastery of subject matter, effectiveness of teaching/librarianship (which factors in student evaluation data), scholarly ability, effectiveness of university service, and growth & development. If seeking promotion to associate or full professor, a faculty member must

also demonstrate leadership (Employee Handbook, in “Promotion in Academic Rank”). To obtain promotion, faculty must gather a Professional Development Mentoring Committee (PDMC) to oversee yearly revisions of a Professional Development Plan which explores how the candidate will meet each of the five or six areas required for promotion. Regardless of whether a faculty member seeks promotion, they must also complete an annual report which records accomplishments in these critical areas (Annual Report Template_2021). Academic staff, such as instructional designers and advisors, are assessed in five similar areas: effectiveness in performance, mastery of specialization, professional ability, effectiveness in university service, and continuing growth (Professional Employee Evaluation_2021).



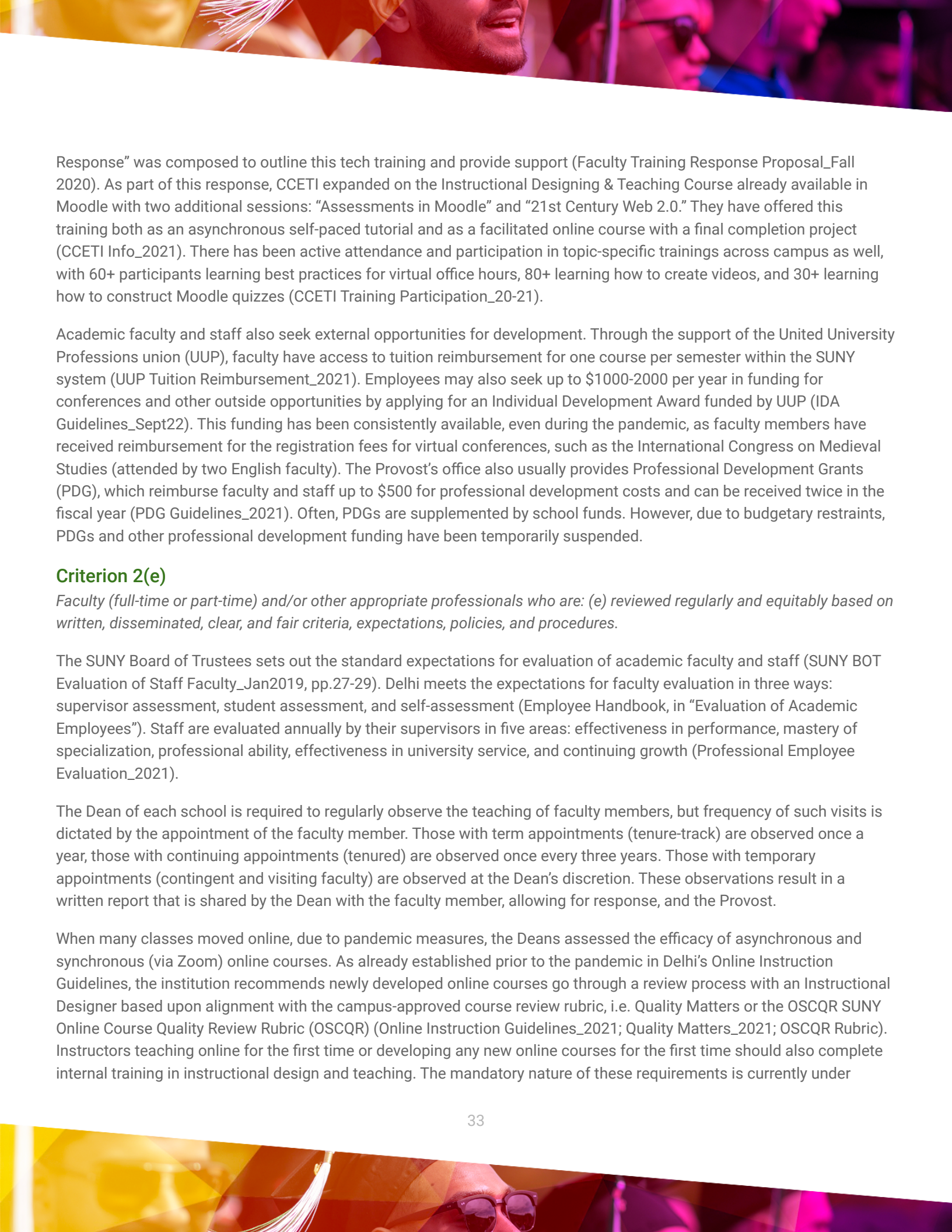
The effectiveness of Delhi faculty is further evidenced by regular achievement of the Chancellor’s Awards for Excellence in Adjunct Teaching, Faculty Service, Librarianship, Professional Service, Scholarship and Creative Activities, and Teaching (Chancellor Award Winners_2021). Through these awards, faculty and academic staff are recognized by SUNY for their dedication beyond the call of duty to teaching, service, and research.

Criterion 2(d)

Faculty (full-time or part-time) and/or other appropriate professionals who are: (d) provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation.

Delhi is committed to an intensive schedule of internal professional development programming, primarily provided by the Center for Excellence & Innovation in Teaching & Learning (CEITL) (CEITL Mission). Many of these programs can be used to earn micro-credentials in the areas of Assessment, Accessibility, Diversity, Teaching & Learning, Professional Skills, Personal Development, and Leadership (Micro-credentials_2021). These programs include “Mini Moodle Tools” (tips on the learning management system for online/hybrid teaching), “Diversity Series” (workshops designed to encourage dialogue around identity and equity), and the biannual S.P.A.R.K. (Sharing Pedagogy, Awesome Ideas, Research & Knowledge) (CEITL Engagement Opportunities). S.P.A.R.K. is a full day, or two half-days, of faculty- and staff-led panels on teaching, advising, and mentorship best practices (SPARK Schedule_2021). Faculty also lead a reading group called Sharing Teaching Ideas open to any employee on campus (Sharing Teaching Ideas). Prior to Covid-19, Delhi hosted the annual technology conference Moodlepalooza or Ed Tech Day, available to attendees across SUNY who wished to learn more about how to maximize the learning management system (Ed Tech Day_2018). Schools also host professional development events specific to their areas—such as a workshop on becoming a Certified Hospitality Educator in the School of Business & Hospitality (Certified Hospitality Educator Workshop_2021).

The Callas Center for Educational Technology & Instruction (CCETI) offers both individualized support and campus-wide programs through CEITL to encourage professional development for both faculty and staff. These efforts were intensified when Covid-19 necessitated a quick transition to online teaching across campus. A “Faculty Training and Development



Response” was composed to outline this tech training and provide support (Faculty Training Response Proposal_Fall 2020). As part of this response, CCETI expanded on the Instructional Designing & Teaching Course already available in Moodle with two additional sessions: “Assessments in Moodle” and “21st Century Web 2.0.” They have offered this training both as an asynchronous self-paced tutorial and as a facilitated online course with a final completion project (CCETI Info_2021). There has been active attendance and participation in topic-specific trainings across campus as well, with 60+ participants learning best practices for virtual office hours, 80+ learning how to create videos, and 30+ learning how to construct Moodle quizzes (CCETI Training Participation_20-21).

Academic faculty and staff also seek external opportunities for development. Through the support of the United University Professions union (UUP), faculty have access to tuition reimbursement for one course per semester within the SUNY system (UUP Tuition Reimbursement_2021). Employees may also seek up to \$1000-2000 per year in funding for conferences and other outside opportunities by applying for an Individual Development Award funded by UUP (IDA Guidelines_Sept22). This funding has been consistently available, even during the pandemic, as faculty members have received reimbursement for the registration fees for virtual conferences, such as the International Congress on Medieval Studies (attended by two English faculty). The Provost’s office also usually provides Professional Development Grants (PDG), which reimburse faculty and staff up to \$500 for professional development costs and can be received twice in the fiscal year (PDG Guidelines_2021). Often, PDGs are supplemented by school funds. However, due to budgetary restraints, PDGs and other professional development funding have been temporarily suspended.

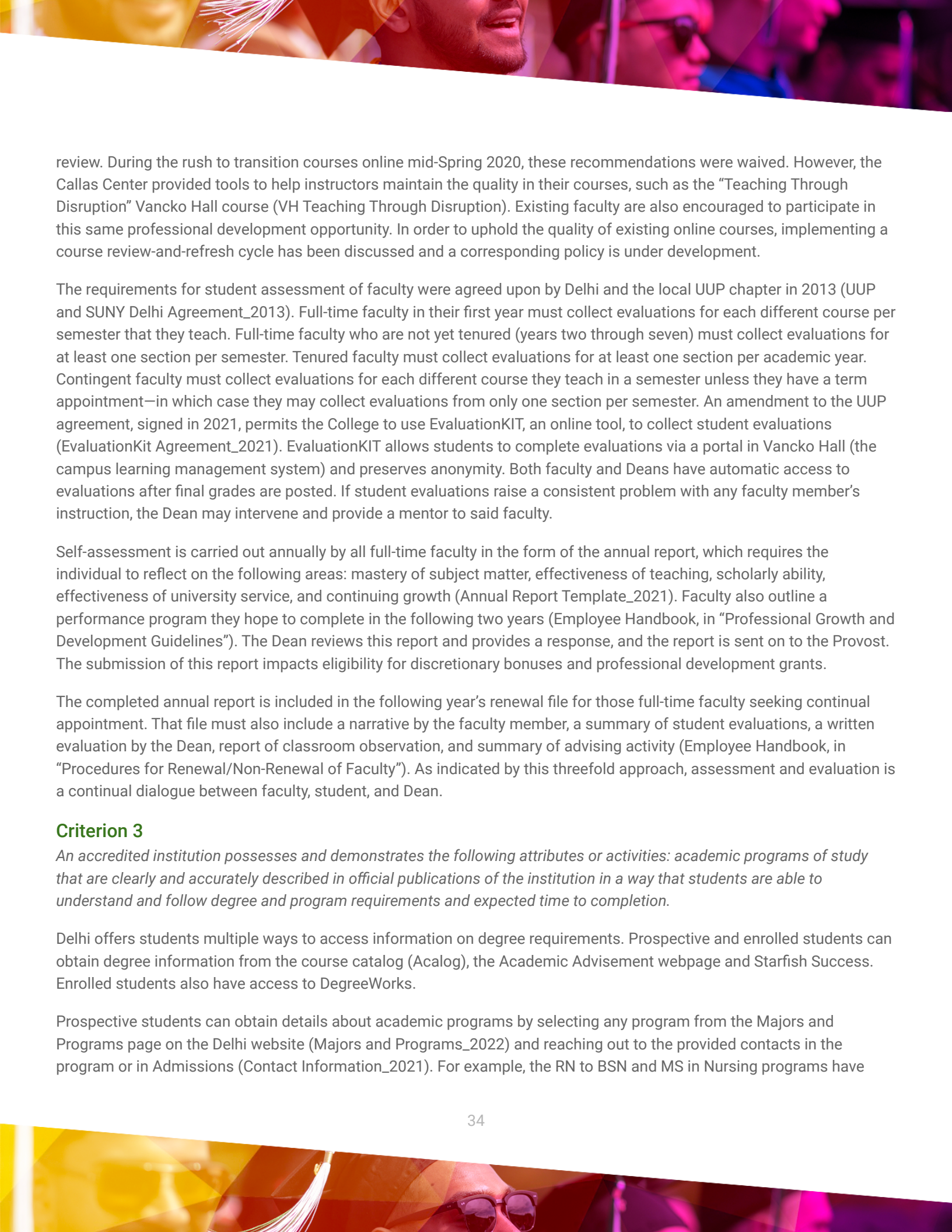
Criterion 2(e)

Faculty (full-time or part-time) and/or other appropriate professionals who are: (e) reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.

The SUNY Board of Trustees sets out the standard expectations for evaluation of academic faculty and staff (SUNY BOT Evaluation of Staff Faculty_Jan2019, pp.27-29). Delhi meets the expectations for faculty evaluation in three ways: supervisor assessment, student assessment, and self-assessment (Employee Handbook, in “Evaluation of Academic Employees”). Staff are evaluated annually by their supervisors in five areas: effectiveness in performance, mastery of specialization, professional ability, effectiveness in university service, and continuing growth (Professional Employee Evaluation_2021).

The Dean of each school is required to regularly observe the teaching of faculty members, but frequency of such visits is dictated by the appointment of the faculty member. Those with term appointments (tenure-track) are observed once a year, those with continuing appointments (tenured) are observed once every three years. Those with temporary appointments (contingent and visiting faculty) are observed at the Dean’s discretion. These observations result in a written report that is shared by the Dean with the faculty member, allowing for response, and the Provost.

When many classes moved online, due to pandemic measures, the Deans assessed the efficacy of asynchronous and synchronous (via Zoom) online courses. As already established prior to the pandemic in Delhi’s Online Instruction Guidelines, the institution recommends newly developed online courses go through a review process with an Instructional Designer based upon alignment with the campus-approved course review rubric, i.e. Quality Matters or the OSCQR SUNY Online Course Quality Review Rubric (OSCQR) (Online Instruction Guidelines_2021; Quality Matters_2021; OSCQR Rubric). Instructors teaching online for the first time or developing any new online courses for the first time should also complete internal training in instructional design and teaching. The mandatory nature of these requirements is currently under



review. During the rush to transition courses online mid-Spring 2020, these recommendations were waived. However, the Callas Center provided tools to help instructors maintain the quality in their courses, such as the “Teaching Through Disruption” Vancko Hall course (VH Teaching Through Disruption). Existing faculty are also encouraged to participate in this same professional development opportunity. In order to uphold the quality of existing online courses, implementing a course review-and-refresh cycle has been discussed and a corresponding policy is under development.

The requirements for student assessment of faculty were agreed upon by Delhi and the local UUP chapter in 2013 (UUP and SUNY Delhi Agreement_2013). Full-time faculty in their first year must collect evaluations for each different course per semester that they teach. Full-time faculty who are not yet tenured (years two through seven) must collect evaluations for at least one section per semester. Tenured faculty must collect evaluations for at least one section per academic year. Contingent faculty must collect evaluations for each different course they teach in a semester unless they have a term appointment—in which case they may collect evaluations from only one section per semester. An amendment to the UUP agreement, signed in 2021, permits the College to use EvaluationKIT, an online tool, to collect student evaluations (EvaluationKit Agreement_2021). EvaluationKIT allows students to complete evaluations via a portal in Vancko Hall (the campus learning management system) and preserves anonymity. Both faculty and Deans have automatic access to evaluations after final grades are posted. If student evaluations raise a consistent problem with any faculty member’s instruction, the Dean may intervene and provide a mentor to said faculty.

Self-assessment is carried out annually by all full-time faculty in the form of the annual report, which requires the individual to reflect on the following areas: mastery of subject matter, effectiveness of teaching, scholarly ability, effectiveness of university service, and continuing growth (Annual Report Template_2021). Faculty also outline a performance program they hope to complete in the following two years (Employee Handbook, in “Professional Growth and Development Guidelines”). The Dean reviews this report and provides a response, and the report is sent on to the Provost. The submission of this report impacts eligibility for discretionary bonuses and professional development grants.

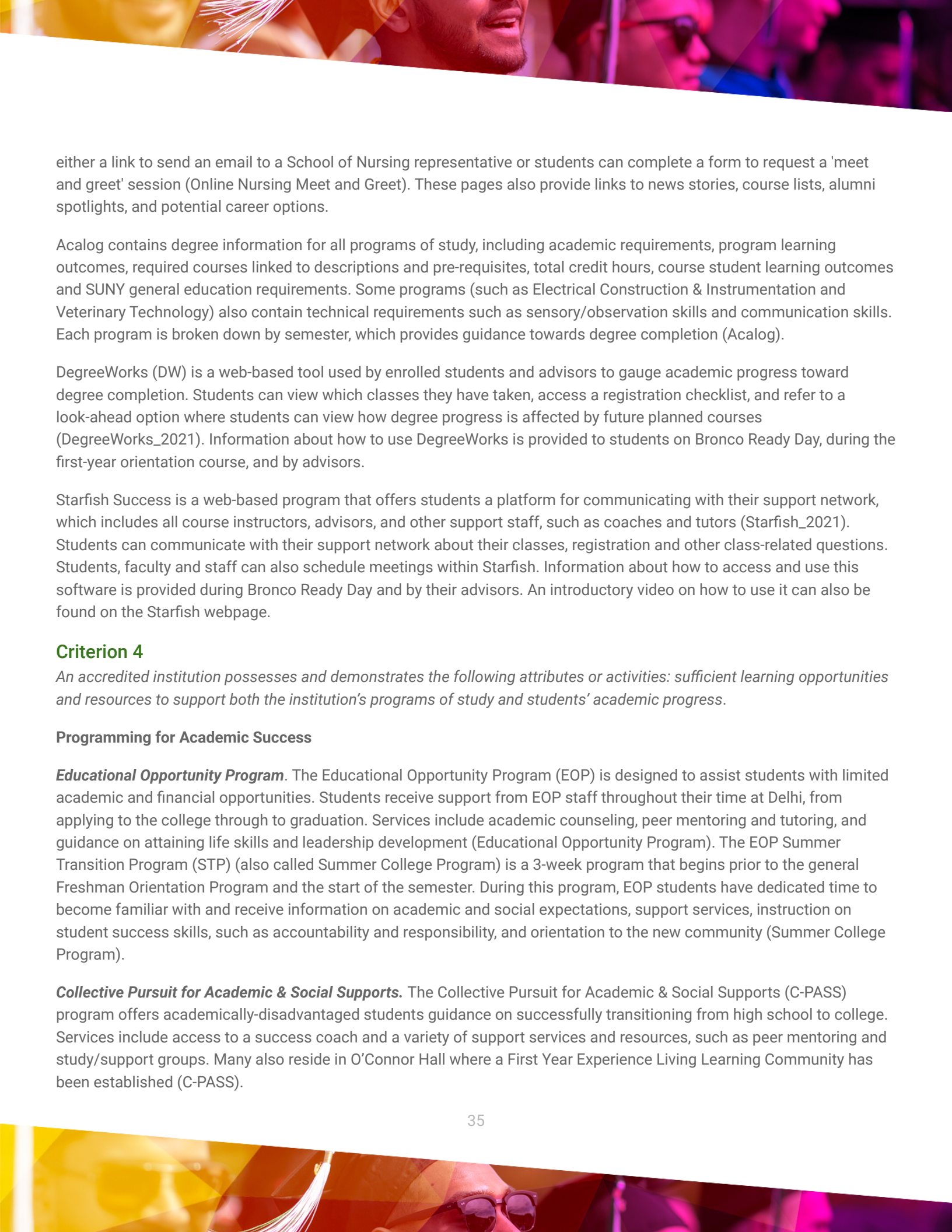
The completed annual report is included in the following year’s renewal file for those full-time faculty seeking continual appointment. That file must also include a narrative by the faculty member, a summary of student evaluations, a written evaluation by the Dean, report of classroom observation, and summary of advising activity (Employee Handbook, in “Procedures for Renewal/Non-Renewal of Faculty”). As indicated by this threefold approach, assessment and evaluation is a continual dialogue between faculty, student, and Dean.

Criterion 3

An accredited institution possesses and demonstrates the following attributes or activities: academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.

Delhi offers students multiple ways to access information on degree requirements. Prospective and enrolled students can obtain degree information from the course catalog (Acalog), the Academic Advisement webpage and Starfish Success. Enrolled students also have access to DegreeWorks.

Prospective students can obtain details about academic programs by selecting any program from the Majors and Programs page on the Delhi website (Majors and Programs_2022) and reaching out to the provided contacts in the program or in Admissions (Contact Information_2021). For example, the RN to BSN and MS in Nursing programs have



either a link to send an email to a School of Nursing representative or students can complete a form to request a 'meet and greet' session (Online Nursing Meet and Greet). These pages also provide links to news stories, course lists, alumni spotlights, and potential career options.

Acalog contains degree information for all programs of study, including academic requirements, program learning outcomes, required courses linked to descriptions and pre-requisites, total credit hours, course student learning outcomes and SUNY general education requirements. Some programs (such as Electrical Construction & Instrumentation and Veterinary Technology) also contain technical requirements such as sensory/observation skills and communication skills. Each program is broken down by semester, which provides guidance towards degree completion (Acalog).

DegreeWorks (DW) is a web-based tool used by enrolled students and advisors to gauge academic progress toward degree completion. Students can view which classes they have taken, access a registration checklist, and refer to a look-ahead option where students can view how degree progress is affected by future planned courses (DegreeWorks_2021). Information about how to use DegreeWorks is provided to students on Bronco Ready Day, during the first-year orientation course, and by advisors.

Starfish Success is a web-based program that offers students a platform for communicating with their support network, which includes all course instructors, advisors, and other support staff, such as coaches and tutors (Starfish_2021). Students can communicate with their support network about their classes, registration and other class-related questions. Students, faculty and staff can also schedule meetings within Starfish. Information about how to access and use this software is provided during Bronco Ready Day and by their advisors. An introductory video on how to use it can also be found on the Starfish webpage.

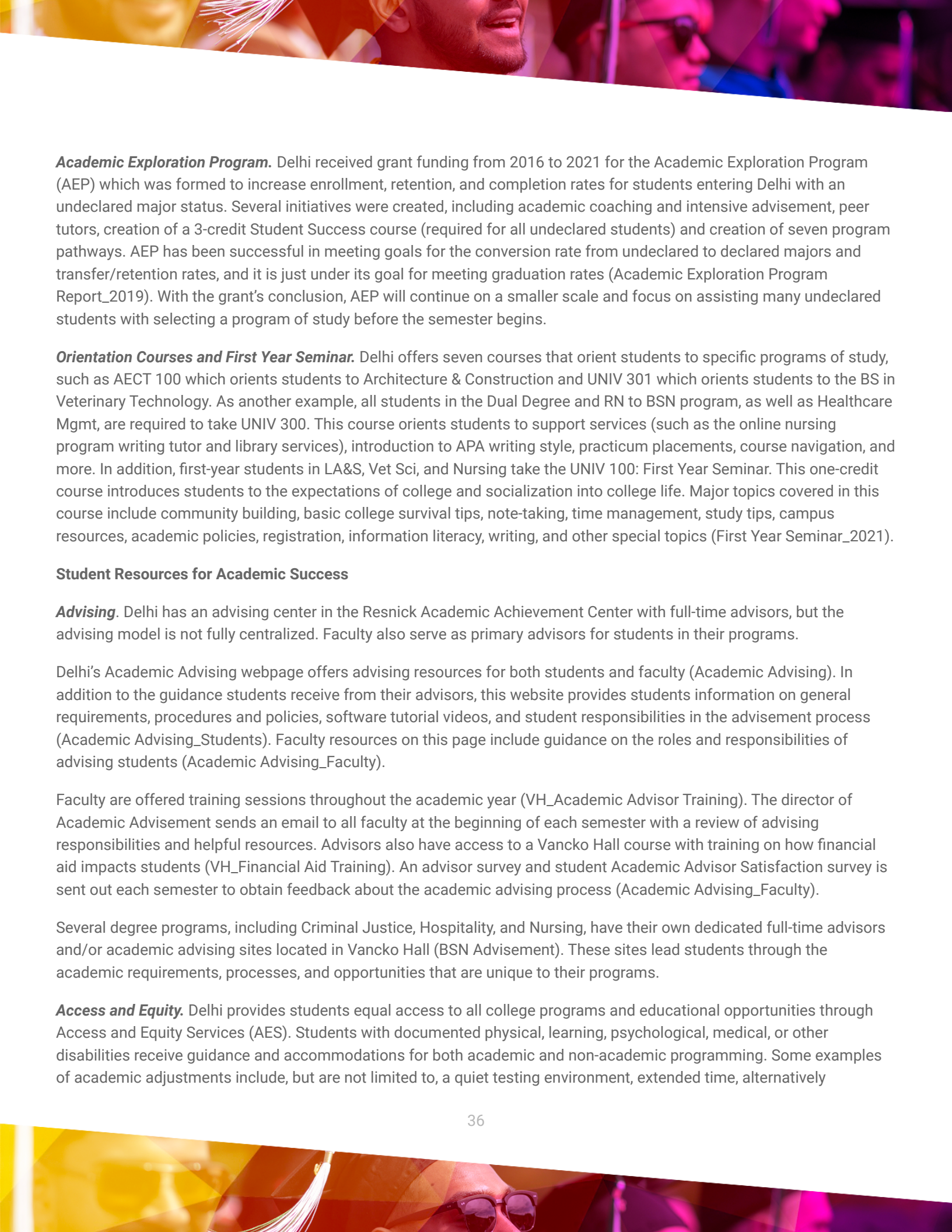
Criterion 4

An accredited institution possesses and demonstrates the following attributes or activities: sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.

Programming for Academic Success

Educational Opportunity Program. The Educational Opportunity Program (EOP) is designed to assist students with limited academic and financial opportunities. Students receive support from EOP staff throughout their time at Delhi, from applying to the college through to graduation. Services include academic counseling, peer mentoring and tutoring, and guidance on attaining life skills and leadership development (Educational Opportunity Program). The EOP Summer Transition Program (STP) (also called Summer College Program) is a 3-week program that begins prior to the general Freshman Orientation Program and the start of the semester. During this program, EOP students have dedicated time to become familiar with and receive information on academic and social expectations, support services, instruction on student success skills, such as accountability and responsibility, and orientation to the new community (Summer College Program).

Collective Pursuit for Academic & Social Supports. The Collective Pursuit for Academic & Social Supports (C-PASS) program offers academically-disadvantaged students guidance on successfully transitioning from high school to college. Services include access to a success coach and a variety of support services and resources, such as peer mentoring and study/support groups. Many also reside in O'Connor Hall where a First Year Experience Living Learning Community has been established (C-PASS).



Academic Exploration Program. Delhi received grant funding from 2016 to 2021 for the Academic Exploration Program (AEP) which was formed to increase enrollment, retention, and completion rates for students entering Delhi with an undeclared major status. Several initiatives were created, including academic coaching and intensive advisement, peer tutors, creation of a 3-credit Student Success course (required for all undeclared students) and creation of seven program pathways. AEP has been successful in meeting goals for the conversion rate from undeclared to declared majors and transfer/retention rates, and it is just under its goal for meeting graduation rates (Academic Exploration Program Report_2019). With the grant's conclusion, AEP will continue on a smaller scale and focus on assisting many undeclared students with selecting a program of study before the semester begins.

Orientation Courses and First Year Seminar. Delhi offers seven courses that orient students to specific programs of study, such as AECT 100 which orients students to Architecture & Construction and UNIV 301 which orients students to the BS in Veterinary Technology. As another example, all students in the Dual Degree and RN to BSN program, as well as Healthcare Mgmt, are required to take UNIV 300. This course orients students to support services (such as the online nursing program writing tutor and library services), introduction to APA writing style, practicum placements, course navigation, and more. In addition, first-year students in LA&S, Vet Sci, and Nursing take the UNIV 100: First Year Seminar. This one-credit course introduces students to the expectations of college and socialization into college life. Major topics covered in this course include community building, basic college survival tips, note-taking, time management, study tips, campus resources, academic policies, registration, information literacy, writing, and other special topics (First Year Seminar_2021).

Student Resources for Academic Success

Advising. Delhi has an advising center in the Resnick Academic Achievement Center with full-time advisors, but the advising model is not fully centralized. Faculty also serve as primary advisors for students in their programs.

Delhi's Academic Advising webpage offers advising resources for both students and faculty (Academic Advising). In addition to the guidance students receive from their advisors, this website provides students information on general requirements, procedures and policies, software tutorial videos, and student responsibilities in the advisement process (Academic Advising_Students). Faculty resources on this page include guidance on the roles and responsibilities of advising students (Academic Advising_Faculty).

Faculty are offered training sessions throughout the academic year (VH_Academic Advisor Training). The director of Academic Advisement sends an email to all faculty at the beginning of each semester with a review of advising responsibilities and helpful resources. Advisors also have access to a Vancko Hall course with training on how financial aid impacts students (VH_Financial Aid Training). An advisor survey and student Academic Advisor Satisfaction survey is sent out each semester to obtain feedback about the academic advising process (Academic Advising_Faculty).

Several degree programs, including Criminal Justice, Hospitality, and Nursing, have their own dedicated full-time advisors and/or academic advising sites located in Vancko Hall (BSN Advisement). These sites lead students through the academic requirements, processes, and opportunities that are unique to their programs.

Access and Equity. Delhi provides students equal access to all college programs and educational opportunities through Access and Equity Services (AES). Students with documented physical, learning, psychological, medical, or other disabilities receive guidance and accommodations for both academic and non-academic programming. Some examples of academic adjustments include, but are not limited to, a quiet testing environment, extended time, alternatively

formatted texts, reading and scribe services, and an assigned note taker (Academic Adjustments_2021; Assistive Technology; AE Student Resources). Students can set up an appointment to meet with the AES coordinator for guidance in developing a plan for success (Access and Equity Services_2021). Students are responsible for communicating with their professors about their access plans. Faculty resources offer guidance about the laws and policies in place to assist students with disabilities, such as the procedure for students receiving academic adjustments (AE Faculty Resources).

Students with disabilities and their families are invited to attend the EOP Summer Transition Program to learn about AES and their support services. The 2021 program, titled “It’s All in the Planning!,” was a one-day virtual event where students were prepped on what to expect in college along with strategies and resources to help them succeed (Summer College Program).


When the majority of classes moved online due to Covid-19, AES offered additional guidance for students and faculty on their website. Topics included how extended time for exams and quizzes would be replicated online and how to use text-to-speech on a personal device (AES Remote Learning Period). Additional academic adjustments were available for online students, such as assistance or aid in comprehending written instructions, participating in online lectures or discussions, and accessing online videos and audio (Online Student Support_2021).

Accessibility. The Electronic and Information Technology (EIT) Accessibility Policy was approved by the SUNY Board of Trustees in 2019. The policy promotes an accessible EIT environment throughout the college to ensure equal and integrated access for persons with disabilities (Accessibility Program_2020). The college has an EIT Procurement Review process to ensure resources and tools on campus and online are accessible, usable, and integrative. Individuals purchasing web-based products or software submit an Accessibility Procurement Request Form to the Purchasing Review Committee to assess whether the products meet SUNY EIT standards, WCAG 2.0 standards, and accessibility requirements of Section 508 Rehabilitation Act (Accessibility Procurement Request Form_2021; Procurement of Accessible Technology_2021). The College also offers faculty resources on creating accessible documents for Microsoft Office Programs and Adobe Acrobat (Accessible Documents_2021).

Tutoring Services. Delhi offers a variety of tutoring services, including the Math Center and Writing Center in the Resnick Academic Achievement Center (Math Center; Writing Center). The Math Center offers tutoring for all math and math-related courses across the curriculum. The Writing Center offers tutoring for all writing assignments across the curriculum. Tutorial Services reports that approximately 22 peer tutors are hired and trained each semester for a variety of courses across the curriculum. In Spring 2022, the Math Center assisted 696 students in person while the Writing Center had 308 appointments in person and 201 online (see Figure 1).

Figure 1.

	F20			S21			F21		S22	
	Office	Online	Elsewhere	Office	Online	Elsewhere	Office	Online	Office	Online
Math Center	0	322	0	0	242	0	315	15	696	0
Writing Center	0	143	8	0	149	2	213	108	308	201



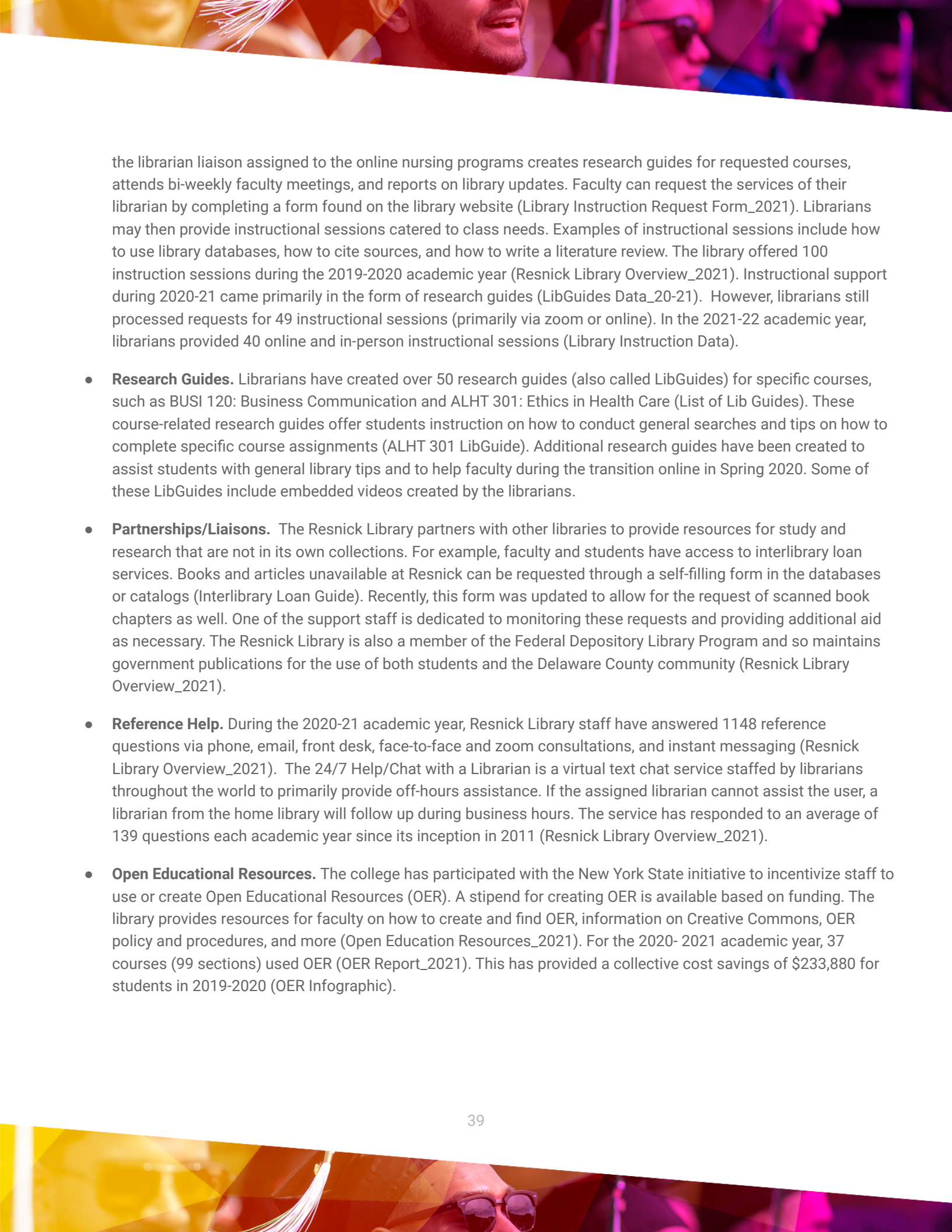
Tutorial Services posts a calendar of the tutoring schedule online. The calendar offers tutoring Sunday through Friday, listing the courses that have tutoring available and the names of the professors who will be tutoring specific courses (Tutoring Services Calendar_2021). Students can select peer or faculty tutoring (Tutoring Schedules_2021).

Some programs provide their own tutoring, such as Nursing, Veterinary Science, and Architecture. For example, students in the online nursing programs (RN to BSN and MS) are supported by their own dedicated writing tutor. Students can submit course assignments to the writing tutor for feedback on grammar, writing style, APA formatting, and organization. Students receive feedback within 48 hours from submission. Additionally, the online nursing programs' writing tutor Vancko Hall page shares guidance through PowerPoint presentations on APA writing style, how to use grading rubrics, scholarly writing, and how to paraphrase and use quotations effectively. The page also shares tips on how to use the latest two versions of Microsoft Word (Nursing Writing Tutor).

STAR-NY. Since 2011, Delhi has been a member of the STAR-NY tutoring program, which offers online and evening hours for 12 subjects, such as writing, physics, economics, computer science, nursing, and accounting. Students can obtain information about STAR-NY by clicking on a link in the Writing Center's webpage (Writing Center; Tutorial Services). During Covid-19, when most classes were online, remote tutoring was available via Zoom and STAR-NY. Students signed up for remote tutoring through their Starfish Success account or through the STAR-NY website.

Resnick Library

- **Space and Hours.** The Resnick Library has seating for 260 people, though this number has been reduced since Fall 2021 to adhere to social distancing protocols. Even under such protocols, students have ample space for studying with five private study rooms, 70+ computer work stations, private cubicles, study carrels, and comfortable seating throughout the library (Resnick Library Overview_2021). Utilization data shows that, before Covid-19, there was an average of 5,235 visits per month. At that time, the library was open 92 hours a week for most of the semester. Typically, the library is open 8am to 10pm/12am, with hours extending to 2am during finals.
- **Collections.** The Resnick Library has over 100 online databases and nearly 40,000 physical items (books, DVD/Blu-Ray, Nursing and Veterinary Science models, and miscellaneous equipment) that are available for loan to students (Resnick Library Overview_2021).
- **Programming.** The library offers a variety of educational programming and stress-relief activities to support students' academic success. These include March Madness (students/staff vote on their favorite books), Library Con, and Banned Books Week. LibraryCon is a well-attended event, bringing in over 400 participants in 2018 and approximately 200 in 2019. Stress Less @ Resnick Library is a program of therapeutic activities offered during finals, including crafts, blackout poetry, painting, book folding/painting and bullet journaling. The library also partners with Delhi's New York State Association of Veterinary Technicians chapter to offer pet therapy visits and with a local massage therapy company in Delhi to provide free massages during finals week. During Covid-19, crafting kits were disbursed (Resnick Library Overview_2021).
- **Instruction.** The Resnick Library has a staff of four librarians (including the director) and four support staff. Librarians are assigned to specific schools to provide instructional support for faculty and students. For example,



the librarian liaison assigned to the online nursing programs creates research guides for requested courses, attends bi-weekly faculty meetings, and reports on library updates. Faculty can request the services of their librarian by completing a form found on the library website (Library Instruction Request Form_2021). Librarians may then provide instructional sessions catered to class needs. Examples of instructional sessions include how to use library databases, how to cite sources, and how to write a literature review. The library offered 100 instruction sessions during the 2019-2020 academic year (Resnick Library Overview_2021). Instructional support during 2020-21 came primarily in the form of research guides (LibGuides Data_20-21). However, librarians still processed requests for 49 instructional sessions (primarily via zoom or online). In the 2021-22 academic year, librarians provided 40 online and in-person instructional sessions (Library Instruction Data).

- **Research Guides.** Librarians have created over 50 research guides (also called LibGuides) for specific courses, such as BUSI 120: Business Communication and ALHT 301: Ethics in Health Care (List of Lib Guides). These course-related research guides offer students instruction on how to conduct general searches and tips on how to complete specific course assignments (ALHT 301 LibGuide). Additional research guides have been created to assist students with general library tips and to help faculty during the transition online in Spring 2020. Some of these LibGuides include embedded videos created by the librarians.
- **Partnerships/Liaisons.** The Resnick Library partners with other libraries to provide resources for study and research that are not in its own collections. For example, faculty and students have access to interlibrary loan services. Books and articles unavailable at Resnick can be requested through a self-filling form in the databases or catalogs (Interlibrary Loan Guide). Recently, this form was updated to allow for the request of scanned book chapters as well. One of the support staff is dedicated to monitoring these requests and providing additional aid as necessary. The Resnick Library is also a member of the Federal Depository Library Program and so maintains government publications for the use of both students and the Delaware County community (Resnick Library Overview_2021).
- **Reference Help.** During the 2020-21 academic year, Resnick Library staff have answered 1148 reference questions via phone, email, front desk, face-to-face and zoom consultations, and instant messaging (Resnick Library Overview_2021). The 24/7 Help/Chat with a Librarian is a virtual text chat service staffed by librarians throughout the world to primarily provide off-hours assistance. If the assigned librarian cannot assist the user, a librarian from the home library will follow up during business hours. The service has responded to an average of 139 questions each academic year since its inception in 2011 (Resnick Library Overview_2021).
- **Open Educational Resources.** The college has participated with the New York State initiative to incentivize staff to use or create Open Educational Resources (OER). A stipend for creating OER is available based on funding. The library provides resources for faculty on how to create and find OER, information on Creative Commons, OER policy and procedures, and more (Open Education Resources_2021). For the 2020- 2021 academic year, 37 courses (99 sections) used OER (OER Report_2021). This has provided a collective cost savings of \$233,880 for students in 2019-2020 (OER Infographic).



Incomplete Grade Contract

Delhi offers students an incomplete (IN) grade when there have been extenuating circumstances that prevent the student from completing all course requirements by the last day of class. The IN designation is granted according to the instructor's judgment. The student has 20 calendar days from the last day of class to complete outstanding work. If all outstanding work is not completed the IN will become an F (Academic Policies_Aug22, p.59) The online nursing programs have created an IN contract, which lists outstanding assignments and completion dates, and requires that both the student and instructor sign the document (Nursing_Incomplete Contract).

Academic Probation Program

When a student does not meet the required cumulative GPA and petitions for readmission, they are placed on the Academic Probation Program. In order to remain enrolled, students sign a contract with their academic advisor and agrees to do the following: take no more than the maximum number of credits (depends on GPA), enroll in study skill courses and/or workshops as necessary, attend meetings with the advisor (frequency determined by student and advisor) and ensure class attendance is at least 90% (Academic Policies_Aug22, pp.62-63; Academic Probation Contract).

Flexible Scheduling

In the regular semester, courses are offered in various modalities, including in-person, online, and hybrid. A limited number of courses are also offered over the summer and winter. Students sign into BroncoWeb (BW) to search for classes that meet their schedule and preferences. Filters within BW include subject, course number, level (undergraduate, graduate), schedule type (distance, independent study, laboratory, lecture), college type (Applied Technologies & Architecture, Business Management, etc.), credit range, and course attribute (Arts elective, Gen Ed Foreign Language, etc.) (Course Catalog Search_2021).

Articulation Agreements

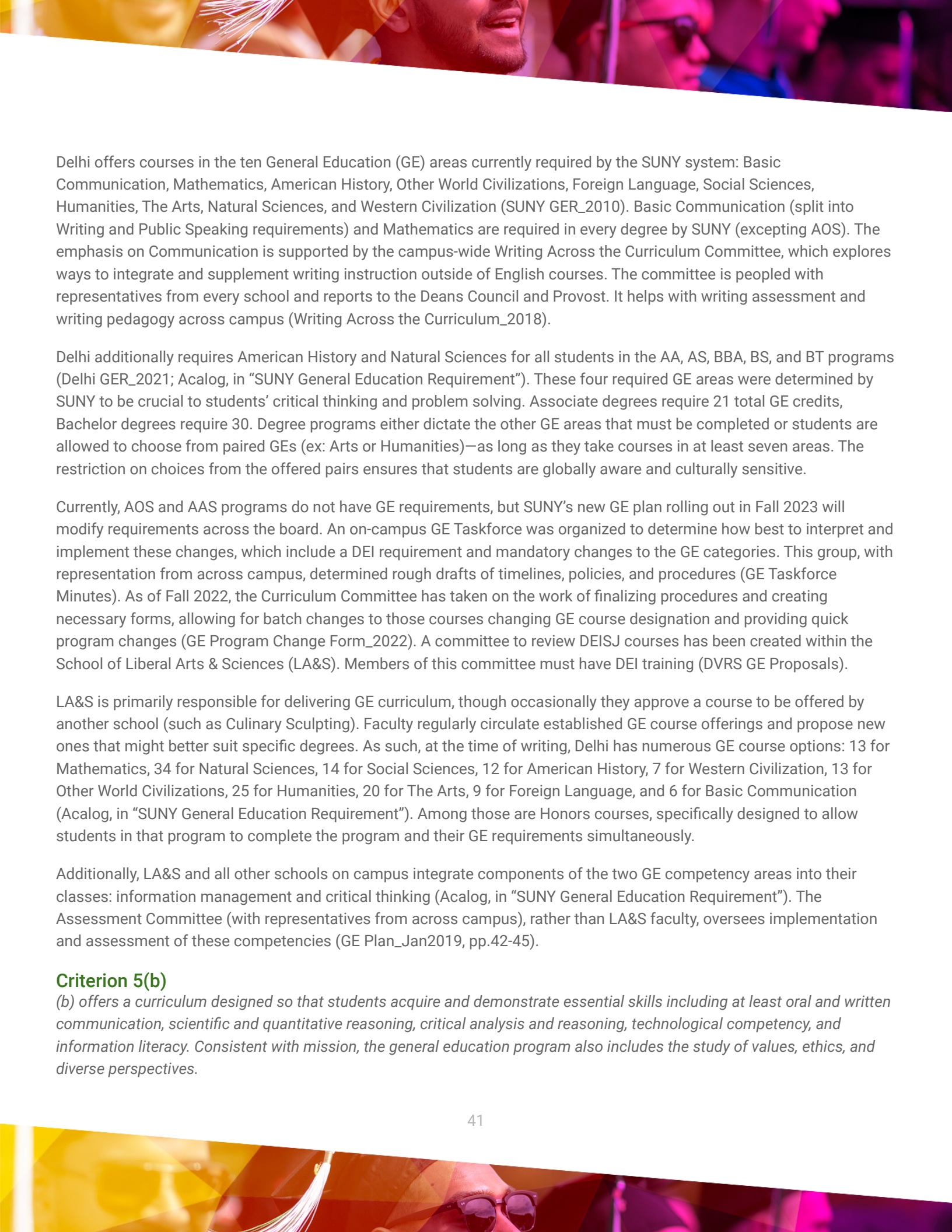
Delhi has articulations with 45 institutions and one guild to provide for seamless transfers into, among others, Nursing, Criminal Justice, and Construction programs at Delhi (Articulation Agreements Master List). Delhi also has several articulations with high schools and Boards of Cooperative Educational Services (BOCES) for many of the applied learning programs, including Welding, Culinary, and Veterinary Science (Articulation Agreements Master List). (See [criterion 1](#) for more information).

Criterion 5

An accredited institution possesses and demonstrates the following attributes or activities: at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

Criterion 5(a)

(a) offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field.



Delhi offers courses in the ten General Education (GE) areas currently required by the SUNY system: Basic Communication, Mathematics, American History, Other World Civilizations, Foreign Language, Social Sciences, Humanities, The Arts, Natural Sciences, and Western Civilization (SUNY GER_2010). Basic Communication (split into Writing and Public Speaking requirements) and Mathematics are required in every degree by SUNY (excepting AOS). The emphasis on Communication is supported by the campus-wide Writing Across the Curriculum Committee, which explores ways to integrate and supplement writing instruction outside of English courses. The committee is peopled with representatives from every school and reports to the Deans Council and Provost. It helps with writing assessment and writing pedagogy across campus (Writing Across the Curriculum_2018).

Delhi additionally requires American History and Natural Sciences for all students in the AA, AS, BBA, BS, and BT programs (Delhi GER_2021; Acalog, in “SUNY General Education Requirement”). These four required GE areas were determined by SUNY to be crucial to students’ critical thinking and problem solving. Associate degrees require 21 total GE credits, Bachelor degrees require 30. Degree programs either dictate the other GE areas that must be completed or students are allowed to choose from paired GEs (ex: Arts or Humanities)—as long as they take courses in at least seven areas. The restriction on choices from the offered pairs ensures that students are globally aware and culturally sensitive.

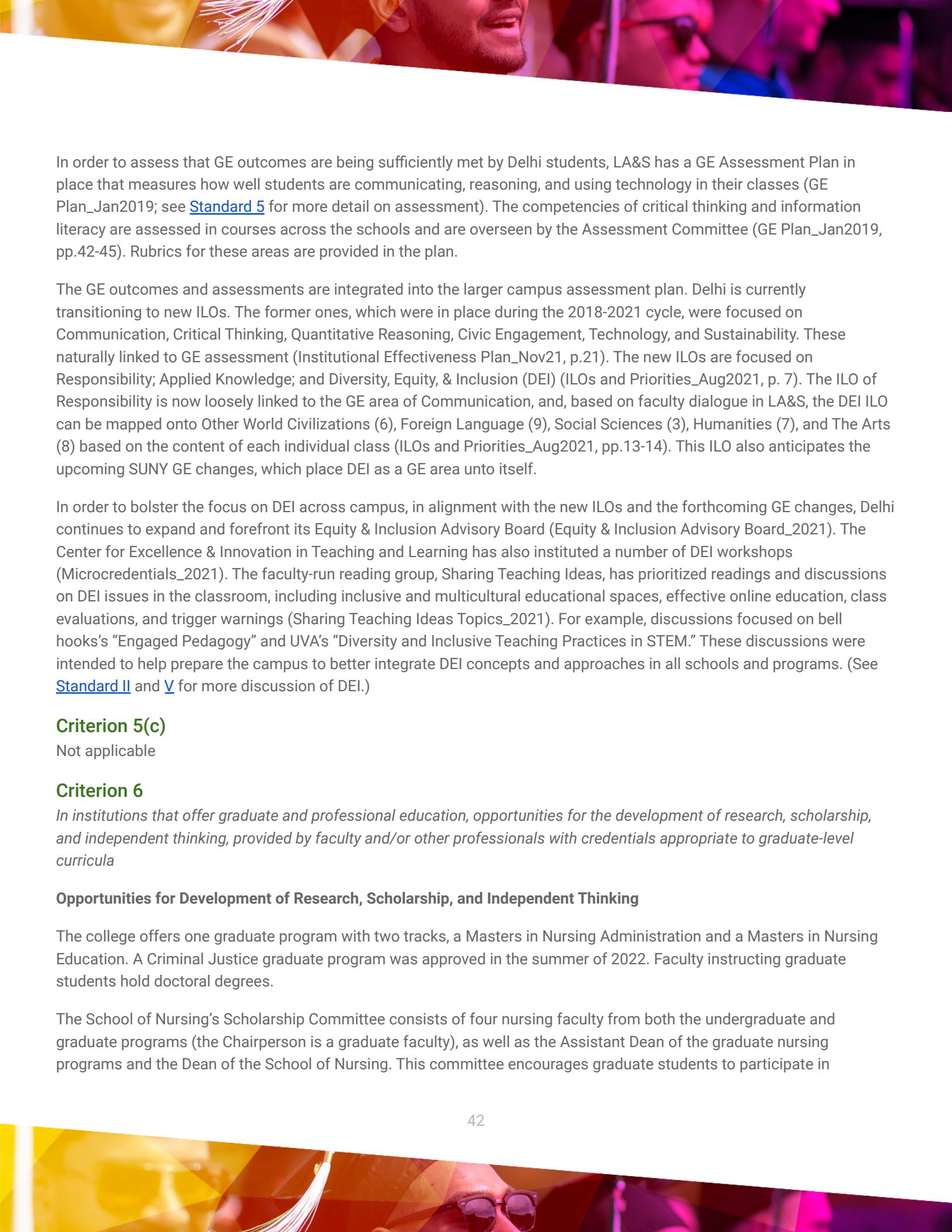
Currently, AOS and AAS programs do not have GE requirements, but SUNY’s new GE plan rolling out in Fall 2023 will modify requirements across the board. An on-campus GE Taskforce was organized to determine how best to interpret and implement these changes, which include a DEI requirement and mandatory changes to the GE categories. This group, with representation from across campus, determined rough drafts of timelines, policies, and procedures (GE Taskforce Minutes). As of Fall 2022, the Curriculum Committee has taken on the work of finalizing procedures and creating necessary forms, allowing for batch changes to those courses changing GE course designation and providing quick program changes (GE Program Change Form_2022). A committee to review DEISJ courses has been created within the School of Liberal Arts & Sciences (LA&S). Members of this committee must have DEI training (DVRS GE Proposals).

LA&S is primarily responsible for delivering GE curriculum, though occasionally they approve a course to be offered by another school (such as Culinary Sculpting). Faculty regularly circulate established GE course offerings and propose new ones that might better suit specific degrees. As such, at the time of writing, Delhi has numerous GE course options: 13 for Mathematics, 34 for Natural Sciences, 14 for Social Sciences, 12 for American History, 7 for Western Civilization, 13 for Other World Civilizations, 25 for Humanities, 20 for The Arts, 9 for Foreign Language, and 6 for Basic Communication (Acalog, in “SUNY General Education Requirement”). Among those are Honors courses, specifically designed to allow students in that program to complete the program and their GE requirements simultaneously.

Additionally, LA&S and all other schools on campus integrate components of the two GE competency areas into their classes: information management and critical thinking (Acalog, in “SUNY General Education Requirement”). The Assessment Committee (with representatives from across campus), rather than LA&S faculty, oversees implementation and assessment of these competencies (GE Plan_Jan2019, pp.42-45).

Criterion 5(b)

(b) offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives.



In order to assess that GE outcomes are being sufficiently met by Delhi students, LA&S has a GE Assessment Plan in place that measures how well students are communicating, reasoning, and using technology in their classes (GE Plan_Jan2019; see [Standard 5](#) for more detail on assessment). The competencies of critical thinking and information literacy are assessed in courses across the schools and are overseen by the Assessment Committee (GE Plan_Jan2019, pp.42-45). Rubrics for these areas are provided in the plan.

The GE outcomes and assessments are integrated into the larger campus assessment plan. Delhi is currently transitioning to new ILOs. The former ones, which were in place during the 2018-2021 cycle, were focused on Communication, Critical Thinking, Quantitative Reasoning, Civic Engagement, Technology, and Sustainability. These naturally linked to GE assessment (Institutional Effectiveness Plan_Nov21, p.21). The new ILOs are focused on Responsibility; Applied Knowledge; and Diversity, Equity, & Inclusion (DEI) (ILOs and Priorities_Aug2021, p. 7). The ILO of Responsibility is now loosely linked to the GE area of Communication, and, based on faculty dialogue in LA&S, the DEI ILO can be mapped onto Other World Civilizations (6), Foreign Language (9), Social Sciences (3), Humanities (7), and The Arts (8) based on the content of each individual class (ILOs and Priorities_Aug2021, pp.13-14). This ILO also anticipates the upcoming SUNY GE changes, which place DEI as a GE area unto itself.

In order to bolster the focus on DEI across campus, in alignment with the new ILOs and the forthcoming GE changes, Delhi continues to expand and forefront its Equity & Inclusion Advisory Board (Equity & Inclusion Advisory Board_2021). The Center for Excellence & Innovation in Teaching and Learning has also instituted a number of DEI workshops (Microcredentials_2021). The faculty-run reading group, Sharing Teaching Ideas, has prioritized readings and discussions on DEI issues in the classroom, including inclusive and multicultural educational spaces, effective online education, class evaluations, and trigger warnings (Sharing Teaching Ideas Topics_2021). For example, discussions focused on bell hooks's "Engaged Pedagogy" and UVA's "Diversity and Inclusive Teaching Practices in STEM." These discussions were intended to help prepare the campus to better integrate DEI concepts and approaches in all schools and programs. (See [Standard II](#) and [V](#) for more discussion of DEI.)

Criterion 5(c)

Not applicable

Criterion 6

In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula

Opportunities for Development of Research, Scholarship, and Independent Thinking

The college offers one graduate program with two tracks, a Masters in Nursing Administration and a Masters in Nursing Education. A Criminal Justice graduate program was approved in the summer of 2022. Faculty instructing graduate students hold doctoral degrees.

The School of Nursing's Scholarship Committee consists of four nursing faculty from both the undergraduate and graduate programs (the Chairperson is a graduate faculty), as well as the Assistant Dean of the graduate nursing programs and the Dean of the School of Nursing. This committee encourages graduate students to participate in

committee activities. Members conduct research, apply for (and have received) grant funding and publish in scholarly journals. The Committee wrote the National League for Nursing Center of Excellence (COE) self-study, in which the School of Nursing was designated a COE in July 2019 under the category of "Creating Environments that Enhance Student Learning and Professional Development" (Nursing Scholarship Committee_2021; Nursing Scholarship Committee Accomplishments_2021).

Graduate faculty engage in presenting at national nursing conferences (e.g., Online Learning Consortium Innovate Conference), publishing research, conducting peer review of scholarly literature, and performing research (Graduate Faculty Scholarship_2021). They encourage students to do the same. Graduate faculty and students have presented their research and course projects at the annual Nursing Research Evening (co-sponsored by Delhi) hosted by a local hospital, Bassett Medical Center (Nursing Research Evening). Attendance at this event has been on hold due to Covid-19. At the SUNY Graduate Research Conference in February 2022, two graduate students presented research on empathy in operation theaters and the relation between leadership and staff retention.



As part of the MS nursing program's practicum requirements, graduate students engage in a variety of clinical and administrative practice settings that involve scholarship and independent thinking. Some examples include tutoring RN to BSN students, sharing feedback on student work in collaboration with the writing tutor, contributing to several of Delhi's Chancellor's Award committees, working in the Catskill Hudson Area Health Education Center (AHEC), and participating in Remote Area Medical (RAM) clinics (Chancellor Awards Committee_2021; AHEC Scholars Program_2021; RAM_2021). AHEC is a 2-year program where graduate students collaborate with other healthcare students from campuses in the Delhi area. Through both classwork and clinical practice, they work with community members on different health issues to strengthen population and community health outcomes (AHEC_2021). RAM is a nonprofit organization that provides free medical, dental and vision clinics staffed by volunteers. Students are placed in a triage role and collaborate with other healthcare professionals (RAM Website_2021).

Criterion 7

Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers;

SUNY Delhi does not have any third-party providers who design or deliver student learning opportunities.



Criterion 8

Periodic assessment of the effectiveness of programs providing student learning opportunities.

Assessment of Program Effectiveness

Assessment Committee. The Assessment Committee is led by two co-chairs (one faculty and one administrative staff); the Assistant Vice President of Institutional Effectiveness is an ex-officio member. The Assessment Committee is a broadly representative committee comprised of 17 faculty and staff from all academic divisions, Student Life, Athletics, the Resnick Library, the Resnick Academic Achievement Center, and the College Association at Delhi, Inc. The make-up of the committee ensures that assessment is owned by the entire campus. The broad charge of the committee is to nourish and sustain a culture of assessment designed to support the continuous improvement of academic and non-classroom programs. Some of the committee activities include developing faculty and staff training on assessment practices and assessing Institutional Learning Outcomes (Institutional Effectiveness Plan_Nov21, pp.5-6).

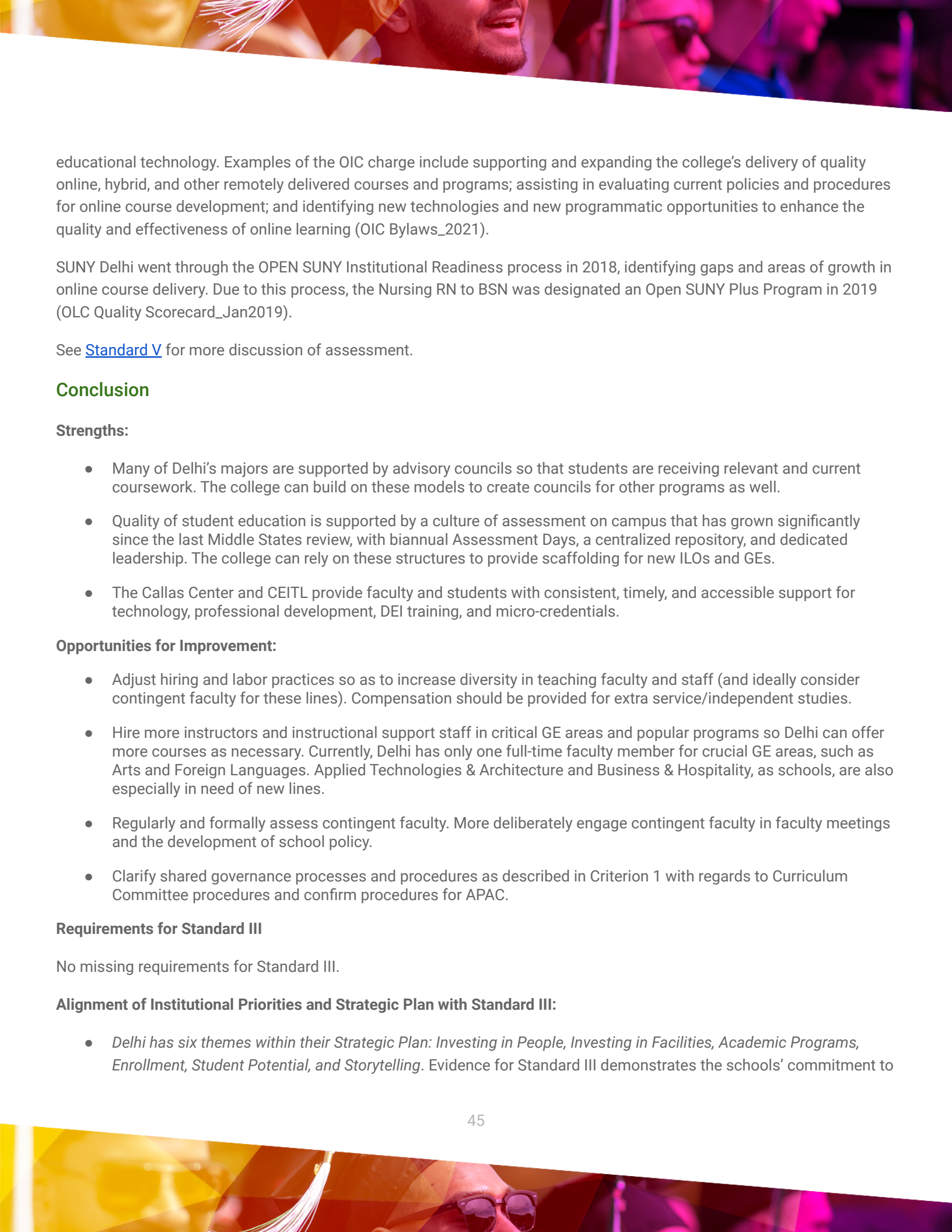
Assessment Day. The Assessment Committee organizes the semi-annual Assessment Day held every January and June. This half-day workshop consists of approximately 6-8 educational sessions on assessment and teaching (e.g., education on Middle States Accreditation, staying focused on the Strategic Plan, how Delhi can improve Institutional Learning Outcomes) followed by meetings within each school/unit (Assessment Day Agenda_Jan2020; Assessment Day Agenda_Jun2020; Assessment Day Agenda_Jan2021). In these meetings, assessment data and plans are reviewed and communicated among all relevant faculty and staff. Changes to plans in response to data are implemented as necessary.

Program Review. In accordance with SUNY, Delhi faculty must review programs every five years. Program reviews are completed with input from faculty and staff under the guidance from the Guide for the Evaluation of Undergraduate Programs (written by the SUNY University Faculty Senate Undergraduate Committee) and Assessment Resources (Program Review Guidelines_2021; Evaluation of Undergraduate Programs_2012; VH Assessment Resources; Assessment Workbook_2021). The Program Review template is used to complete the program review, which includes documentation of the curriculum, faculty, students, and support for the program (such as library and technology). Program review documents are submitted to the Assistant Vice President of Institutional Effectiveness (Program Review Template_2019). These program reviews are used to direct program goals for the next five years.

Programs that receive accreditation in cycles of ten years or less do not participate in the program review process. Nursing programs, for example, do not need to conduct a program review since they undergo external accreditation (ACEN Accreditation Standards_2020, CCNE Accreditation_2018). Instead, the School of Nursing has a process whereby all full-time and part-time faculty and staff contribute to annual course and/or program assessment (BSN_MSN Adjuncts in Assessment_2021). Guidelines regarding minimum requirements for course development, design, and delivery of online instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback) are followed.

General Education. Assessment of general education student learning outcomes (SLO) occurs on a three-year cycle in accordance with the Delhi General Education Assessment Plan. See [Criterion 5](#) for additional information on general education (GE Plan_Jan2019).

Online Instruction Committee. The Online Instruction Committee (OIC) is an advisory committee with broad representation from schools, departments, and programs across the college and reports directly to the Provost. The OIC works closely with the Callas Center to provide data and feedback on policy and practice related to online learning, Vancko Hall, or



educational technology. Examples of the OIC charge include supporting and expanding the college's delivery of quality online, hybrid, and other remotely delivered courses and programs; assisting in evaluating current policies and procedures for online course development; and identifying new technologies and new programmatic opportunities to enhance the quality and effectiveness of online learning (OIC Bylaws_2021).

SUNY Delhi went through the OPEN SUNY Institutional Readiness process in 2018, identifying gaps and areas of growth in online course delivery. Due to this process, the Nursing RN to BSN was designated an Open SUNY Plus Program in 2019 (OLC Quality Scorecard_Jan2019).

See [Standard V](#) for more discussion of assessment.

Conclusion

Strengths:

- Many of Delhi's majors are supported by advisory councils so that students are receiving relevant and current coursework. The college can build on these models to create councils for other programs as well.
- Quality of student education is supported by a culture of assessment on campus that has grown significantly since the last Middle States review, with biannual Assessment Days, a centralized repository, and dedicated leadership. The college can rely on these structures to provide scaffolding for new ILOs and GEs.
- The Callas Center and CEITL provide faculty and students with consistent, timely, and accessible support for technology, professional development, DEI training, and micro-credentials.

Opportunities for Improvement:


- Adjust hiring and labor practices so as to increase diversity in teaching faculty and staff (and ideally consider contingent faculty for these lines). Compensation should be provided for extra service/independent studies.
- Hire more instructors and instructional support staff in critical GE areas and popular programs so Delhi can offer more courses as necessary. Currently, Delhi has only one full-time faculty member for crucial GE areas, such as Arts and Foreign Languages. Applied Technologies & Architecture and Business & Hospitality, as schools, are also especially in need of new lines.
- Regularly and formally assess contingent faculty. More deliberately engage contingent faculty in faculty meetings and the development of school policy.
- Clarify shared governance processes and procedures as described in Criterion 1 with regards to Curriculum Committee procedures and confirm procedures for APAC.

Requirements for Standard III

No missing requirements for Standard III.

Alignment of Institutional Priorities and Strategic Plan with Standard III:

- *Delhi has six themes within their Strategic Plan: Investing in People, Investing in Facilities, Academic Programs, Enrollment, Student Potential, and Storytelling.* Evidence for Standard III demonstrates the schools' commitment to



People, Academic Programs, Enrollment, and Student Potential through the development and assessment of programs, the support and evaluation of faculty and staff, the resources to enroll and retain students, and the maintenance of a vibrant GE program.

- *SUNY Delhi has also identified three institutional priorities in the process of this self-study: Student Success, Campus Community and Culture, and Academic Program Planning.* The evidence for Standard III speaks to all three of these priorities. Academic Program Planning goes hand in hand with Student Success as the campus strives to build, maintain, and assess academic programs that will contribute to the success of its students. Similarly, the Campus Community is cultivated by a focus on support and evaluation of faculty and staff, as well as increased DEI initiative.



Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success. (Standards for Accreditation and Requirements for Affiliation, MSCHE, 2015, pg. 9)

Evidence for Standard 4 supports the Requirements of Affiliation (RoA) 8 and 10, and Strategic Plan, Themes 3 (Academic Programs), 4 (Enrollment), and 5 (Student Potential).

SUNY Delhi is committed to student retention, degree completion, and overall success, aware of the unique nature of its student population, full of “grit” but often underserved by previous educational experiences. This commitment is evident in the strong student support systems integrated across units on campus. From orientation through to graduation, students are educated inside and outside of the classrooms—learning from Student Financial Services, navigating student organizations and representation, transferring in credits from other institutions or experiences, and working with advisors and academic services.

Criterion 1

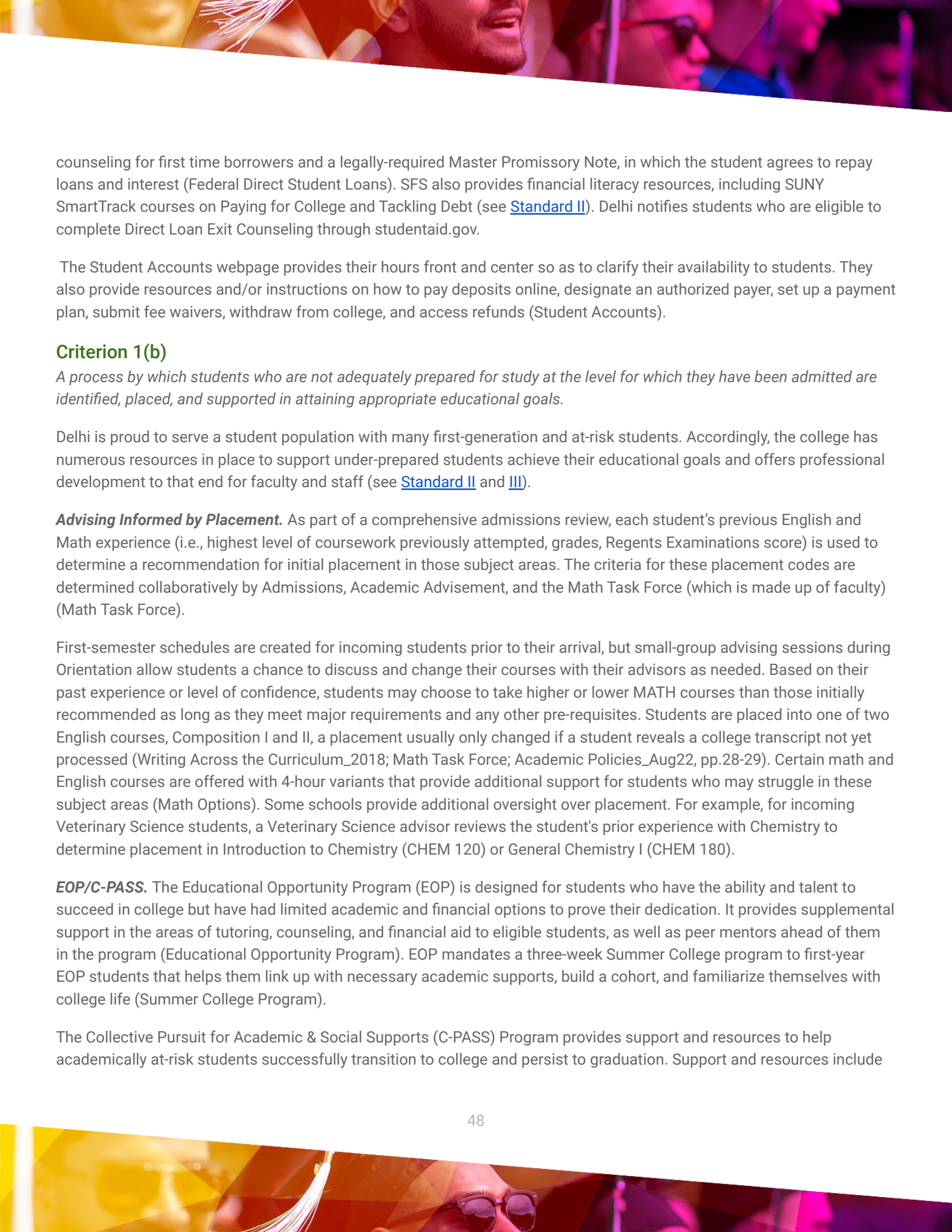
An accredited institution possesses and demonstrates the following attributes or activities: clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:

Criterion 1(a)

Accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds

Student Financial Services (SFS) is dedicated to educating students on financial aid and literacy, using the changing working conditions of the pandemic to streamline and improve their outreach to students (see [Standard II](#) for more details). Scholarship administration was overseen from 2019 to 2022 by a Scholarship Coordinator in order to centralize and simplify scholarship applications (Scholarship Coordinator). Both the Scholarship Coordinator and SFS staff participated in admission and orientation events, providing quick, on-the-spot services for families. In Summer 2022, the Scholarship Coordinator left for another position and the position was not refilled. The responsibilities for this position were split between SFS and College Advancement. SFS continues to participate in admission and orientation events. They also ensure scholarships are applied to student accounts in a timely fashion. College Advancement is taking on the role of raising money for scholarships and determining which students will receive them.

The webpage for Financial Aid & Scholarships provides easy access to important financial aid information by providing a number of direct links to data on tuition, fees, scholarships, loans, FAFSA and EOP verification, veteran assistance, important dates and policies, and a cost calculator (Financial Aid). The pages for Scholarships, Loans, and Grants provide easy-to-read definitions, important external links, bullet-pointed lists, and tables with money owed or awarded (Loan Programs; Grants; Scholarship Webpage). The directions for Federal Direct Student Loans include required entrance



counseling for first time borrowers and a legally-required Master Promissory Note, in which the student agrees to repay loans and interest (Federal Direct Student Loans). SFS also provides financial literacy resources, including SUNY SmartTrack courses on Paying for College and Tackling Debt (see [Standard II](#)). Delhi notifies students who are eligible to complete Direct Loan Exit Counseling through studentaid.gov.

The Student Accounts webpage provides their hours front and center so as to clarify their availability to students. They also provide resources and/or instructions on how to pay deposits online, designate an authorized payer, set up a payment plan, submit fee waivers, withdraw from college, and access refunds (Student Accounts).

Criterion 1(b)

A process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals.


Delhi is proud to serve a student population with many first-generation and at-risk students. Accordingly, the college has numerous resources in place to support under-prepared students achieve their educational goals and offers professional development to that end for faculty and staff (see [Standard II](#) and [III](#)).

Advising Informed by Placement. As part of a comprehensive admissions review, each student's previous English and Math experience (i.e., highest level of coursework previously attempted, grades, Regents Examinations score) is used to determine a recommendation for initial placement in those subject areas. The criteria for these placement codes are determined collaboratively by Admissions, Academic Advisement, and the Math Task Force (which is made up of faculty) (Math Task Force).

First-semester schedules are created for incoming students prior to their arrival, but small-group advising sessions during Orientation allow students a chance to discuss and change their courses with their advisors as needed. Based on their past experience or level of confidence, students may choose to take higher or lower MATH courses than those initially recommended as long as they meet major requirements and any other pre-requisites. Students are placed into one of two English courses, Composition I and II, a placement usually only changed if a student reveals a college transcript not yet processed (Writing Across the Curriculum_2018; Math Task Force; Academic Policies_Aug22, pp.28-29). Certain math and English courses are offered with 4-hour variants that provide additional support for students who may struggle in these subject areas (Math Options). Some schools provide additional oversight over placement. For example, for incoming Veterinary Science students, a Veterinary Science advisor reviews the student's prior experience with Chemistry to determine placement in Introduction to Chemistry (CHEM 120) or General Chemistry I (CHEM 180).

EOP/C-PASS. The Educational Opportunity Program (EOP) is designed for students who have the ability and talent to succeed in college but have had limited academic and financial options to prove their dedication. It provides supplemental support in the areas of tutoring, counseling, and financial aid to eligible students, as well as peer mentors ahead of them in the program (Educational Opportunity Program). EOP mandates a three-week Summer College program to first-year EOP students that helps them link up with necessary academic supports, build a cohort, and familiarize themselves with college life (Summer College Program).

The Collective Pursuit for Academic & Social Supports (C-PASS) Program provides support and resources to help academically at-risk students successfully transition to college and persist to graduation. Support and resources include



individualized success coaching, training in college success skills, personalized study and support groups, peer mentoring, and customized workshops (C-PASS).

Access & Equity. Access & Equity provides resources for students who have either worked with an Individualized Education Plan (IEP) in the past or realize they need support as they begin their college career. Students can meet with the A&E Coordinator to create a success plan and receive accommodations to be shared with professors. These can include extended test time, assistive devices for note-taking, alternative book formats, and other resources (see [Standard II](#) and [III](#)).

Tutoring. The Resnick Academic Achievement Center provides a space for required tutoring/study hours (as dictated by programs above) and dedicated tutors (both peer mentors and volunteering faculty) in a number of subjects. In addition, a Math Center and Writing Center offer specialized assistance and professional tutors in these high-need subject areas. Delhi also maintains a membership with STAR-NY to provide online and off-hours tutoring in a variety of subjects. (See [Standard III](#)).

Criterion 1(c)

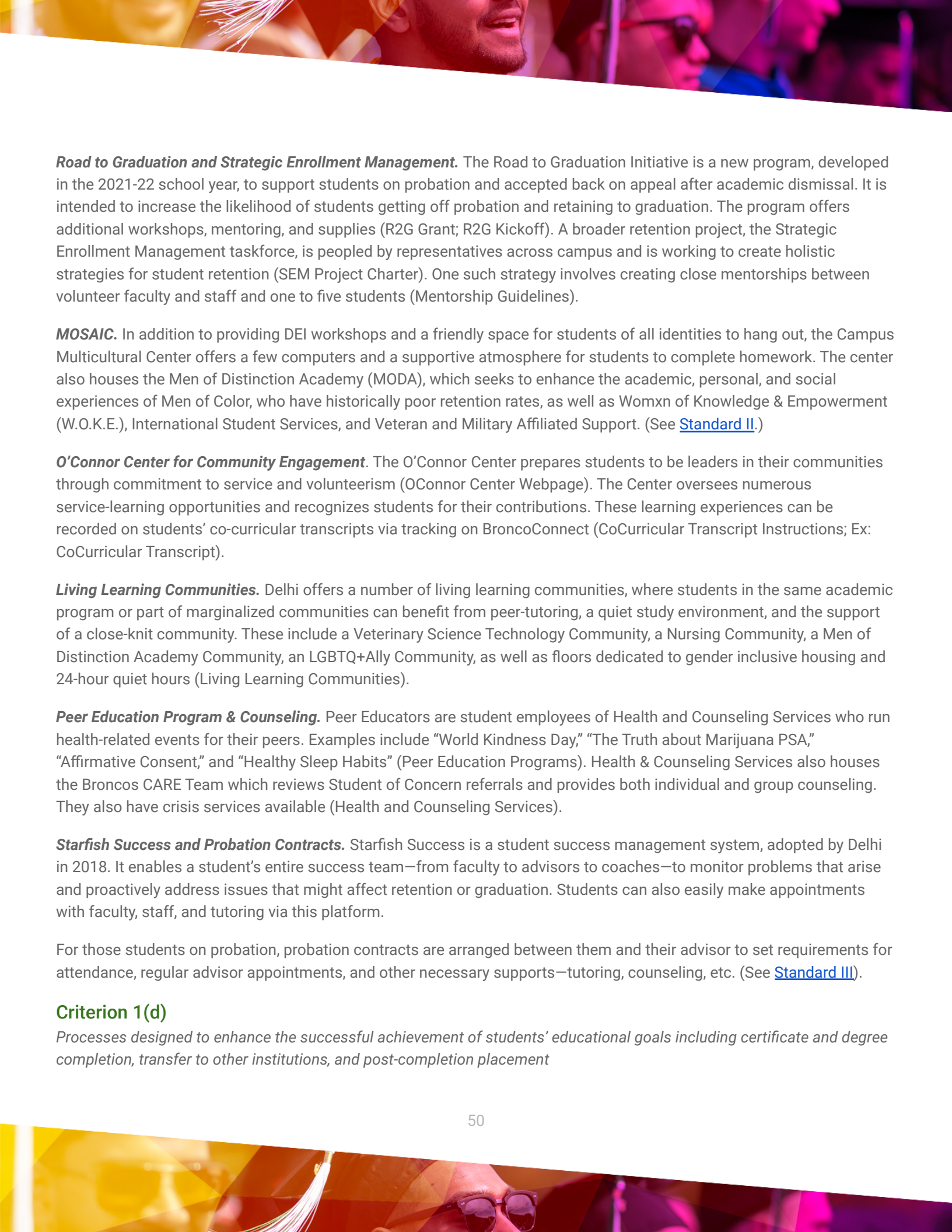
Orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience

From the beginning of their college experience through to graduation, Delhi students are provided with orientation, advisement, and counseling programs to aid in retention and foster success.

Bronco Ready Days Orientation & Welcome Weekend. Incoming students are required to attend two orientation programs, one in the summer and one on the weekend before classes begin. Bronco Ready Days introduce students to campus services and layout and allows them to procure their college ID and meet with advisors (Student and Parent Schedule for Bronco Ready Day). Welcome Weekend begins with move-in for residential students and Convocation. Students attend mandatory orientation sessions, like “Professor’s Perspective,” and can optionally partake in a number of entertainments (Welcome Weekend).

First-Year Seminar and Orientation Courses. Depending on level of preparedness, most students are placed into either UNIV 100: First Year Seminar or UNIV 101: Student Success. The first is a 1-credit course that introduces students to the basics of academic and social aspects of college life. The second is a 3-credit course that provides more training and support for students entering college. Some programs require students to take a specialized orientation class that blends elements of UNIV 100 with program-specific information. For example, the online RN-BSN program requires students to take UNIV 300: Orientation to Online BSN and students in Architecture and Construction take AECT 100: Architecture & Construction Orientation (Acalog).

Office of Academic Advising. Delhi has a mixed advising model, employing both faculty and dedicated advisors as mentors. The Office of Academic Advising, located within the RAAC, serves as a central repository of information and houses the offices of full-time advisors. All students are welcome to seek general help from this office, even if their official advisor is located elsewhere. Academic Advising also offers trainings and resources for faculty advisors (Academic Advising).



Road to Graduation and Strategic Enrollment Management. The Road to Graduation Initiative is a new program, developed in the 2021-22 school year, to support students on probation and accepted back on appeal after academic dismissal. It is intended to increase the likelihood of students getting off probation and retaining to graduation. The program offers additional workshops, mentoring, and supplies (R2G Grant; R2G Kickoff). A broader retention project, the Strategic Enrollment Management taskforce, is peopled by representatives across campus and is working to create holistic strategies for student retention (SEM Project Charter). One such strategy involves creating close mentorships between volunteer faculty and staff and one to five students (Mentorship Guidelines).

MOSAIC. In addition to providing DEI workshops and a friendly space for students of all identities to hang out, the Campus Multicultural Center offers a few computers and a supportive atmosphere for students to complete homework. The center also houses the Men of Distinction Academy (MODA), which seeks to enhance the academic, personal, and social experiences of Men of Color, who have historically poor retention rates, as well as Womxn of Knowledge & Empowerment (W.O.K.E.), International Student Services, and Veteran and Military Affiliated Support. (See [Standard II.](#))

O'Connor Center for Community Engagement. The O'Connor Center prepares students to be leaders in their communities through commitment to service and volunteerism (O'Connor Center Webpage). The Center oversees numerous service-learning opportunities and recognizes students for their contributions. These learning experiences can be recorded on students' co-curricular transcripts via tracking on BroncoConnect (CoCurricular Transcript Instructions; Ex: CoCurricular Transcript).

Living Learning Communities. Delhi offers a number of living learning communities, where students in the same academic program or part of marginalized communities can benefit from peer-tutoring, a quiet study environment, and the support of a close-knit community. These include a Veterinary Science Technology Community, a Nursing Community, a Men of Distinction Academy Community, an LGBTQ+Ally Community, as well as floors dedicated to gender inclusive housing and 24-hour quiet hours (Living Learning Communities).

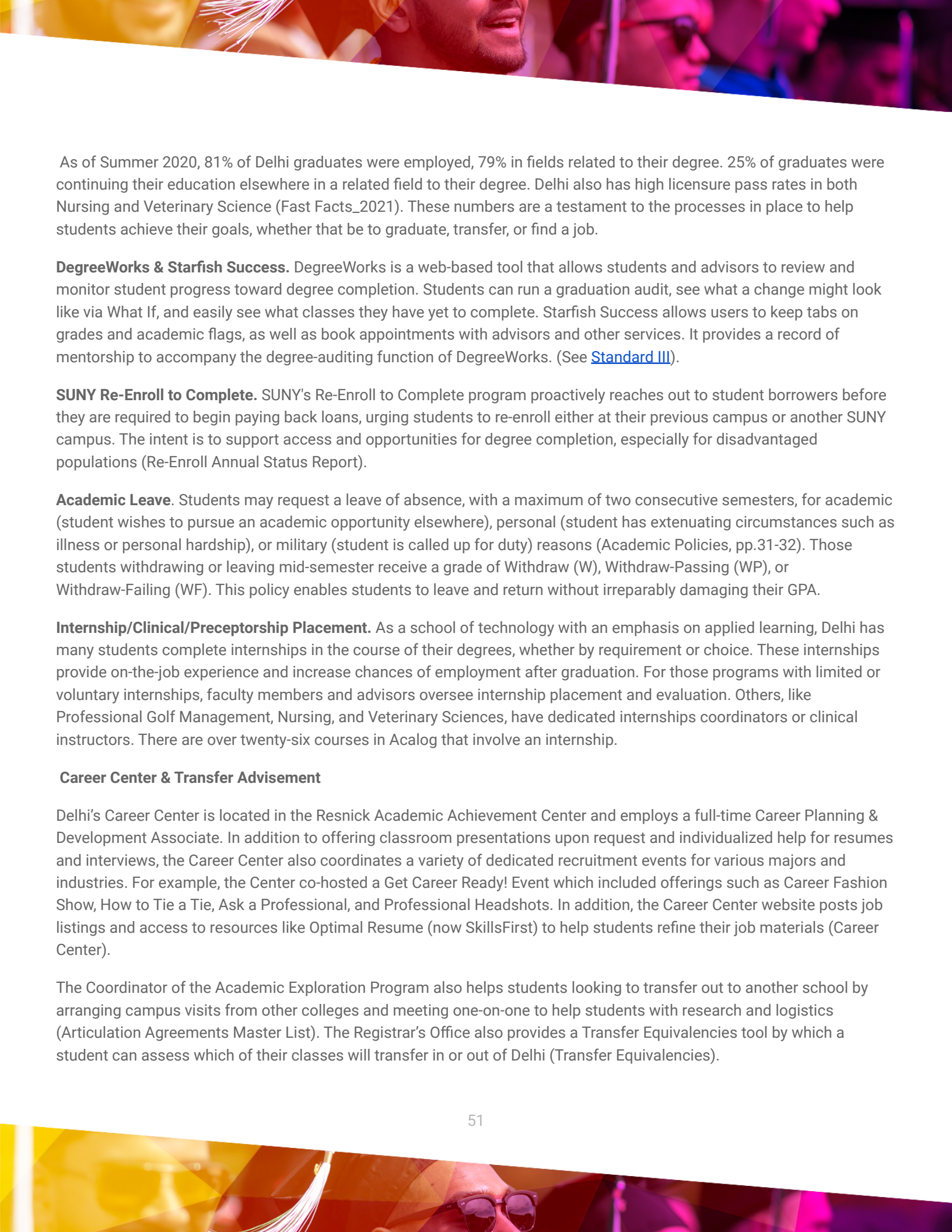
Peer Education Program & Counseling. Peer Educators are student employees of Health and Counseling Services who run health-related events for their peers. Examples include "World Kindness Day," "The Truth about Marijuana PSA," "Affirmative Consent," and "Healthy Sleep Habits" (Peer Education Programs). Health & Counseling Services also houses the Broncos CARE Team which reviews Student of Concern referrals and provides both individual and group counseling. They also have crisis services available (Health and Counseling Services).

Starfish Success and Probation Contracts. Starfish Success is a student success management system, adopted by Delhi in 2018. It enables a student's entire success team—from faculty to advisors to coaches—to monitor problems that arise and proactively address issues that might affect retention or graduation. Students can also easily make appointments with faculty, staff, and tutoring via this platform.

For those students on probation, probation contracts are arranged between them and their advisor to set requirements for attendance, regular advisor appointments, and other necessary supports—tutoring, counseling, etc. (See [Standard III.](#))

Criterion 1(d)

Processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement



As of Summer 2020, 81% of Delhi graduates were employed, 79% in fields related to their degree. 25% of graduates were continuing their education elsewhere in a related field to their degree. Delhi also has high licensure pass rates in both Nursing and Veterinary Science (Fast Facts_2021). These numbers are a testament to the processes in place to help students achieve their goals, whether that be to graduate, transfer, or find a job.

DegreeWorks & Starfish Success. DegreeWorks is a web-based tool that allows students and advisors to review and monitor student progress toward degree completion. Students can run a graduation audit, see what a change might look like via What If, and easily see what classes they have yet to complete. Starfish Success allows users to keep tabs on grades and academic flags, as well as book appointments with advisors and other services. It provides a record of mentorship to accompany the degree-auditing function of DegreeWorks. (See [Standard III](#)).

SUNY Re-Enroll to Complete. SUNY's Re-Enroll to Complete program proactively reaches out to student borrowers before they are required to begin paying back loans, urging students to re-enroll either at their previous campus or another SUNY campus. The intent is to support access and opportunities for degree completion, especially for disadvantaged populations (Re-Enroll Annual Status Report).

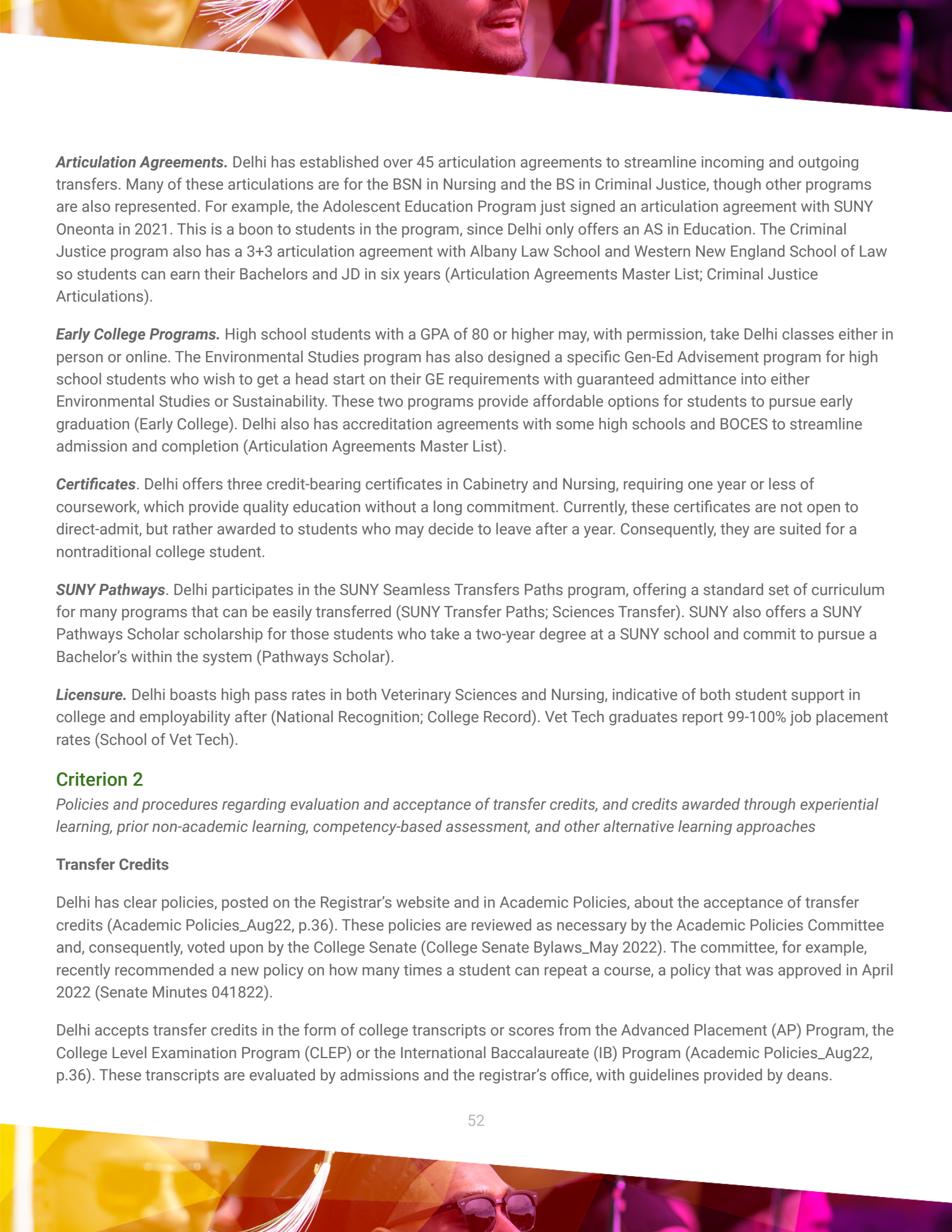
Academic Leave. Students may request a leave of absence, with a maximum of two consecutive semesters, for academic (student wishes to pursue an academic opportunity elsewhere), personal (student has extenuating circumstances such as illness or personal hardship), or military (student is called up for duty) reasons (Academic Policies, pp.31-32). Those students withdrawing or leaving mid-semester receive a grade of Withdraw (W), Withdraw-Passing (WP), or Withdraw-Failing (WF). This policy enables students to leave and return without irreparably damaging their GPA.

Internship/Clinical/Preceptorship Placement. As a school of technology with an emphasis on applied learning, Delhi has many students complete internships in the course of their degrees, whether by requirement or choice. These internships provide on-the-job experience and increase chances of employment after graduation. For those programs with limited or voluntary internships, faculty members and advisors oversee internship placement and evaluation. Others, like Professional Golf Management, Nursing, and Veterinary Sciences, have dedicated internships coordinators or clinical instructors. There are over twenty-six courses in Acalog that involve an internship.

Career Center & Transfer Advisement

Delhi's Career Center is located in the Resnick Academic Achievement Center and employs a full-time Career Planning & Development Associate. In addition to offering classroom presentations upon request and individualized help for resumes and interviews, the Career Center also coordinates a variety of dedicated recruitment events for various majors and industries. For example, the Center co-hosted a Get Career Ready! Event which included offerings such as Career Fashion Show, How to Tie a Tie, Ask a Professional, and Professional Headshots. In addition, the Career Center website posts job listings and access to resources like Optimal Resume (now SkillsFirst) to help students refine their job materials (Career Center).

The Coordinator of the Academic Exploration Program also helps students looking to transfer out to another school by arranging campus visits from other colleges and meeting one-on-one to help students with research and logistics (Articulation Agreements Master List). The Registrar's Office also provides a Transfer Equivalencies tool by which a student can assess which of their classes will transfer in or out of Delhi (Transfer Equivalencies).



Articulation Agreements. Delhi has established over 45 articulation agreements to streamline incoming and outgoing transfers. Many of these articulations are for the BSN in Nursing and the BS in Criminal Justice, though other programs are also represented. For example, the Adolescent Education Program just signed an articulation agreement with SUNY Oneonta in 2021. This is a boon to students in the program, since Delhi only offers an AS in Education. The Criminal Justice program also has a 3+3 articulation agreement with Albany Law School and Western New England School of Law so students can earn their Bachelors and JD in six years (Articulation Agreements Master List; Criminal Justice Articulations).

Early College Programs. High school students with a GPA of 80 or higher may, with permission, take Delhi classes either in person or online. The Environmental Studies program has also designed a specific Gen-Ed Advisement program for high school students who wish to get a head start on their GE requirements with guaranteed admittance into either Environmental Studies or Sustainability. These two programs provide affordable options for students to pursue early graduation (Early College). Delhi also has accreditation agreements with some high schools and BOCES to streamline admission and completion (Articulation Agreements Master List).

Certificates. Delhi offers three credit-bearing certificates in Cabinetry and Nursing, requiring one year or less of coursework, which provide quality education without a long commitment. Currently, these certificates are not open to direct-admit, but rather awarded to students who may decide to leave after a year. Consequently, they are suited for a nontraditional college student.

SUNY Pathways. Delhi participates in the SUNY Seamless Transfers Paths program, offering a standard set of curriculum for many programs that can be easily transferred (SUNY Transfer Paths; Sciences Transfer). SUNY also offers a SUNY Pathways Scholar scholarship for those students who take a two-year degree at a SUNY school and commit to pursue a Bachelor's within the system (Pathways Scholar).

Licensure. Delhi boasts high pass rates in both Veterinary Sciences and Nursing, indicative of both student support in college and employability after (National Recognition; College Record). Vet Tech graduates report 99-100% job placement rates (School of Vet Tech).


Criterion 2

Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches

Transfer Credits

Delhi has clear policies, posted on the Registrar's website and in Academic Policies, about the acceptance of transfer credits (Academic Policies_Aug22, p.36). These policies are reviewed as necessary by the Academic Policies Committee and, consequently, voted upon by the College Senate (College Senate Bylaws_May 2022). The committee, for example, recently recommended a new policy on how many times a student can repeat a course, a policy that was approved in April 2022 (Senate Minutes 041822).

Delhi accepts transfer credits in the form of college transcripts or scores from the Advanced Placement (AP) Program, the College Level Examination Program (CLEP) or the International Baccalaureate (IB) Program (Academic Policies_Aug22, p.36). These transcripts are evaluated by admissions and the registrar's office, with guidelines provided by deans.



International transcripts must be in English and previously evaluated by a Credential Evaluation Service (Transfer Credit Webpage). Any questions about whether a course can be accepted as a substitution for another are assessed by the school in question (Academic Policies_Aug22, p. 36). Transfer coursework is only accepted with an individual or average grade of C, though specific schools (such as Nursing and Vet Tech) may maintain higher standards. This grade is not calculated into the student's Delhi GPA (Academic Policies_Aug22, p.36).

Students may generate an unofficial transcript, with accepted transfer credits, approximately two weeks after acceptance. Students who wish to appeal the results of their transfer credit evaluation may submit a Transfer Credit Student Appeal form (Transfer Credit Webpage).

Credit for Work Experience

Currently, only the School of Nursing and the School of Applied Technologies & Architecture have a policy to accept work experience for credit, the latter through an agreement with the International Brotherhood of Electrical Workers that grants college credit for an apprenticeship program (IBEW Webpage). Beginning in Fall 2021, newly admitted RN-BSN students who have completed one year of full-time employment (or equivalent) as a registered nurse can apply for up to 12 elective credits in the following categories: Social Sciences (3 credits), Humanities (3 credits), Math (3 credits), and Natural Sciences (3 credits). Prior to completing the application for "Credit for Work Experience," students must obtain approval from their advisor to ensure that students meet the program requirements. If approved, students will then complete and submit the application by the last day of the first course in the program. Along with the application, students must submit a letter from their employer on the institution's letterhead stating that they have met the employment requirement of one year of full-time employment or equivalent and a 250-500 word essay addressing the student learning outcomes of the elective for which they are applying. The essay is evaluated by the Dean and Assistant Dean using a grading rubric. If the essay meets the criteria, the student, Registrar, and Student Financial Services are notified (Credit for Work Experience). Once the student pays for credit, the Dean is notified and in turn notifies the Registrar and the student's advisor, who have an established procedure for documenting the evidence (Work Experience for College Credit Instructions).

Other Alternative Approaches

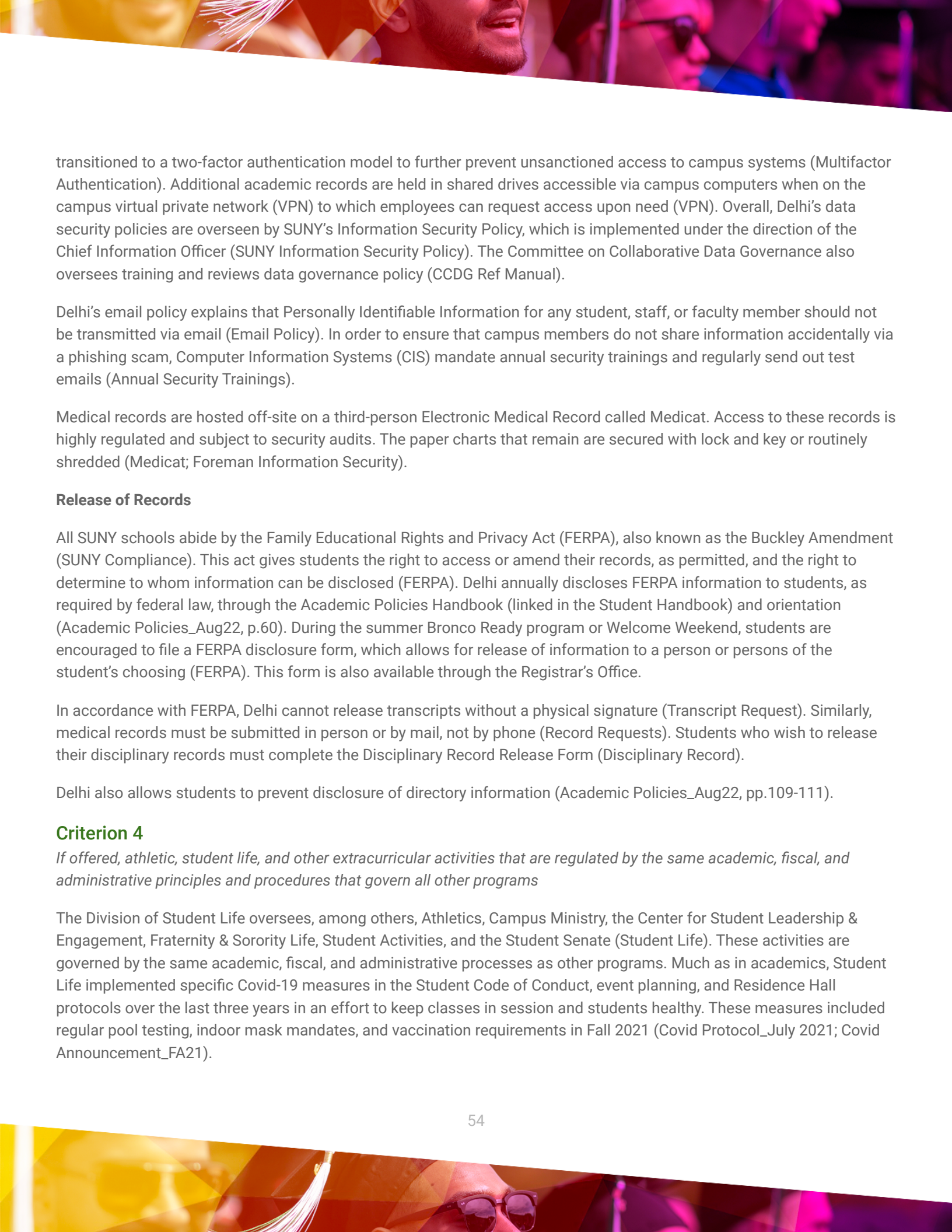
The Academic Policies committee also provides guidelines for the substitution and waiver of credits, credit by examination, and high school articulations. Waivers and substitutions are granted at advisor and dean discretion, while high school articulations are established via previous agreements. Credit by examination is rarely used but provides the possibility for a student to test out of a course (Academic Policies_Aug22, p. 40).

Criterion 3

Policies and procedures for the safe and secure maintenance and appropriate release of student information and records

Information Security

Most divisions and schools on campus deal with student information and records on a daily basis, so Delhi stores records in a number of secure, often interconnected, spaces. Physical student records may be housed in individual offices which are locked when the employee is absent or in a secured space in the basement of Bush Hall. Bronco Web, DegreeWorks, and Starfish hold virtual student records and these softwares speak to each other. Bronco Web requires students to have a second alternate pin, which changes each semester, to complete registration (Registration Instructions). In 2022, Delhi



transitioned to a two-factor authentication model to further prevent unsanctioned access to campus systems (Multifactor Authentication). Additional academic records are held in shared drives accessible via campus computers when on the campus virtual private network (VPN) to which employees can request access upon need (VPN). Overall, Delhi's data security policies are overseen by SUNY's Information Security Policy, which is implemented under the direction of the Chief Information Officer (SUNY Information Security Policy). The Committee on Collaborative Data Governance also oversees training and reviews data governance policy (CCDG Ref Manual).

Delhi's email policy explains that Personally Identifiable Information for any student, staff, or faculty member should not be transmitted via email (Email Policy). In order to ensure that campus members do not share information accidentally via a phishing scam, Computer Information Systems (CIS) mandate annual security trainings and regularly send out test emails (Annual Security Trainings).

Medical records are hosted off-site on a third-person Electronic Medical Record called Medicat. Access to these records is highly regulated and subject to security audits. The paper charts that remain are secured with lock and key or routinely shredded (Medicat; Foreman Information Security).

Release of Records

All SUNY schools abide by the Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment (SUNY Compliance). This act gives students the right to access or amend their records, as permitted, and the right to determine to whom information can be disclosed (FERPA). Delhi annually discloses FERPA information to students, as required by federal law, through the Academic Policies Handbook (linked in the Student Handbook) and orientation (Academic Policies_Aug22, p.60). During the summer Bronco Ready program or Welcome Weekend, students are encouraged to file a FERPA disclosure form, which allows for release of information to a person or persons of the student's choosing (FERPA). This form is also available through the Registrar's Office.

In accordance with FERPA, Delhi cannot release transcripts without a physical signature (Transcript Request). Similarly, medical records must be submitted in person or by mail, not by phone (Record Requests). Students who wish to release their disciplinary records must complete the Disciplinary Record Release Form (Disciplinary Record).

Delhi also allows students to prevent disclosure of directory information (Academic Policies_Aug22, pp.109-111).

Criterion 4

If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs

The Division of Student Life oversees, among others, Athletics, Campus Ministry, the Center for Student Leadership & Engagement, Fraternity & Sorority Life, Student Activities, and the Student Senate (Student Life). These activities are governed by the same academic, fiscal, and administrative processes as other programs. Much as in academics, Student Life implemented specific Covid-19 measures in the Student Code of Conduct, event planning, and Residence Hall protocols over the last three years in an effort to keep classes in session and students healthy. These measures included regular pool testing, indoor mask mandates, and vaccination requirements in Fall 2021 (Covid Protocol_July 2021; Covid Announcement_FA21).



Academic Policies

Academic Policies defines a student in good standing to have a cumulative GPA of 2.00 or higher (Academic Policies_Aug22, p.62). The Division of Student Life follows this same definition of good standing. Students who do not meet this minimum requirement are not able to serve on the executive boards of student organizations, participate in Greek organizations, or hold most on-campus employment (FSL Recruitment; Student Employment Webpage). Some student leadership opportunities, like serving on the Student Senate Executive Board or working as a Resident Assistant (RA), require a higher cumulative GPA of 2.5 (Student Senate Election Guidelines). BroncoCONNECT allows students to create a co-curricular transcript, showcasing their history of leadership and community engagement, to accompany their curricular transcript (Co-Curricular Transcript).

The Delhi Broncos are proud to be members of NCAA Division III, as of September 2021, and their policies are defined by the college and by the NCAA (NCAA Advancement Letter). Student-athlete admission is governed by the same standards as other students and student-athletes must maintain good academic standing (Student Athlete Handbook, p.15). Scholarships and financial aid are determined by academic ability or need, not by athletics (Student Athlete Handbook, p.16). Coaches monitor the academic progress of their athletes, through Starfish and other reports, and students are expected to remain enrolled full-time in college and abide by standing attendance policies (Student Athlete Handbook, p.19). The SUNY Delhi Intercollegiate Athletic Board, required by NCAA, is made up primarily of faculty and administration, including a Faculty Athletic Representative (Student Athlete Handbook, p.7). This board helps to ensure the academic rigor of Athletics.

Financial Policies

As of the 2021-22 school year, all campus divisions were subject to the zero-based, mission-driven budgeting policy outlined in [Standard I](#) and [VI](#) (Budget Packet Instructions_Feb2019, p.2). As such, each area of Student Life has an assessment plan to which is tied budgeting requests (21-22 Budget for CSLE). Approved unit budgets between 2019 and 2022 are available to the campus on Confluence, providing a measure of transparency and equity (Confluence Budget Space). This will continue into the next fiscal year, alongside recorded fireside chats in which the interim VP of Finance & Administration will share information about the school's finances in a clear and transparent manner (DT_Fireside Chat).

As mentioned above, student-athlete financial aid is disbursed according to the same academic and need parameters as all other students. The campus President is the ultimate administrative and fiscal authority for Athletics as for other divisions (Student Athlete Handbook, p.5).

The Student Senate includes a Finance Committee which examines the budget for both the Senate and student organizations (Senate Budget Finance Committee). Student organizations use BroncoConnect to submit purchase requests which must be approved by both their staff advisor and the director of the Center for Student Leadership & Engagement (Club Finance Guide). This structure mimics campus policy and provides oversight. (See [Standard VI](#) for more info on use of campus resources.)



Administrative Policies

Many of the administrative policies on Delhi's campus are driven by state and federal guidelines, as in the case of Title IX, and they are followed across all divisions. You can see the effect of Title IX particularly in Athletics, where the law dictates that equitable number of opportunities be provided to all genders (NCAA Guidelines). Employees working in extracurricular services are also covered by the same union contracts as other employees. For example, unclassified job titles, covered under the UUP contract, include Director of Student Activities, Student Activities Assistant, Athletic Trainer, and Coach (Unclassified Service Titles).

Student Senate and other student organizations are required to have a clear governance structure that mirrors those of employees. The Senate, for example, has an elected executive board with archived minutes and resolutions (BroncoConnect Home Page). Fraternities and sororities, like Delta Omega Epsilon, have numerous officers and documented constitutions and/or bylaws (Delta Omega Epsilon). Faculty and staff advisors, listed among the officers, help to guarantee that these organizations are abiding by campus policies.

Criterion 5

If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers

The College Association at Delhi, Inc. (CADI) runs the bookstore and supplies food services to Delhi, operating as its own entity. The Association is overseen by a board of directors that includes faculty, staff, and students across campus (CADI Bylaws). As an integral part of campus life, CADI regularly collects feedback to improve and change its operations. CADI uses the Student Satisfaction Survey (SSS) as well as a National Association of College Food Services evaluation to collect this information. There is also a CADI Dining Committee which solicits student feedback (Bronco Bulletin_Oct6). CADI thus actively participates in the campus assessment structure, submitting plans to BroncoCollect that align CADI's goals with the college's Strategic Plan (CADI Assessment Plan).

As indicated above, Delhi's health center, Foreman, utilizes a third-party record management system called Mediat. Regular audits and strictly regulated access help to ensure the quality and safety of this service (see [Standard IV](#)).


SUNY Delhi also works closely with the nonprofit corporation Delhi Campus Child Care Center, Inc. (DC4), which was established to provide childcare services to Delhi students, staff, and employees. DC4 has a clear mission and goals on its website and maintains accreditation through the National Association of the Education of Young Children (DC4 Website).

Criterion 6

Periodic assessment of the effectiveness of programs supporting the student experience

The Institutional Effectiveness Plan (updated November 2021) oversees both academic and non-academic units. Each unit is required to have a mission, outcomes, and a timeline for assessment with identified tools (Institutional Effectiveness Plan_Nov 2021, pp.14-15). Each non-academic unit is tied into assessment of the college's Strategic Plan and Institutional Learning Outcomes (ILOs) (Institutional Effectiveness Plan_Nov 2021, p.14).

One common tool of assessment used in the Division of Student Life is the SUNY Student Satisfaction Survey (SSS). This survey allows Delhi to examine its own performance and how it compares to other institutions in the areas of safety, food,



parking, advising, student life, and academics (SSS Data). The SSS is usually administered by SUNY on a triannual basis, and the results are housed in the Institutional Research (IR) course on Vancko Hall (IR Page VH).

Residence Life uses the SSS data along with an in-house Quality of Student Life Survey (QSL) to gather information about their services. The learning outcomes of Resident Assistant training are assessed with annual pre- and post-tests. The data from these tools are used to improve services and training (Res Life Assess Plan_21-24; Res Life Assess Results_20-21).


The Center for Student Leadership and Engagement analyzes data from the SSS in combination with Google analytics (in the case of virtual events) to determine student interest in programming. Their office also administers surveys to students to gauge the best programs to offer and the best times at which to offer them (Student Activities Results_20-21). Given the expensive nature of CSLE, the office conducts a cost benefit analysis to assess the cost of an event against attendance to determine if the event was a success or failure (Cost Benefit Analysis_18-19). BroncoConnect, which is a programming communication platform used to advertise events and collect rsvps, can help track attendance and distribute surveys to this end (BroncoConnect RSVP).

In addition to the SSS, Athletics distributes an end-of-season survey that assesses academic, athletic, and administrative support and invites comments and feedback. This survey is followed up with a focus group on topics raised by the students. Athletics also tracks the academic standing, attendance, and classroom participation of their student athletes. The Intramurals Program analyzes participation in the program and use of the fitness center. It also assesses student employment (ex. missed or changed shifts) (Athletics Assessment Plan_20-21).

The Resnick Academic Achievement Center (RAAC) examines SSS data on topics related to advisement, tutoring, and academic support services. The Center also administers a customer satisfaction survey that addresses students' perception of atmosphere and usefulness in all areas of the RAAC (Advisement, AEP, Access and Equity, C-PASS, Career, Starfish Success, Tutoring, and EOP) (RAAC Customer Satisfaction Survey). Additionally, the RAAC tracks contacts and usage for each semester and periodically changes marketing and refines resources accordingly. The Academic Advising Office surveys students about their academic advisors to determine strengths and opportunities for improvement. Advisors are also surveyed on additional training requests. After workshops and trainings, RAAC surveys attendees on the usefulness of the programs (RAAC Assessment Measures_20-21).

The Resnick Library utilizes the Project Outcome Toolkit from the Association of College & Research Libraries (ACRL), as well as the SSS, to assess library instruction sessions (Resnick Assessment Measures_20-21). They also conduct an in-house survey of employees and students to assess their space, collections, and usage (Library Survey). The library uses focus groups to examine campus needs in more detail (Library Focus Group). Additionally, the library employs circulation statistics and a desk tracker to inform currency and relevancy of their resources (Circulation Stats).

Computer Information Systems (CIS) uses SSS data in combination with a helpdesk support survey sent to individuals after they have requested and received support (CIS Assessment Measures_20-21; CIS SSS Data). Similarly, Student Financial Services (SFS) administers a survey after virtual appointments and classroom visits, in addition to the SSS, in order to evaluate performance and make improvements (SFS Assessment Measures_20-21). The Registrar compiles information from the SSS and satisfaction surveys to assess students' opinions about the Registrar's services. They also



track the number of meetings, committees, trainings, and workgroups in which their staff are involved to measure campus impact (Registrar Assessment Measures_20-21).

See [Standard V](#) for further discussion of assessment.

Conclusion

Strengths

- Delhi has a comprehensive orientation program that prepares students for success and highlights the support services on campus.
- Delhi's commitment to the revision of Academic Policies, including residency requirements, improves its ability to serve a changing student population.
- Consistent use of the SUNY Student Survey across Student Life enables continuous improvement.
- Support systems are built to accommodate a vulnerable student population, including many first-generation students.

Opportunities for Improvement

- Develop a partnership between Admissions and Marketing & Communications to better enroll students. (With current revised organization structures, this is already underway).
- Create an annual report to be shared at an open forum that documents how each unit used the SUNY Student Survey to improve their services.
- Develop more publicized and formalized processes around the alternative earning of credits (e.g. experiential learning).
- Continue to improve on supplementary offerings to replace former remedial classes.

Requirements for Standard IV

No missing requirements for Standard IV

Alignment of Institutional Priorities and Strategic Plan with Standard IV:

- *Delhi has six themes within their Strategic Plan: Investing in People, Investing in Facilities, Academic Programs, Enrollment, Student Potential, and Storytelling.* Evidence for Standard IV demonstrates the schools' commitment to Academic Programs, Enrollment, and Student Potential through the numerous support systems and extracurricular opportunities provided to students.
- *SUNY Delhi has also identified three institutional priorities in the process of this self-study: Student Success, Campus Community and Culture, and Academic Program Planning.* The evidence for Standard IV speaks to the first two of these priorities. Without adequate extracurricular activities and student support services, students could not achieve academic success while experiencing a well-rounded college life. The campus culture is significantly impacted by the school's continued dedication to meet students where they're at.



Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Evidence for Standard V supports the Requirements of Affiliation (RoA) 8, 9, and 10, and Strategic Plan, Themes 1-6

SUNY Delhi has come a long way in terms of assessment since the 2012 MSCHE Self Study. The college has developed an Assessment Program that is embedded in the structure of the institution, from academic curricula to student life and budget. This Assessment Program has clearly defined goals at all levels that are consistent with the college's mission and strategic plan, with defensible measures of student success. The college supports this program with a dedicated Office of Institutional Effectiveness, an Assessment Committee and subcommittees, procedural paperwork, Assessment Days and additional trainings, and frequent discussions of assessment in meetings across campus. Assessment is now truly an integral part of Delhi's cultural landscape. Assessment results are used in many ways across the college, including curricular revisions, resource prioritization, expansion of student support services, and much more. Data and plans are shared with constituents both on and off the campus, with results and reports available to all faculty and staff on an online platform.

Criterion 1


Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission

SUNY Delhi has a central mission statement ("Focusing on grit and determination, SUNY Delhi engages its inclusive community through hands-on teaching and learning") and strategic plan with which all institutional or programmatic goals and outcomes are aligned (Strategic Plan Report Card_19-20). (See [Standard I](#) for more discussion of the mission and strategic plan.) Educational outcomes are designed and assessed at the institution, program, and course level as well as for the General Education (GE) program (Institutional Effectiveness Plan_Nov2021).

After recent assessment of the strategic plan, Institutional Learning Outcomes (ILOs) were redesigned in the 2020-21 academic year to reflect changing student needs (see [Standard I & III](#)). The following academic year was used to finalize the assessment framework around them in preparation for an assessment pilot to begin in 2022-23 (Intentional ILO Process). The new outcomes—Responsibility, Applied Knowledge, and DEI—emphasize the school's dedication as a College of Technology to determination, inclusivity, and hands-on learning and anticipate SUNY-level changes in GER. These outcomes were explicitly designed to satisfy MSCHE Standard V (ILOs and Priorities_Aug21, p.12).

Each program is required to complete an assessment plan in BroncoCollect that lists Program Learning Outcomes (PLOs), identifies the courses in which the outcomes will be measured, and reports collected data (ex: HSS Assessment Plan_21-24). PLOs are provided in the College Catalog for student access (Acalog). Some programs, especially those in the applied fields such as Nursing or Welding, also have industry-based technical standards by which they assess student readiness (Acalog, in "Welding Technology").

Student learning is assessed at the course level with Student Learning Outcomes (SLOs). These outcomes are standardized across course sections by faculty agreement and published in the College Catalog and class syllabi (Acalog,



in “Course Descriptions”). Assessment resources exist to help faculty develop outcomes for a new course in advance of review by the school and Curriculum Committee (Curriculum Committee). As for all SUNY schools, those courses with a General Education designation have a standardized set of student learning outcomes that are used for assessment purposes (Acalog, in “General Education Requirements”). (See [Standard III](#) for more discussion of curriculum policies and procedures.)

This network of educational goals and objectives is interrelated across all levels of assessment. One significant effort to ensure this is the implementation of a new uniform course syllabus that is now in use across the campus (Course Syllabus Template_May21). The syllabus for each course must both list the course-specific SLOs and map those SLOs to relevant PLOs. The exception is the syllabi for GE courses, that fulfill requirements for many programs, and thus do not list specific PLOs. This mapping is also reflected in a Curriculum Map included within every program assessment plan (Institutional Effectiveness Plan_Nov2021, p.20). This Curriculum Map additionally identifies where courses satisfy ILOs and thus links PLOs to ILOs. This mapping is further enforced by the necessity to connect budget requests to assessment (see [Standard I](#) and [VI](#)).

Criterion 2

Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.

Criterion 2(a)


Define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals.

Since Delhi’s last self-study, the college has developed a strong assessment program that is integrated at every level and is critical to campus operations. Assessment results are used to continuously improve academic and non-academic units, as well as to justify expenditures (Assessment Workbook_2021). This assessment structure allows faculty and staff to systematically, and regularly, assess student progress and ensure that it is in line with institutional, program and course goals and outcomes.

Delhi has a structured set of curricular goals, from institution-wide ILOs to PLOs and course-level SLOs. The development of these outcomes, as well as the measurements and standards by which they are assessed, are developed by faculty and staff who are content-area experts. Each course has explicit student learning outcomes. These, and their associated measurements, must be included in the course syllabus (Course Syllabus Template_May21). Each faculty member is required to upload their syllabi to a Vancko Hall repository where they may be reviewed (Institutional Effectiveness Plan_Nov2021, p.24).

Delhi provides support for the development and implementation of these outcomes and measures. The Office of Institutional Effectiveness has created a writing guide that teaches instructors about Bloom’s Taxonomy and necessary ABCD components (Audience, Behavior, Condition, and Degree) (SLO and PLO Writing Guide). The Curriculum Committee also reviews the SLOs for any new or changed course (New Course Proposal Form_Oct21).

Each program’s assessment plan, developed collectively by faculty and overseen by Program Directors, lists goals aligned with the program mission and corresponding outcomes. Measures are linked to these outcomes and a timeline for



assessment of each goal and outcome is established. For unit and GE assessment, assessment is organized around a three-year cycle (Institutional Effectiveness Plan_Nov2021, p.11).

Then, benchmarks are established. These benchmarks demonstrate a percentage of students that should meet or exceed expectations on an accompanying rubric or other measurement tool. Faculty, as content-area experts, develop these tools which provide a level of consistency and objectivity across courses (Vet Tech Assessment Plan_21-24). Data is collected and entered into BroncoCOLLECT each semester in accordance with the established rotation.

The outcomes and standards throughout Delhi's assessment process are thus meaningful and defensible. They are created by content-area experts, through mentorship with assessment experts, in accordance with best practice. They are collaborative and standardized so as to yield useful data and collected into assessment plans accessible to all impacted faculty and staff. Units are expected to review their assessment plan and progress on a regular basis. Once a semester, the campus gathers for Assessment Day where half the day is devoted to professional development and half the day is devoted to reviewing unit plans, evaluating their data, and updating their plans as necessary (Ex: Assessment Day Agenda_Jan2021).

Criterion 2(b)

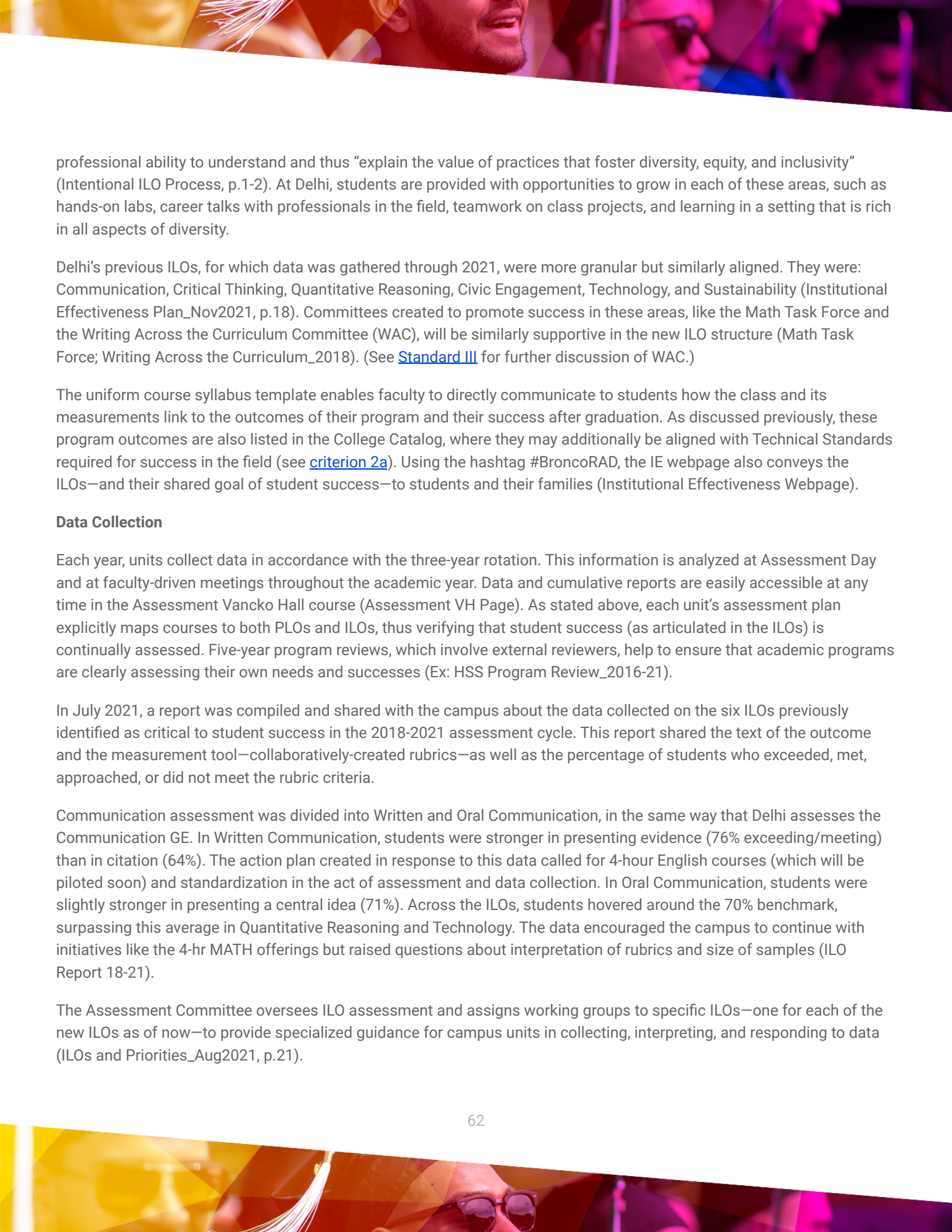
Articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals

Articulation of Student Success

One of Delhi's goals in reinvigorating its assessment policies and procedures was to make assessment visible, continuous, and intentional across campus. As a consequence, the Office of Institutional Effectiveness makes a deliberate effort to communicate plans to campus, solicit feedback, revise as necessary, and create spaces for dialogue and training.

The development of the new ILOs stemmed from discussion of the Strategic Plan's goals and a campus-wide survey which asked faculty, staff, and students to articulate critical areas to prioritize and to explain what Delhi graduates should be able to do when they leave college (ILOs and Priorities_Aug2021, p.1). Constituents identified five priorities: Student Success, Upgrade Facilities, Academic Program Planning, Campus Community and Culture, and DEI (ILOs and Priorities_Aug2021, p. 3). An ILO Assessment Committee used this data to generate three ILOs: Responsibility, Applied Knowledge, and DEI (ILOs and Priorities_Aug2021, p.7). These ILOs were tied directly to Student Success and were defined as "critical areas of competence that enable students to be successful in further education, careers, and as overall citizens" (Intentional ILO Process, p.1). They were also in line with the college mission to "engage an inclusive community through hands-on teaching and learning" (Strategic Framework Lookbook_2019).

The ILO Plan explains how each of these ILOs contribute to student development and post-graduate success. Responsibility ensures that "students will demonstrate personal and professional characteristics necessary for lifelong success," including teamwork, time management, and communication skills. Applied Knowledge, building on the strengths of a College of Technology, intends that students will be able to "synthesize and apply knowledge and/or technological skills" to "hands-on and/or real-world settings." As such, students will engage in forms of applied learning, including internships, practicums, research, and creative works. DEI provides for students the all-important personal and



professional ability to understand and thus “explain the value of practices that foster diversity, equity, and inclusivity” (Intentional ILO Process, p.1-2). At Delhi, students are provided with opportunities to grow in each of these areas, such as hands-on labs, career talks with professionals in the field, teamwork on class projects, and learning in a setting that is rich in all aspects of diversity.

Delhi’s previous ILOs, for which data was gathered through 2021, were more granular but similarly aligned. They were: Communication, Critical Thinking, Quantitative Reasoning, Civic Engagement, Technology, and Sustainability (Institutional Effectiveness Plan_Nov2021, p.18). Committees created to promote success in these areas, like the Math Task Force and the Writing Across the Curriculum Committee (WAC), will be similarly supportive in the new ILO structure (Math Task Force; Writing Across the Curriculum_2018). (See [Standard III](#) for further discussion of WAC.)

The uniform course syllabus template enables faculty to directly communicate to students how the class and its measurements link to the outcomes of their program and their success after graduation. As discussed previously, these program outcomes are also listed in the College Catalog, where they may additionally be aligned with Technical Standards required for success in the field (see [criterion 2a](#)). Using the hashtag #BroncoRAD, the IE webpage also conveys the ILOs—and their shared goal of student success—to students and their families (Institutional Effectiveness Webpage).


Data Collection

Each year, units collect data in accordance with the three-year rotation. This information is analyzed at Assessment Day and at faculty-driven meetings throughout the academic year. Data and cumulative reports are easily accessible at any time in the Assessment Vancko Hall course (Assessment VH Page). As stated above, each unit’s assessment plan explicitly maps courses to both PLOs and ILOs, thus verifying that student success (as articulated in the ILOs) is continually assessed. Five-year program reviews, which involve external reviewers, help to ensure that academic programs are clearly assessing their own needs and successes (Ex: HSS Program Review_2016-21).

In July 2021, a report was compiled and shared with the campus about the data collected on the six ILOs previously identified as critical to student success in the 2018-2021 assessment cycle. This report shared the text of the outcome and the measurement tool—collaboratively-created rubrics—as well as the percentage of students who exceeded, met, approached, or did not meet the rubric criteria.

Communication assessment was divided into Written and Oral Communication, in the same way that Delhi assesses the Communication GE. In Written Communication, students were stronger in presenting evidence (76% exceeding/meeting) than in citation (64%). The action plan created in response to this data called for 4-hour English courses (which will be piloted soon) and standardization in the act of assessment and data collection. In Oral Communication, students were slightly stronger in presenting a central idea (71%). Across the ILOs, students hovered around the 70% benchmark, surpassing this average in Quantitative Reasoning and Technology. The data encouraged the campus to continue with initiatives like the 4-hr MATH offerings but raised questions about interpretation of rubrics and size of samples (ILO Report 18-21).

The Assessment Committee oversees ILO assessment and assigns working groups to specific ILOs—one for each of the new ILOs as of now—to provide specialized guidance for campus units in collecting, interpreting, and responding to data (ILOs and Priorities_Aug2021, p.21).



The college also collects data to track student success via the office of Institutional Research (IR Page VH). At time of graduation, students are asked to share their future plans and an alumni survey is administered at three and six months post-graduation (Alumni Survey Results). Many academic units also have advisory councils, composed of professionals in the given field, to ensure that programs remain current and prepare students to be successful in their future careers (Advisory Council Membership_2021; Ex: Automotive Advisory Council Minutes 6_21).

(See [Standard III](#) for more discussion of assessment, including that of the GE program.)

Criterion 2(c)

Support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders

Support of Assessment


In 2018, as part of Delhi's concerted effort to create a culture of assessment, leadership created the position of Assistant Vice President of Institutional Effectiveness to oversee assessment and institutional research. To support this position, there is also a Director of Institutional Research position, which is currently vacant, and an Assistant Institutional Research position that is currently filled. The Assessment Committee, a committee of the College Senate comprised of representatives from all divisions, was established in 2011, predating these positions and laying the groundwork for an assessment culture (Assessment Committee Webpage). This committee establishes open lines of communication between each academic unit and the Office of Institutional Effectiveness (IE) and ensures that assessment experts are present in each unit. These assessment representatives can work closely with deans and program directors to guide assessment in each school and unit. The distribution of assessment responsibility in this way supports a sustainable process that provides consistency and promotes shared governance.

The Office of IE and the Assessment Committee plan two Assessment Days per year, in June and January, in order to create a dedicated time, inclusive of the whole campus, to share assessment updates and provide necessary trainings. On these days, units often have time to meet and review data or update assessment plans as well (Assessment Day Agenda_Jan2021).

CEITL, in collaboration with the Assessment Committee, also offers a number of Assessment Briefs, professional development workshops on various topics of assessment (CEITL BC). Staff and faculty can earn a micro-credential in Assessment for attending these workshops (Microcredentials_2021). By engaging faculty and staff directly in the assessment process rather than delegating assessment to one office, the college has created a broadly-supported assessment program.

Communication

Assessment Days serve as a centralized time for the distribution and discussion of assessment techniques and updating plans, but there are also a number of other routes by which the campus receives assessment information. Faculty and staff work collaboratively to compile and input assessment data per unit, thus sparking conversations about continual improvement. The resulting data, input into BroncoCOLLECT, is available to all employees in the Assessment Vancko Hall course—which also provides resources and instructions personalized to each unit (Assessment VH Page). Time-sensitive updates to the assessment program, as well as tips and resources are sent out via email from the Vancko Hall course



(Assessment Brief). The Institutional Research Vancko Hall course also provides data for easy access and review (IR Page VH).

When the new ILOs were being created, there was a campus-wide tour to communicate proposed outcomes, collect feedback, and present the finalized versions (ILO Presentation). Information was shared campus-wide via Delhi Today and Vancko Hall, while presentations were delivered to the Assessment Committee, the Academic Council, the Leadership Team, and the College Senate (ILOs and Priorities_Aug2021, pp. 1, 6-7).

At the end of campus-wide assessment cycles, reports are created and shared out to the campus (see [criterion 2b](#)). Data is also provided, as needed, to the accrediting bodies of relevant programs (ex: Vet Tech Evaluation).

Each year, SUNY Delhi is also responsible for submitting an annual report to the SUNY System office. This report includes a summary of assessment plans and results from the previous year as well as the assessment plans for the upcoming year. This report is shared with College Council before it is sent to the system office (Delhi Annual Report_20-21).

Criterion 3

Consideration and use of assessment results for the improvement of educational effectiveness.

Criterion 3(a, b)

Consistent with the institution's mission, such uses include: (a) assisting students in improving their learning; (b) improving pedagogy and curriculum

Delhi considers the improvement of student learning to go hand in hand with the improvement of pedagogy and curriculum. Goal 3 of the Strategic Plan is committed to “innovating, delivering, and sustaining relevant and cutting-edge curricula” and plans to do so by (1) promoting assessment of academic policies and educational effectiveness, (2) supporting the five schools in delivering relevant curricula, (3) developing non-traditional programs, and (4) offering applied learning opportunities. Measurements of these goals include grade distribution, completed credits, student understanding (assessed via Evaluation Kit), and exam pass rates. In looking at this data, the campus determined, as of Spring 2021, that there were too many D, F, Withdraw, and Incomplete grades on campus and that student understanding of coursework could be improved (Strategic Plan Dashboard). This information is available to all constituents on the website via a Strategic Plan Dashboard that evaluates the college's progress towards these goals. On this macro-level, it is clear that Delhi is using assessment data to evaluate its effectiveness and guide improvement. As one example of improvement, recent retention initiatives are seeking to provide more support for those students who have previously been dismissed (so, students with high numbers of D, F, and W grades) and allowed to return on probation (see [Standard IV](#) for further discussion).

The first line of assessment for student learning is at the course level. All faculty are required to collect course evaluations through Evaluation Kit (see [Standards II](#) and [III](#) for more detail). Faculty use this input, as well as student grades and class measurements, to improve their pedagogy and, consequently, improve student learning. For example, in Spring 2022, a professor of LITR 105: Themes in Literature implemented a new software in the classroom (the free hypothes.is) and new grading method (contract grading) in an attempt to create greater investment on the students' part and increase the completion of reading (LITR 105 Syllabus). As a result of these changes, no students failed the class in that semester. For

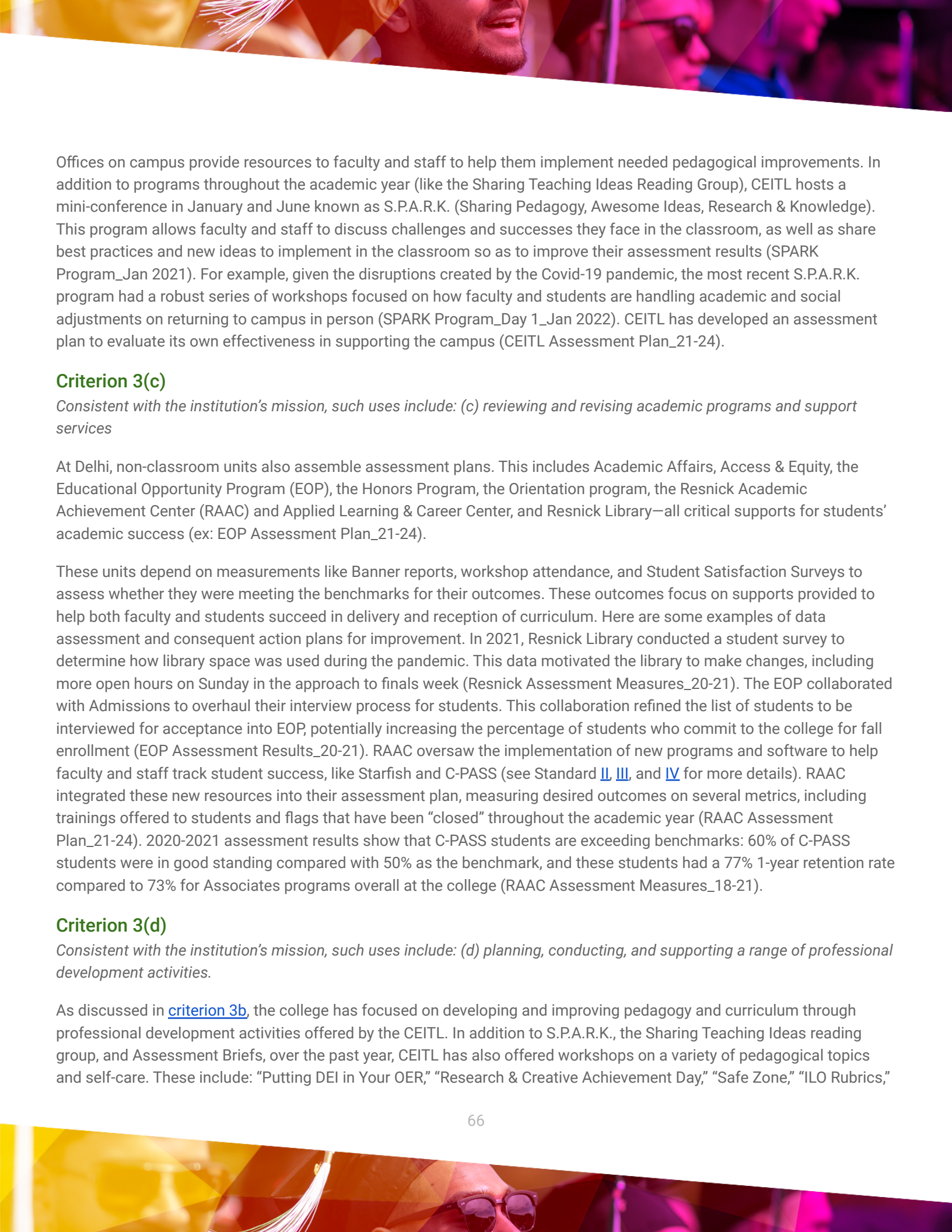
critical courses used in programs across campus, like basic writing and math courses, area faculty collectively determine improvements, such as 4-hour course options, to improve student success (MATH 115 Proposal).



At the program level, PLO assessment is used to improve student retention and progress. Program assessment plans, in addition to listing outcomes, measurements, and assessment results, request action plans for outcomes (with revision of earlier plans as necessary). For example, in their 2018-2021 Assessment Report, the Mechatronics BT explained a plan to increase lab hours around the sheet metal portion of the program and to coordinate with ONC Boces on a robotics course (Mechatronics Assessment Plan_18-21). The increased sheet metal lab hours were implemented in Spring of 2020 and provided a way for the students to engage in applied learning while the campus was largely closed due to Covid-19 (Applied Lab Email). Other plans, like that of the Culinary Arts AA & Culinary Arts Management BBA, discussed the need to adjust for an online learning environment and drill down into more specifics to determine where students were struggling (Culinary Assessment Plan_18-21).

All academic units at Delhi are required to complete program reviews every five years. This process involves an internal assessment of the state of the program, identifying gaps and areas for improvement, as well as an external review of the generated report and further suggestions for improvement given the state of the field. The template for these reviews, provided by the Office of IE, ties the program to the strategic goals and ILOs of the campus. It also requires the inclusion of the assessment plan and related action plans, as well as specific overall plans for improvement of the program (Program Review Template_2019). For those programs with external accreditations, these accreditation processes replace program reviews. To maintain accreditation, programs must attend carefully to the success of their students and make regular updates to their curriculum (ex: CVTEA Report; Applied Tech Updates).

As a campus, piloted programs like the Road to Graduation (see [Standard II](#)) are targeted to help students transition off probation and improve the DFWI rates presented in the Strategic Plan Dashboard (R2G Grant). Additionally, student demand for 4-year programs has led to a growth in Bachelor's programs offered by the college. The college now offers 21 Bachelors degrees in addition to its 46 Associate degrees (Acalog, in "All Programs"). The new Bachelors programs, which include Sustainability and Applied Communication, respond to market needs, as demonstrated in their proposals (Applied Comm 2A). This attention to market trends ensures the viability of the degrees and the success of the students upon graduation. The Curriculum Committee requires that all new courses and programs (as well as proposed changes) include well-written learning outcomes that will contribute to effective assessment (Curriculum Committee Webpage). Efforts of groups such as this are central to the College's Strategic Plan to create and maintain relevant and sustainable academic programs.



Offices on campus provide resources to faculty and staff to help them implement needed pedagogical improvements. In addition to programs throughout the academic year (like the Sharing Teaching Ideas Reading Group), CEITL hosts a mini-conference in January and June known as S.P.A.R.K. (Sharing Pedagogy, Awesome Ideas, Research & Knowledge). This program allows faculty and staff to discuss challenges and successes they face in the classroom, as well as share best practices and new ideas to implement in the classroom so as to improve their assessment results (SPARK Program_Jan 2021). For example, given the disruptions created by the Covid-19 pandemic, the most recent S.P.A.R.K. program had a robust series of workshops focused on how faculty and students are handling academic and social adjustments on returning to campus in person (SPARK Program_Day 1_Jan 2022). CEITL has developed an assessment plan to evaluate its own effectiveness in supporting the campus (CEITL Assessment Plan_21-24).

Criterion 3(c)

Consistent with the institution's mission, such uses include: (c) reviewing and revising academic programs and support services


At Delhi, non-classroom units also assemble assessment plans. This includes Academic Affairs, Access & Equity, the Educational Opportunity Program (EOP), the Honors Program, the Orientation program, the Resnick Academic Achievement Center (RAAC) and Applied Learning & Career Center, and Resnick Library—all critical supports for students' academic success (ex: EOP Assessment Plan_21-24).

These units depend on measurements like Banner reports, workshop attendance, and Student Satisfaction Surveys to assess whether they were meeting the benchmarks for their outcomes. These outcomes focus on supports provided to help both faculty and students succeed in delivery and reception of curriculum. Here are some examples of data assessment and consequent action plans for improvement. In 2021, Resnick Library conducted a student survey to determine how library space was used during the pandemic. This data motivated the library to make changes, including more open hours on Sunday in the approach to finals week (Resnick Assessment Measures_20-21). The EOP collaborated with Admissions to overhaul their interview process for students. This collaboration refined the list of students to be interviewed for acceptance into EOP, potentially increasing the percentage of students who commit to the college for fall enrollment (EOP Assessment Results_20-21). RAAC oversaw the implementation of new programs and software to help faculty and staff track student success, like Starfish and C-PASS (see Standard [II](#), [III](#), and [IV](#) for more details). RAAC integrated these new resources into their assessment plan, measuring desired outcomes on several metrics, including trainings offered to students and flags that have been "closed" throughout the academic year (RAAC Assessment Plan_21-24). 2020-2021 assessment results show that C-PASS students are exceeding benchmarks: 60% of C-PASS students were in good standing compared with 50% as the benchmark, and these students had a 77% 1-year retention rate compared to 73% for Associates programs overall at the college (RAAC Assessment Measures_18-21).

Criterion 3(d)

Consistent with the institution's mission, such uses include: (d) planning, conducting, and supporting a range of professional development activities.

As discussed in [criterion 3b](#), the college has focused on developing and improving pedagogy and curriculum through professional development activities offered by the CEITL. In addition to S.P.A.R.K., the Sharing Teaching Ideas reading group, and Assessment Briefs, over the past year, CEITL has also offered workshops on a variety of pedagogical topics and self-care. These include: "Putting DEI in Your OER," "Research & Creative Achievement Day," "Safe Zone," "ILO Rubrics,"

A decorative image at the top of the page shows a group of people, likely at a conference or workshop. A man with a beard is in the foreground, looking towards the right. In the background, another man wearing sunglasses is visible. The image has a warm, orange-red color palette.

and “Discovering Diversity at Delhi.” Many of these workshops speak directly to faculty/staff questions or concerns, such as the forthcoming change in SUNY GEs. The need for more online training was included in an action plan in response to the Covid-19 crisis (CEITL Assessment Plan_21-24). The micro-credentials that CEITL offers are also in line with campus goals and outcomes; they include Assessment, DEI, and Teaching & Learning. Participation in these programs is tracked through the BroncoCONNECT system. CEITL reports that it provided seven unique assessment workshops in the 2021-2022 school year, which averaged between 10 and 20 people in attendance (CEITL Attendance). Since 2020, 21 faculty and staff have received an assessment award that acknowledges completion of 6+ hours of training (Assessment Awards).

CCETI provides additional workshops and trainings, based on the data received from help desk tickets. Some examples of these trainings from the 2019-2020 academic year include ones on Moodle gradebooks, communication tools, and video creation (a direct response to the switch to online teaching in that year). CCETI assesses these training efforts, benchmarking such factors as the number of participants in online trainings and developing a survey to assess necessary changes to these trainings and materials for the 2021-2024 assessment cycle (CCETI Assessment Plan_21-24).

The resources provided by both offices establish a clear link between assessment data/campus climate and professional development offerings.

In addition to these on-campus opportunities, there are several sources of funding for external professional development available to faculty and staff, including Professional Development Grants (currently on hold), CADI Mini Grants, and UUP Individual Development Awards Program (see [Standard III](#) for more details). These funds can be used for academic conferences and other opportunities.

Criterion 3(e)


Consistent with the institution’s mission, such uses include: (e) planning and budgeting for the provision of academic programs and services

As discussed in [Standard I](#), assessment is a major part of the budget and planning process at Delhi. Within the zero-based budgeting model, every unit must connect their budget requests to unit and institutional goals (Budget Packet Instructions_Feb2019, p.2). (See [Standard VI](#) for a more detailed discussion of budget.) A summary of 2019-2020 expenditures related to assessment shows how units used their budget to support their goals. The Career Center funded Optimal Resume software for student access. RAAC funded Starfish and staff necessary to run the center. Resnick Library funded professional development for staff. Academic schools funded equipment and hires (Summary of Unit Requests). All of these budget items contribute directly to student success by providing necessary resources and training to teach and mentor at an advanced level. They also reflect the way in which assessment guides almost all campus processes.

Criterion 3(f)

Consistent with the institution’s mission, such uses include: (f) informing appropriate constituents about the institution and its programs

As discussed in [criterion 2c](#), assessment results are regularly disseminated to faculty and staff via Assessment Day presentations, Assessment Briefs, the Assessment Vancko Hall course and the BroncoCOLLECT system. Additionally, as necessary, presentations are made in the Senate and other forums. Both the Assessment Committee and the Curriculum



Committee are external Senate committees, which creates a network of communication and shared governance around assessment conversations (Senate Agenda_Mar082021; Senate Agenda_Mar222021). The Assistant Vice President of IE is invited to attend Senate meetings, sits on the Assessment Committee, and regularly presents to both the Leadership Team and the Academic Council, which helps to promote communication of assessment processes and results (Academic Council Notes_May22).

Delhi's website provides students and their families appropriate assessment data about both the institution and its programs. The Strategic Dashboard shares the Strategic Plan of the college and provides data to monitor the progress of the campus toward these strategic goals (Strategic Plan Dashboard). The "Fast Facts" page provides rates of student retention, graduation, employment, and licensure exam passes so that prospective students can determine how Delhi will benefit them (Fast Facts_2021).

Otherwise, communication with off-campus constituents has been an area of focus for improvement, as is reflected in assessment plans across the campus. For instance, the Office of Marketing and Communication, which handles external communications for the college (among other responsibilities) was established in 2018, and their plan outlines a number of goals to better communicate with the public (Marketing and Communications Assessment Plan 18-21). Consequently, the office has focused on "storytelling," increasing external marketing and sharing information and stories about the college and its programs, which is a central part of the college's strategic plan (Strategic Framework Lookbook_2019). The Office for College Advancement also communicates with external constituents, namely with college alumni. The office provides regular updates on college programs and initiatives and tracks these communications via its assessment plan (College Advancement Assessment Results 18-21).


Criterion 3(g)

Consistent with the institution's mission, such uses include: (g) improving key indicators of student success, such as retention, graduation, transfer, and placement rates

Delhi routinely collects information in order to track student retention, graduation, transfer rates, and placement rates. Much of this information is available on the website ([see above](#)) and is reported to SUNY, NYSED, and IPEDS among others. For more granular data on these indicators, faculty and staff can access the Institutional Research course on Vancko Hall or submit an information request to the Office of Institutional Data (IR VH Page).

The college is particularly focused on retention and graduation rates, based on assessment data, and is in the process of starting a college-wide strategic enrollment initiative, which will work with both Marketing and IE (SEM Project Charter). The Provost has also advocated for a more intrusive advising model and has spearheaded a Road to Graduation program to help retain probationary students (see [Standard II](#)).

Individual units have catered their assessment plans to improve retention and graduation. As discussed earlier, for example, foundational classes in English and Math now have four-hour alternatives on the books to help support students who need extra time and mentorship. Program reviews are required, per the template, to assess trends in retention and graduation and provide a plan to improve those rates where needed (Program Review Template_2019). Support services, like RAAC, include measures of student success in their assessment plan, since their outcomes are directly related to student graduation and retention (RAAC Assessment Plan_21-24). Assessment results are used, in all areas, to drive improvements.



Some examples of assessment data being used to improve graduation and retention rates are drawn from the 2018-2021 assessment cycle.

The Humanities & Social Science AA and General Studies AA/AS programs determined the need for, and created, a required capstone course so as to streamline assessment (and get a clearer picture of student ability) and create a cohesive experience before students transfer or look for jobs (HSS Assessment Report_18-21; Capstone Proposal).

The Veterinary Technology program is a stellar one and pays particular attention to student placement and success after graduation. As such, its assessment plan created action items to review licensure exam preparation (especially during Covid-19), revise the essential and recommended skills list, increase communication skills, update clinical facilities, and establish articulation agreements, among others (Vet Tech Assessment Plan_21-24).

The Event Management program paid particular attention to the impact of Covid-19 on the degree and career. They planned to increase the number of employer spotlights so that students could better determine their career path (Event Management Assessment Report_18-21).

Criterion 3(h)

Consistent with the institution's mission, such uses include: (h) implementing other processes and procedures designed to improve educational programs and services

In addition to the assessment processes already discussed in this section, Delhi employs a variety of other resources and procedures, informed by assessment data, to improve educational programs and services for students.

The CCETI and the Online Instructional Committee (OIC) focused renewed attention on improving and assessing online instruction as the school transitioned to online delivery during the beginning of Covid-19. Both OIC and the Callas Center are reviewing guidelines for designing and delivering online courses, and Callas is in the process of adopting a new rubric for assessing online courses (OSCQR vs. QM) (see [Standard III](#)). These efforts are intended to ensure the rigor and quality of online materials.

The MOSAIC Multicultural Center supports students academically, emotionally, and socially, providing a space to complete homework and academic programming, in addition to social and cultural events (see [Standard II](#)).

The Grants and Sponsored Programs unit also has a focus on students' academic success. This office works to ensure that new (and existing) programs are supported via grant funding, including a host of programs that support services. One of the unit's assessment goals is to "[i]ncrease student success through special project grants that aim to raise retention and completion rates" (Grants Assessment Plan_21-24). These grants have, for example, supported the Academic Exploration Program for undeclared students which provided intensive advising and degree exploration (AEP Webpage).

[Standard IV](#) discusses in more detail these and a number of other academic supports, including Living Communities, Peer Mentors, and an Early College Program, that are all committed to creating an environment of student success and are analyzed regularly via assessment plans.



Criterion 4

If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers

Delhi does not use any third party providers as part of the assessment process, and assessment tools are fully developed and implemented by the campus community for the campus community. Prior to using Excel workbooks as part of BroncoCollect, SUNY Delhi used Compliance Assist as its technology, but the school designed and delivered its own assessment plans.

Criterion 5

Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness

As discussed at length in this standard, Delhi has a well-structured assessment process that engages the entire campus community. The results of this assessment process are utilized on a regular basis to improve student learning, revise, and update curricula, conduct budgeting and planning, expand professional development, and more. It is important, then, that the assessment process itself be regularly reviewed to ensure it is a useful tool by which to improve the campus.

As with every other unit on campus, the Assessment Program has its own assessment plan which outlines goals to integrate assessment into campus culture and monitor the college's alignment with MSCHE standards (Assessment Program Assessment Plan_18-21). The 2018-21 results indicate that the assessment program has been a success (Assessment Program Assessment Report_18-21). The program aimed to provide support for all units, provide infrastructure for assessment efforts, provide education and training around assessment, and promote a culture of assessment.

As a result of these goals, the Assessment Plan created a new data collection tool (BroncoCOLLECT) which was simpler and more accessible, a Vancko Hall course that serves as a repository of assessment data and resources, and a Workbook (among many other documents) that clearly outlines assessment procedures. Measures included surveys of faculty and staff (including after Assessment Days), attendance at programming, and use of the Vancko Hall course.

The establishment of an Assistant Vice President of Institutional Effectiveness ensures oversight of the program and the new budgeting process requires that faculty and staff regularly engage with and review the assessment process.

Conclusion

Strengths:

- Delhi has a well-structured, solid assessment process that is engaged in, and supported, by the entire campus community, including regular assessment days, periodic training sessions, and effective communication with the campus community.
- Delhi's creation and distribution of a uniform syllabus template helps to provide consistency across courses and makes the link between course and program outcomes clear.

- Delhi is creating strong learning outcomes for courses and programs, and improving on old ones, with the help of the Curriculum Committee and Assessment resources.
- Delhi's new ILOs align neatly with both the Strategic Plan and forthcoming GE changes.

Opportunities for Improvement

- Consolidate a report of improvements resulting from assessment findings across campus so as to make even more explicit the interconnectivity of assessment, budget, and student success.
- Return to assess improvements and determine if they were effective.
- Prepare for the new assessment cycle by confirming that all programs have completed and uploaded a new assessment plan with identified PLOs. (There have been some delays due to the development of the new ILOs, which themselves need to be consistently posted across the website.) This work is happening during the 2022-2023 academic year.

Requirements for Standard V

No missing requirements for Standard V.

Alignment of Institutional Priorities and Strategic Plan with Standard V

- *Delhi has six themes within its Strategic Plan: Investing in People, Investing in Facilities, Academic Programs, Enrollment, Student Potential, and Storytelling.* Evidence for Standard V demonstrates success in all six of these strategic themes. Assessment plays a role in planning and implementing initiatives—in areas of personnel, facilities, academic programs, enrollment, and student potential—and communicating the Delhi story.
- *The college has also identified three institutional priorities in the process of this self-study: Student Success, Campus Community and Culture, and Academic Program Planning.* Once again, as assessment is an integral part of the entire campus and its processes and procedures, evidence for Standard V demonstrates commitment to all three of these institutional priorities, especially in promoting student success and academic programming.

A decorative image at the top of the page shows a group of people, likely at a conference or meeting. In the foreground, a man with a beard and glasses is looking towards the right. In the background, other people are visible, some wearing glasses. The image has a warm, slightly blurred aesthetic with a color palette of oranges, reds, and purples.

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Evidence for Standard VI supports the Requirements of Affiliation (RoA) 8, 10, and 11, and Strategic Plan, Themes 1 (Investing in People), 2 (Investing in Facilities), and 3 (Academic Programs).

SUNY Delhi has instituted many changes with respect to planning, resource allocation, physical and technical infrastructure, and associated assessments in the past decade. One of the major improvements has been the formalization, implementation, and integration of assessment into these processes. Because these processes are still evolving, there are multiple opportunities for improvement, especially in the budget allocation and physical infrastructure areas. As for every campus, the pandemic presented difficult challenges for resource planning, though Computer Information Systems was prepared to help the campus smoothly transition to online education.

Criterion 1


Institutional objectives, both institution wide and for individual units that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation

In 2012, MSCHE made a binding recommendation to “Develop operational objectives with measurable outcomes that can be assessed and linked to decision-making” (MSCHE Peer Evaluation Report_Standards 2_3, p.2). The college has made significant strides in meeting this recommendation.

The college finalized its current Strategic Plan, with new mission statement and goals/themes, in December 2018 (see [Standard I](#) for more details on this process). All campus units have created assessment plans that include goals and outcomes mapped to the college’s mission and institutional goals. These goals and outcomes are assessed via the campus-wide Assessment Program, finalized in January 2019 (Assessment Workbook_2021).

The Assessment Program Workbook details the unit assessment timeline and campus 3-year cycle, defines terminology to enhance campus consistency, explains how the campus will use results to improve and make decisions, indicates where information is stored for campus reference and transparency, lists the steps necessary to create and evaluate an assessment plan that maps to the budget process, and sets expectations for assessment coordinators, the Assessment Committee, and individual units for accountability. The workbook provides information about how to create action plans (required each year) and how to reflect, review, and revise the plans based on assessment results, as well as how to close the loop in the assessment process. Based on these guidelines, individual units design assessment plans to improve in areas that are most important and useful to them. Each unit has access to other units’ plans and assessment results in Vancko Hall and so can see how it contributes to the institution’s overall success. (See [Standard V](#) for further discussion of the Assessment Program).

The Strategic Plan Report Card, an assessment tool measuring strategic plan outcomes, provided the public and the campus with a snapshot of how Delhi carries out its mission and demonstrates how our Strategic Themes map to all Middle States Standards (Strategic Plan Report Card_19-20). The Strategic Plan Assessment Workgroup developed

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actionable outcomes for each Strategic Theme based on campus-wide data and an organic, bottom-up approach and presented its findings to the campus for additional feedback. Based on this feedback, final outcomes and measures were determined by the Workgroup Chairs, the Leadership Team, the Director of Institutional Research, and the Faculty Assessment Coordinator in Summer of 2020.

Twice a year the Campus meets to review and discuss assessment results to date (in January) and then formalizes action plans moving forward based on assessment results (in June). As part of both the Assessment Program and the zero-based budget process, departments reflect upon assessment results and their intended action plans. If units determine that different or additional resources are required to enact these plans, this information is submitted in the budget packet, via the budget narrative and individual budget line-item justifications on the Excel budget template (Budget Packet Instructions_Feb2019; Budget Packet Report; Budget Excel Template).

The rationale and process suggested for linking assessment results to resource needs and budget submissions have been presented at multiple Assessment Days and have been included in budget training materials since the 2019-20 cycle (Assessment Day Agenda_Jun2019). Assessment templates include a space to identify budget requests for a specific outcome or measure. This process allows Delhi to highlight those assessment results and action plans that indicate a resource allocation need, which in turn was previously presented during Resource Allocation Task Force (RATF) meetings (Summary of Unit Requests). Finally, Delhi mapped the units responsible for the ongoing assessment activities stated above to a Chart of Accounts for budget and accounting purposes to ensure that all assessment information could be easily linked and aligned to the budget and planning process (Unit Mapping).

Criterion 2

Clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results


In addition to the planning and improvement processes outlined by the Assessment Workbook, the college has multiple ways in which constituents can participate in institutional planning and improvement. While many committees on campus allow a wide variety of constituents to get involved with planning and improvement initiatives – from technology planning to student success to data governance – there are a few to highlight, as they support key planning and improvement initiatives across campus.

Assessment Committee

The Assessment Committee develops campus-wide training programs and coordinates ongoing efforts to discover new actionable insights from assessment results (Assessment Workbook_2021, p.30; College Senate Bylaws_May 2022, p.13). This committee has broad campus representation, allowing for comprehensive constituent participation, and meets monthly to discuss and improve campus-wide assessment efforts. Each June, assessment data is submitted by all units via BroncoCOLLECT, a new tool developed in-house to compile, analyze, and report out on campus-wide assessment results.

Curriculum Committee

The Curriculum Committee is a standing subcommittee of the College Senate. This committee explores the impact of all academic program and course proposals on the college, advises the President, and makes recommendations to the

College Senate regarding curriculum development. There is member representation from each of the five schools as well as the Resnick Library. The Provost, Registrar, a representative from the Online Instruction Committee, and the Director of Admissions attend as non-voting members (College Senate Bylaws_May 2022, p. 16).

Any change in curriculum begins in the school that will offer a new program/course or revise current offerings. Extensive research occurs in any curricular change and faculty incorporate recommendations from their advisory boards and from industry where appropriate. Any changes must be approved by the individual programs and the school before they go to the Curriculum Committee. Program proposals require links to SLOs and courses to PLOs—which, in turn, link to the Institutional Strategic Themes. The proposals include anticipated enrollments, market research into other programs, Library impact, a list of existing available resources, a business plan which indicates new positions, technology, and other resources necessary to run the new program, the effect on other Schools, and a detailed program planning grid (New Program Proposal Form_Oct21; SUNY New Program Proposal 2A). All proposals, whether approved or denied, are presented to the College Senate.

Once approved by the Curriculum Committee and the College Senate, proposals to SUNY and New York State Education Department (NYSED) are prepared with input from the Budget Director to help ensure that enrollment and financial data are reasonable and that the program will be viable once launched. The form must be signed by the Provost and President committing resources to any new program (SUNY New Program Proposal 2A).

The Budget Director also fields questions from SUNY once the program proposal is reviewed at the state level to ensure that Delhi has considered the application adequately before it is allowed to offer the program on campus. (See [Standard III](#) for further discussion of Curriculum.)

Academic Program Review

Academic programs are required to produce a review, compiled by department faculty and reviewed by external peer reviewers, every five years. The review template includes a section on Support for Programs. It discusses personnel, library, and computing resources, to name a few. It does not directly address technology on the level of the program, nor does it discuss facilities usage (Program Review Template_2019).

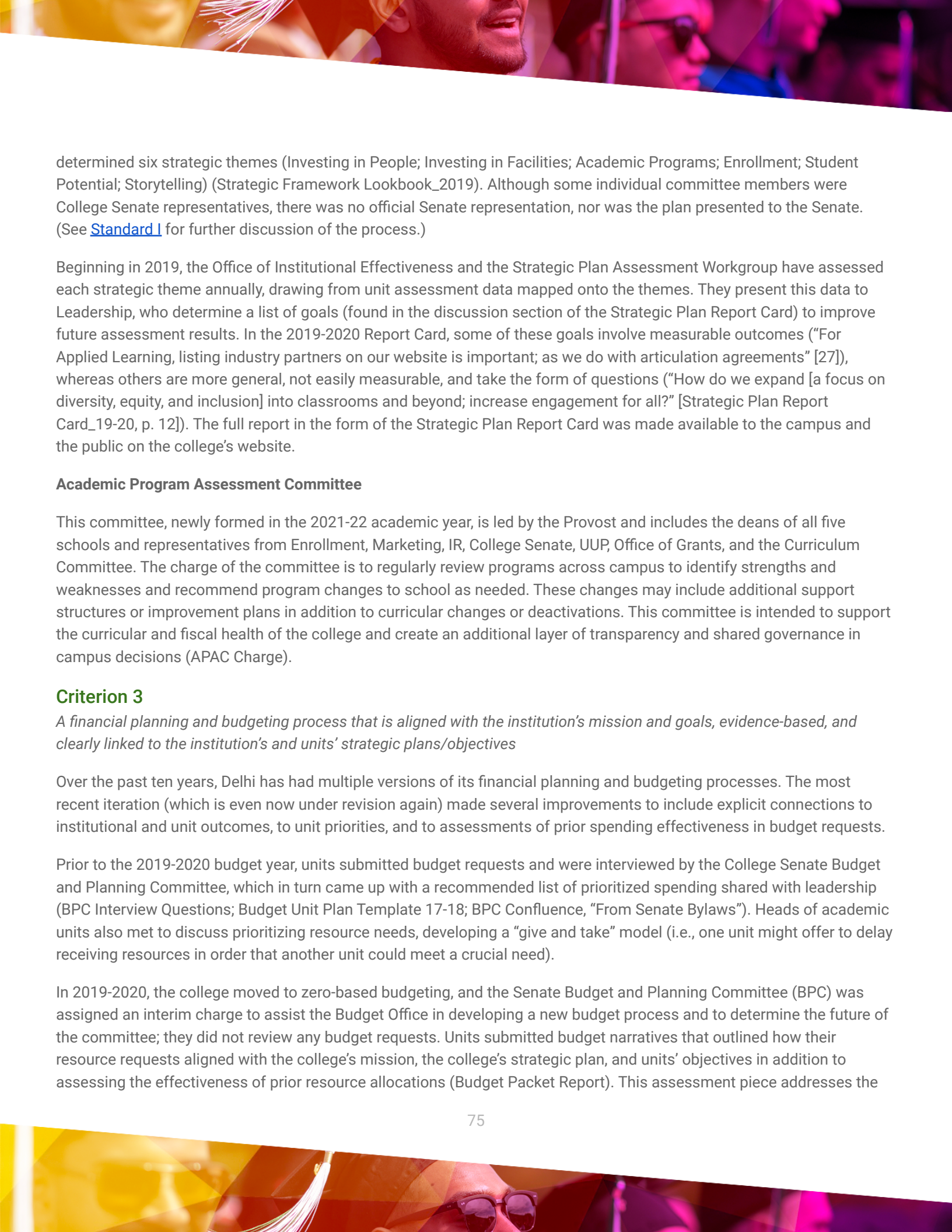
Budget and Planning Committee (BPC)

The current Budget and Planning Committee is a College Senate subcommittee and includes comprehensive representation from across campus – from all five Schools and the Library to all non-classroom VP areas such as Student Life, College Relations and Advancement, and Marketing and Communications. This group is charged with communicating budgetary information to campus constituents, the College Senate, and campus Leadership, reviewing departmental requests, and assisting with campus-wide decision-making and planning.

For more on the Committee's role in the budget process, please see [criterion 3](#) below.

Strategic Planning Committee and Strategic Plan Assessment Workgroup

The process for strategic plan development is not formalized and occurs at the discretion of the college President. In the creation of the current Strategic Plan, 30+ members of the campus served on the initial steering committee; additional members later volunteered as the plan progressed. The committee revised the college's Mission Statement and



determined six strategic themes (Investing in People; Investing in Facilities; Academic Programs; Enrollment; Student Potential; Storytelling) (Strategic Framework Lookbook_2019). Although some individual committee members were College Senate representatives, there was no official Senate representation, nor was the plan presented to the Senate. (See [Standard 1](#) for further discussion of the process.)

Beginning in 2019, the Office of Institutional Effectiveness and the Strategic Plan Assessment Workgroup have assessed each strategic theme annually, drawing from unit assessment data mapped onto the themes. They present this data to Leadership, who determine a list of goals (found in the discussion section of the Strategic Plan Report Card) to improve future assessment results. In the 2019-2020 Report Card, some of these goals involve measurable outcomes (“For Applied Learning, listing industry partners on our website is important; as we do with articulation agreements” [27]), whereas others are more general, not easily measurable, and take the form of questions (“How do we expand [a focus on diversity, equity, and inclusion] into classrooms and beyond; increase engagement for all?” [Strategic Plan Report Card_19-20, p. 12]). The full report in the form of the Strategic Plan Report Card was made available to the campus and the public on the college’s website.

Academic Program Assessment Committee

This committee, newly formed in the 2021-22 academic year, is led by the Provost and includes the deans of all five schools and representatives from Enrollment, Marketing, IR, College Senate, UUP, Office of Grants, and the Curriculum Committee. The charge of the committee is to regularly review programs across campus to identify strengths and weaknesses and recommend program changes to school as needed. These changes may include additional support structures or improvement plans in addition to curricular changes or deactivations. This committee is intended to support the curricular and fiscal health of the college and create an additional layer of transparency and shared governance in campus decisions (APAC Charge).

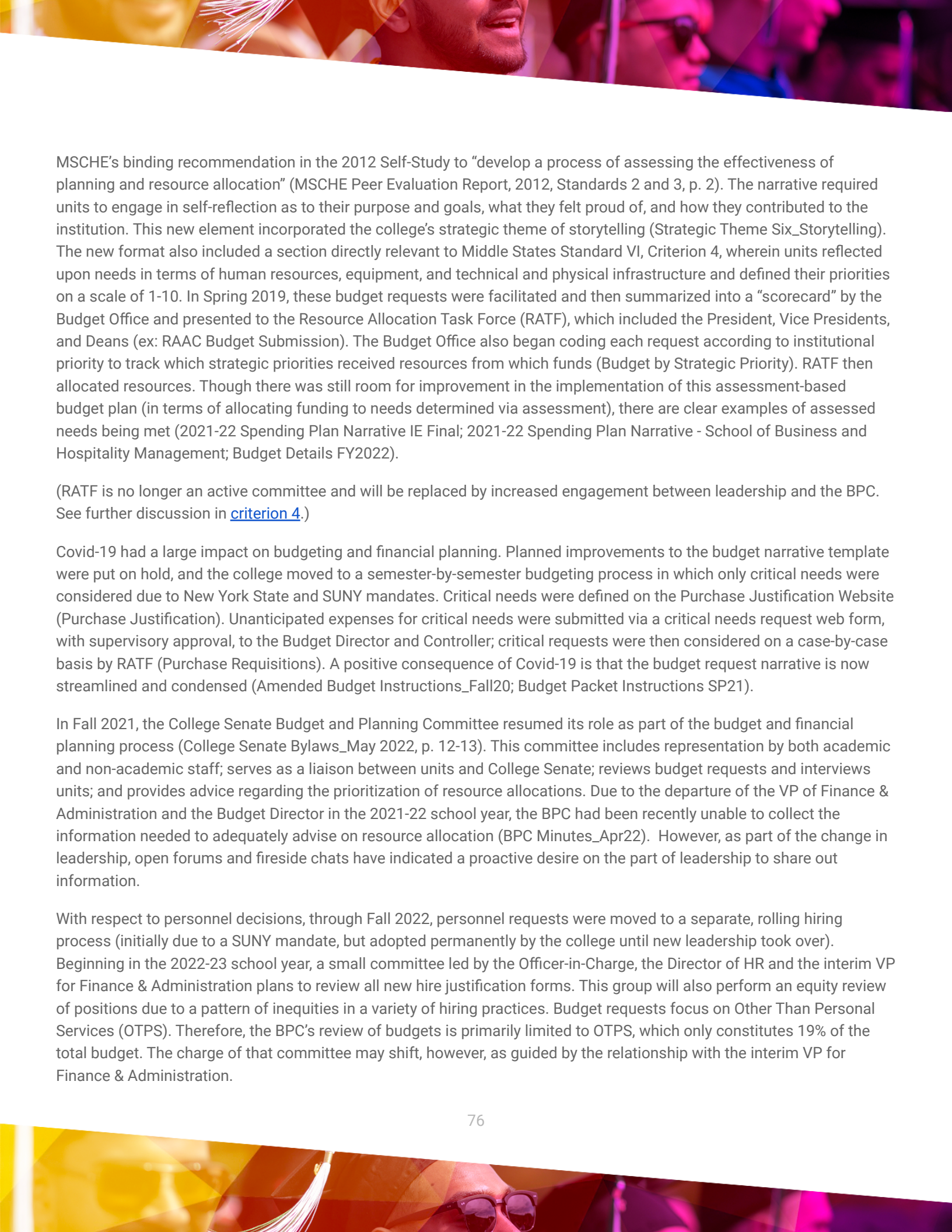
Criterion 3

A financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives

Over the past ten years, Delhi has had multiple versions of its financial planning and budgeting processes. The most recent iteration (which is even now under revision again) made several improvements to include explicit connections to institutional and unit outcomes, to unit priorities, and to assessments of prior spending effectiveness in budget requests.

Prior to the 2019-2020 budget year, units submitted budget requests and were interviewed by the College Senate Budget and Planning Committee, which in turn came up with a recommended list of prioritized spending shared with leadership (BPC Interview Questions; Budget Unit Plan Template 17-18; BPC Confluence, “From Senate Bylaws”). Heads of academic units also met to discuss prioritizing resource needs, developing a “give and take” model (i.e., one unit might offer to delay receiving resources in order that another unit could meet a crucial need).

In 2019-2020, the college moved to zero-based budgeting, and the Senate Budget and Planning Committee (BPC) was assigned an interim charge to assist the Budget Office in developing a new budget process and to determine the future of the committee; they did not review any budget requests. Units submitted budget narratives that outlined how their resource requests aligned with the college’s mission, the college’s strategic plan, and units’ objectives in addition to assessing the effectiveness of prior resource allocations (Budget Packet Report). This assessment piece addresses the



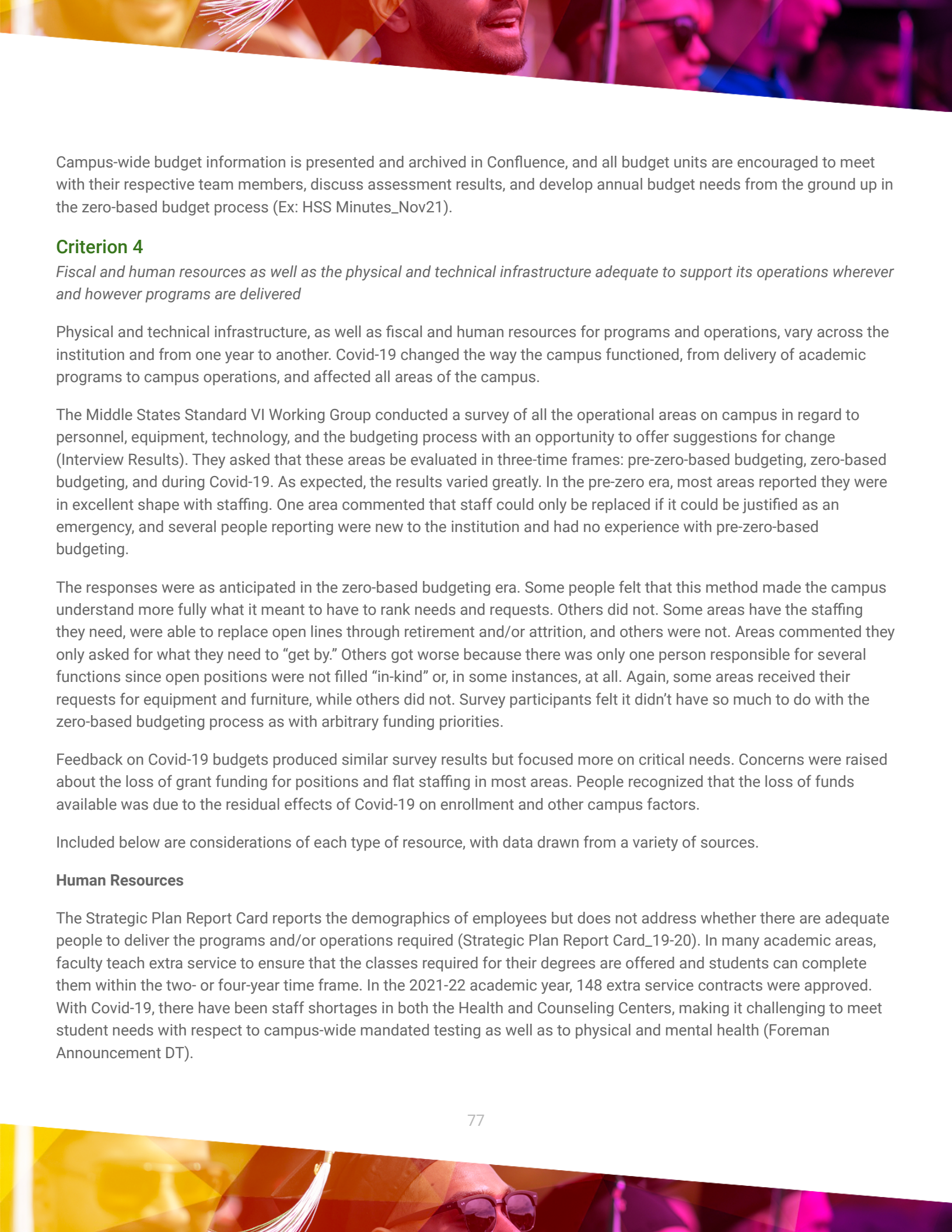
MSCHE's binding recommendation in the 2012 Self-Study to "develop a process of assessing the effectiveness of planning and resource allocation" (MSCHE Peer Evaluation Report, 2012, Standards 2 and 3, p. 2). The narrative required units to engage in self-reflection as to their purpose and goals, what they felt proud of, and how they contributed to the institution. This new element incorporated the college's strategic theme of storytelling (Strategic Theme Six_Storytelling). The new format also included a section directly relevant to Middle States Standard VI, Criterion 4, wherein units reflected upon needs in terms of human resources, equipment, and technical and physical infrastructure and defined their priorities on a scale of 1-10. In Spring 2019, these budget requests were facilitated and then summarized into a "scorecard" by the Budget Office and presented to the Resource Allocation Task Force (RATF), which included the President, Vice Presidents, and Deans (ex: RAAC Budget Submission). The Budget Office also began coding each request according to institutional priority to track which strategic priorities received resources from which funds (Budget by Strategic Priority). RATF then allocated resources. Though there was still room for improvement in the implementation of this assessment-based budget plan (in terms of allocating funding to needs determined via assessment), there are clear examples of assessed needs being met (2021-22 Spending Plan Narrative IE Final; 2021-22 Spending Plan Narrative - School of Business and Hospitality Management; Budget Details FY2022).

(RATF is no longer an active committee and will be replaced by increased engagement between leadership and the BPC. See further discussion in [criterion 4](#).)

Covid-19 had a large impact on budgeting and financial planning. Planned improvements to the budget narrative template were put on hold, and the college moved to a semester-by-semester budgeting process in which only critical needs were considered due to New York State and SUNY mandates. Critical needs were defined on the Purchase Justification Website (Purchase Justification). Unanticipated expenses for critical needs were submitted via a critical needs request web form, with supervisory approval, to the Budget Director and Controller; critical requests were then considered on a case-by-case basis by RATF (Purchase Requisitions). A positive consequence of Covid-19 is that the budget request narrative is now streamlined and condensed (Amended Budget Instructions_Fall20; Budget Packet Instructions SP21).

In Fall 2021, the College Senate Budget and Planning Committee resumed its role as part of the budget and financial planning process (College Senate Bylaws_May 2022, p. 12-13). This committee includes representation by both academic and non-academic staff; serves as a liaison between units and College Senate; reviews budget requests and interviews units; and provides advice regarding the prioritization of resource allocations. Due to the departure of the VP of Finance & Administration and the Budget Director in the 2021-22 school year, the BPC had been recently unable to collect the information needed to adequately advise on resource allocation (BPC Minutes_Apr22). However, as part of the change in leadership, open forums and fireside chats have indicated a proactive desire on the part of leadership to share out information.

With respect to personnel decisions, through Fall 2022, personnel requests were moved to a separate, rolling hiring process (initially due to a SUNY mandate, but adopted permanently by the college until new leadership took over). Beginning in the 2022-23 school year, a small committee led by the Officer-in-Charge, the Director of HR and the interim VP for Finance & Administration plans to review all new hire justification forms. This group will also perform an equity review of positions due to a pattern of inequities in a variety of hiring practices. Budget requests focus on Other Than Personal Services (OTPS). Therefore, the BPC's review of budgets is primarily limited to OTPS, which only constitutes 19% of the total budget. The charge of that committee may shift, however, as guided by the relationship with the interim VP for Finance & Administration.



Campus-wide budget information is presented and archived in Confluence, and all budget units are encouraged to meet with their respective team members, discuss assessment results, and develop annual budget needs from the ground up in the zero-based budget process (Ex: HSS Minutes_Nov21).

Criterion 4

Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered

Physical and technical infrastructure, as well as fiscal and human resources for programs and operations, vary across the institution and from one year to another. Covid-19 changed the way the campus functioned, from delivery of academic programs to campus operations, and affected all areas of the campus.

The Middle States Standard VI Working Group conducted a survey of all the operational areas on campus in regard to personnel, equipment, technology, and the budgeting process with an opportunity to offer suggestions for change (Interview Results). They asked that these areas be evaluated in three-time frames: pre-zero-based budgeting, zero-based budgeting, and during Covid-19. As expected, the results varied greatly. In the pre-zero era, most areas reported they were in excellent shape with staffing. One area commented that staff could only be replaced if it could be justified as an emergency, and several people reporting were new to the institution and had no experience with pre-zero-based budgeting.

The responses were as anticipated in the zero-based budgeting era. Some people felt that this method made the campus understand more fully what it meant to have to rank needs and requests. Others did not. Some areas have the staffing they need, were able to replace open lines through retirement and/or attrition, and others were not. Areas commented they only asked for what they need to “get by.” Others got worse because there was only one person responsible for several functions since open positions were not filled “in-kind” or, in some instances, at all. Again, some areas received their requests for equipment and furniture, while others did not. Survey participants felt it didn’t have so much to do with the zero-based budgeting process as with arbitrary funding priorities.

Feedback on Covid-19 budgets produced similar survey results but focused more on critical needs. Concerns were raised about the loss of grant funding for positions and flat staffing in most areas. People recognized that the loss of funds available was due to the residual effects of Covid-19 on enrollment and other campus factors.

Included below are considerations of each type of resource, with data drawn from a variety of sources.

Human Resources

The Strategic Plan Report Card reports the demographics of employees but does not address whether there are adequate people to deliver the programs and/or operations required (Strategic Plan Report Card_19-20). In many academic areas, faculty teach extra service to ensure that the classes required for their degrees are offered and students can complete them within the two- or four-year time frame. In the 2021-22 academic year, 148 extra service contracts were approved. With Covid-19, there have been staff shortages in both the Health and Counseling Centers, making it challenging to meet student needs with respect to campus-wide mandated testing as well as to physical and mental health (Foreman Announcement DT).

Facilities

“Investing in Facilities” is one of the college’s six Strategic Themes. In the past decade, several buildings have undergone substantial renovations in order to improve teaching, learning, and living environments. (The Facilities Master Capital Plan is discussed in detail below, in [criterion 6](#)). Sanford Hall, housing the Business and Information Technology and Nursing departments, was upgraded in 2011-2012. South and Thurston Halls were renovated in 2020-2021 for the Architecture program, and Farnsworth Hall is currently under construction for Veterinary Science. The college upgraded building fire alarms, replaced roofs on various buildings, created an Alumni Hall Culinary Arts study space, revamped a residence hall (Gerry) common kitchen, and repaired residence hall heating systems (Gerry, Russell) (Strategic Plan Report Card_19-20, p.16-17). Evenden Tower received new brick work and windows over 2021 and 2022.




Nonetheless, there remain several buildings in need of substantial renovation or repair. For example, MacDonald Hall still has issues with its waste system (MacDonald Repair Request). In regard to facilities and residence halls, the Strategic Plan Report Card names project priorities but does not provide a plan for their implementation or assessment. It assesses student satisfaction with academic facilities but does not assess faculty or professional staff use/needs/opinions regarding academic facilities.

The Master Capital, Residence Hall and Information Technology plans speak more directly to this standard (see [criterion 6](#)). There is a list of projects in the 3-year capital plan, their phase, their cost, and whether funded. However, all Capital project funding provided by the state is for renovation only. This has had negative impacts on replacing specific buildings on campus.

Technology/Equipment

Computer Information Systems (CIS) has sole responsibility for the planning, maintenance, and assessment of technology. CIS uses the technology fee paid by students to maintain and provide upgrades to the computer labs on campus. Because CIS has adhered to their unit plan and operational objectives with respect to technology maintenance and replacement cycles, the college was prepared when Covid-19 hit. Additionally, CIS responded to Covid-19 by providing VMware, a program allowing students and faculty to use campus software from remote locations. Students were able to access some specialized software normally available only in the computer labs. The ability to provide new technologies and technological services was impacted by Covid-19 and limited funds (CIS Assessment Report_18-21).

Some areas were able to obtain crucial equipment and technology despite budget restrictions. For example, the college is currently investing in replacing its Fiber Optics Infrastructure (partially funded project) (Strategic Plan Report Card_19-20, p.16). Where applicable and feasible, needs for academic equipment and maintenance were funded through lab fees. New



equipment was provided for the new Cyber Lab in Sanford Hall through Perkins funding and summer school monies from the past. Other areas still need significant investment, such as the science labs devoted to general education courses (MathScienceReview_16-21, p. 6). Preliminary plans for their renovation have begun in Fall 2022.

Fiscal Resources

Declining enrollment and increased personnel cost have, for some time, resulted in compounded strains on Delhi's fiscal health. The 2022-23 projection of enrollment and academic revenue anticipates 1975 full-time student enrollments in FA22 and 1542 full-time student enrollments in SP23 for a combined revenue of \$15,859,274 (Enrollment and Revenue). Additional revenue, like fees, are not included in these projections.

Delhi has not run an annual surplus within its Academic Enterprise funds (which excludes dormitory-related funds) since 2014. With revenue further impacted by Covid-19, in fiscal year 2021-2022, Delhi ran a ~5.5M deficit, resulting in a year-end cash balance of \$3.2M which, if not for an anticipated infusion of non-repeating HEERF funding, would likely be exhausted in FY 2022-2023 (Fireside Chat_Oct22). Year to date, a revenue of \$9.151 million is offset by expenses of \$9.583 million (Fireside Chat_Oct22). (Federal stimulus funds, provided by the Higher Education Emergency Relief Fund (HEERF), I-III: The Coronavirus Aid, Recovery, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations Acts (CRRSAA), and the American Rescue Plan: HEERF III, were split between direct payments to students and funds to the college to refund student tuition, pay for personal protective equipment (PPE), and cover Health Center overtime costs.) The newly appointed Officer-in-Charge and Interim VP for Finance & Administration along with the Budget & Planning Committee, a subcommittee of the College Senate, are performing critical analysis of past practice and formulating a multi-year strategy to better Delhi's financial position. These strategies will include both implementation of revenue-generating ideas as well as cost-savings measures (see below).

Prior to 2019, summer school money was available for departments that taught courses in the summer; they received a portion of that money for their department needs (equipment, etc.), that were not part of their regular budget. A portion of money from summer school was earmarked for other campus academic needs that were not part of the regular budgets. Special spending requests could be made to the Provost for this money. These funds have now been absorbed into the college overall budget and are no longer available to academic departments, limiting the ability of academic units to pivot, innovate, and provide resources for new approaches and necessary equipment.

Some gaps in funding have been provided through grants. Some, such as Perkins, are annual grants that fund two-year programs. The Grants Office receives daily notices of funding opportunities from all federal agencies, as well as state and private entities. These are reviewed and projects flagged that align with our strategic goals, school priorities, etc. The grants office actively seeks grants through prospect research, public search portals, a private search portal, and a database for foundations and corporate giving. One concern with grant funding for personnel is that the college must absorb the salaries when the grant ends. Most grants are treated as seed grants, and the college must plan to institutionalize the support of positions when the project is aligned with the college's priorities and Strategic Plan. All grant projects have performance metrics aligned with an evaluation design paralleling similar assessment and evaluation measures identified by SUNY System Administration and SUNY Delhi (Grants Authorization; Interview with Grant Director; HERD Survey_2020).



A Path Forward

With the transition in leadership and the arrival of a new interim Vice President of Finance & Administration, Delhi has quickly pivoted to address present and anticipated deficits (as are many schools in SUNY). Two one-time infusions of incremental funds from SUNY in FA22 (\$500k for operational expenses and student success and \$115k for the hire of two new faculty) have helped to offset some immediate needs. The campus also expects increased enrollments for FA23 based on a significant uptick in present applications (Enrollment Presentation_Nov22).

However, increased revenue must be accompanied by rigorous cost-saving measures and restructuring. Underutilized offices, such as the Call Center, are being reduced or eliminated, while employees in those areas are moved into open positions in critical areas like Admissions which could not be otherwise backfilled (OIC Email_Nov22). Sector analysis provides insight into staffing norms on comparative campuses. Management confidential salaries have been reduced and curriculum mapping enables schools to prioritize full-time faculty loads while reducing extra service contracts. Popular programs, with waitlists, are being more closely examined to see what resources and reorganization might allow schools, especially Applied Technologies & Architecture, to accept more students (and bring in more revenue). APAC, operational as of this semester, is also actively examining the health and potential of existing programs so as to reduce costs or boost revenue. Additionally, the Officer in Charge is making community connections and working on legislative buy-in to encourage contributions to campus efforts.

These initiatives are underway now in the hopes of reducing the deficit by the end of the 2022-23 academic year. However, it is acknowledged that achieving financial solvency will be a multi-year process and that, in the near future, Delhi may trigger receivership. SUNY provides loans to campuses in fiscal distress, with a contract that dictates interest and repayment plan. During this time of repayment, SUNY directly oversees all purchases, expenses, and hires. Anticipating this development, the interim VP of Finance & Administration plans to deploy more restrictive measures that will anticipate the conditions of the loan and decrease its longevity: a local subcommittee will review all purchases with only those needs related to health/safety, compliance, and educational quality being greenlit. A hiring freeze may also be implemented.


Throughout this process, administration has emphasized communication and collaboration with all constituents—through working closely with the BPC, sharing information via the fireside chats, and soliciting ideas for cost-savings or revenue from the campus.

Criterion 5

Well-defined decision-making processes and clear assignment of responsibility and accountability

The campus has made great strides in improving decision-making processes to help ensure responsibility and accountability, particularly in the last six months as the campus has transitioned to new leadership.

The updated Organizational Chart, posted on the website, illustrates the chain of command across five areas: Academic Affairs, Student Life, Finance & Administration (currently overseen by an interim hire), College Relations & Advancement, and Marketing & Communications. It is maintained by the President's Office and updated when changes in the campus structure are made (Org Chart).

The College Senate represents the voice of faculty and staff in campus governance, particularly on issues of curriculum, resources, and academic processes (College Senate Webpage). A clear set of bylaws, revised as necessary, governs both the functioning of the Senate and its committees (College Senate Bylaws_May 2022). As an advisory body, the Senate hears presentations of new campus initiatives and provides a space for campus discussion. The Senate meetings are open to campus, and its documentation (minutes, bylaws, resolutions, etc.) is publicly available on the college website (College Senate Webpage).

Over the last two years, the campus has worked to define shared governance and the Campus Effectiveness Taskforce has sought to engage all constituents in improving Delhi's processes (see [Standard II](#)). Building on those efforts, the current Officer in Charge has expanded her leadership team structure to include more voices from across campus. In addition to her cabinet, there is a leadership team that meets once a month with representation from the Union, University Policy, HR, and the Senate in addition to the deans of all five schools. A Senior Council Cabinet meets twice a semester which includes supervisors and program directors (Open Forum Slides). As a consequence, the Senate and Union have more access to and input on campus decisions, and the Leadership Team is held to a higher standard of accountability. The college President and the Leadership Team are also responsible for reporting out decisions to the College Council, which provides advice and support to the campus (See [Standard VII](#) for more discussion of leadership structure.)

The Employee and Student Handbook provide a summary of many decision processes on campus (Employee Handbook; Student Handbook). These handbooks are available on the college website. Union processes, which govern many aspects of employee hiring, evaluation, and grievances, are detailed in their own contracts. The college website provides links to each of these bargaining units (Bargaining Units). Decision-making processes for specific functions on campus can be found in this study as follows: Employee Hiring and Evaluation ([Standard II](#) and [III](#)); Assessment ([Standard V](#)); Budgeting ([Standard VI](#)); Strategic Plan ([Standard I](#)); Curriculum ([Standard III](#)).

Criterion 6

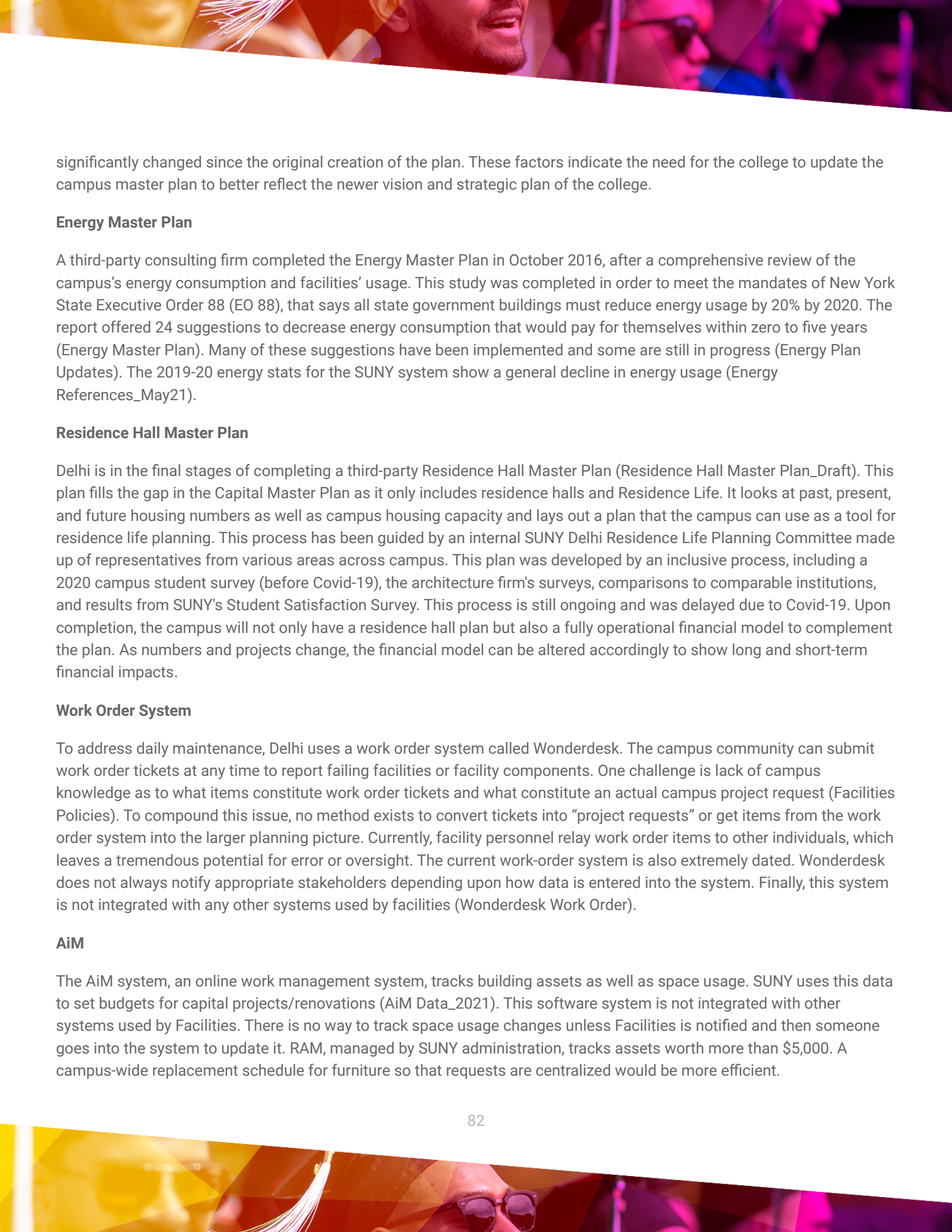
Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes

The campus has multiple planning processes by which facilities, infrastructure and technology decisions are made.

Facilities Master Capital Plan

The Master Capital Plan, completed in 2010 in conjunction with an external architectural contractor, summarized the strengths, challenges, and opportunities of the campus's facilities, excepting residence life and campus student housing (Facilities Master Plan_13-23). This process was driven by the State University Construction Fund for all SUNY campuses. The plan takes into consideration all academic offerings, how they are affected by current facilities, and expands upon academic needs. The plan also examines all campus infrastructure conditions and how they are supported. This inclusive process gathered input from faculty, staff, and students at the time it was completed.

Indirect assessment of the plan occurs through the 5-year Capital Plan and annual workplan meetings, and direct assessment is performed by the Director of Capital Construction on an ongoing basis. Since 2010, there has been a new (almost complete) campus administration that has a different vision from what is in the Master Capital Plan. In addition, the student input is dated and may not be relevant for current times. Finally, sustainability trends and best practices have



significantly changed since the original creation of the plan. These factors indicate the need for the college to update the campus master plan to better reflect the newer vision and strategic plan of the college.

Energy Master Plan

A third-party consulting firm completed the Energy Master Plan in October 2016, after a comprehensive review of the campus's energy consumption and facilities' usage. This study was completed in order to meet the mandates of New York State Executive Order 88 (EO 88), that says all state government buildings must reduce energy usage by 20% by 2020. The report offered 24 suggestions to decrease energy consumption that would pay for themselves within zero to five years (Energy Master Plan). Many of these suggestions have been implemented and some are still in progress (Energy Plan Updates). The 2019-20 energy stats for the SUNY system show a general decline in energy usage (Energy References_May21).

Residence Hall Master Plan

Delhi is in the final stages of completing a third-party Residence Hall Master Plan (Residence Hall Master Plan_Draft). This plan fills the gap in the Capital Master Plan as it only includes residence halls and Residence Life. It looks at past, present, and future housing numbers as well as campus housing capacity and lays out a plan that the campus can use as a tool for residence life planning. This process has been guided by an internal SUNY Delhi Residence Life Planning Committee made up of representatives from various areas across campus. This plan was developed by an inclusive process, including a 2020 campus student survey (before Covid-19), the architecture firm's surveys, comparisons to comparable institutions, and results from SUNY's Student Satisfaction Survey. This process is still ongoing and was delayed due to Covid-19. Upon completion, the campus will not only have a residence hall plan but also a fully operational financial model to complement the plan. As numbers and projects change, the financial model can be altered accordingly to show long and short-term financial impacts.

Work Order System

To address daily maintenance, Delhi uses a work order system called Wonderdesk. The campus community can submit work order tickets at any time to report failing facilities or facility components. One challenge is lack of campus knowledge as to what items constitute work order tickets and what constitute an actual campus project request (Facilities Policies). To compound this issue, no method exists to convert tickets into "project requests" or get items from the work order system into the larger planning picture. Currently, facility personnel relay work order items to other individuals, which leaves a tremendous potential for error or oversight. The current work-order system is also extremely dated. Wonderdesk does not always notify appropriate stakeholders depending upon how data is entered into the system. Finally, this system is not integrated with any other systems used by facilities (Wonderdesk Work Order).

AiM

The AiM system, an online work management system, tracks building assets as well as space usage. SUNY uses this data to set budgets for capital projects/renovations (AiM Data_2021). This software system is not integrated with other systems used by Facilities. There is no way to track space usage changes unless Facilities is notified and then someone goes into the system to update it. RAM, managed by SUNY administration, tracks assets worth more than \$5,000. A campus-wide replacement schedule for furniture so that requests are centralized would be more efficient.



Computer Information Systems Planning

The Computer Information Systems Unit (CIS) Assessment Plan lays out, in detail, a cycle of maintenance and replacement for computing technology across campus (CIS Assessment Measures_20-21). CIS also has a process in place to prioritize proposals for campus technology projects (CIS Project Request Form; CIS Project Ranking). The college's new Electronic Information Technology (EIT) Procurement Process documents a vendor's commitment to accessibility and evaluates technology requests with respect to accessibility, ensuring the college's priority on Diversity, Equity, and Inclusion is met (EIT Procurement Form).

Criterion 7

An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter

Campuses within the SUNY system are not regularly audited on an individual basis. Instead, audits are annually completed for the system as a whole by independent auditors (2021 Financial Report). SUNY can also be audited by the Office of the State Comptroller and is included in the State of New York's Single Audit (External Audit Review). Internal audits of individual campuses are determined on a year-by-year basis by the University Auditor (Audit Responsibilities). Delhi has not been recently selected for detailed auditing. Delhi's Internal Controls Program may also evaluate the need for an audit and conducts them based on a three-year plan (Delhi Internal Control; Audit Schedule_19-22). Independent and/or auxiliary services, the College Association at Delhi Inc. (CADI) and the College Foundation, are audited by external organizations.

Criterion 8

Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals

There are several strategies used by the campus to assess the effective utilization of institutional resources, which are allocated with the intent to support the institution's mission and goals.

Strategic Plan Report Card

The Strategic Plan Report card previously provided an assessment of the Strategic Plan's goals. The report used the Residential Life Master Plan, Student Satisfaction Survey, Student Opinion Survey, and Three-Year Capital Project Summary to support the findings (Strategic Plan Report Card_19-20). In the future, a continuously updated assessment dashboard will be used to track progress on goals.

Budget Planning Packet

The 2019-2020 budget planning packet asks units to reflect on their vision, assess the current resources being used, and assess the unit's progress towards their goals and outcomes. Pre-Covid-19, it asked the units to link the campus' strategic themes to the budget requests (Budget Packet Instructions_Feb2019; Budget Packet Report; Budget Excel Template). During Covid-19, the campus shifted to an emergency-based budgeting process; the new form still asked for alignment with strategic priorities but no longer required assessment data (Budget Packet Instructions_SP21). The interim VP of Finance & Administration shares macro-level analysis of the budget to leadership and the broader campus.



Surveys

Various surveys assess the effectiveness of resource allocation and use. Library surveys indicate which academic programs utilize library spaces and students' impressions of library resources (Collection Survey Analysis; Resnick Library Survey; Study Space Survey). The Student Satisfaction Survey (formerly known as the Student Opinion Survey) provides student opinions regarding campus facilities and educational experiences (Student Satisfaction Survey). These surveys were adjusted to add questions about the impact of Covid-19. Because so many changes had to be made to assess the impact of Covid-19, it is challenging to compare the results year to year.

Criterion 9

Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources

Periodic assessment of institution-wide action plans occurs at multiple levels, from units, to academic programs, to finances, and to the Strategic Outcomes.

First, at a unit level, areas not only review progress of their assessment plans bi-annually via Assessment Days, but for each budget submission, areas reflect on the resources they received and how effectively these resources fulfilled their goals (Budget Packet Instructions_Feb2019). This ensures that current requests align with assessment results and action plans that point to specific resource needs.

Second, from an academic and an institutional renewal perspective, all registered programs at Delhi are reviewed every five years, in accordance with SUNY University Faculty Senate evaluation policies. Program reviews, once completed within a department and School, are then reviewed by an external team of peer evaluators. These reports include detailed data on the faculty involved and workload, enrollment, retention, graduation, etc., as well as space to develop action plans and assign responsibility based on the outcome of each review (Program Review Template_2019). The results of these reviews inform budget submissions and future planning. Programs that undergo an external accreditation process provide a copy of the final report in lieu of a 5-year program review, and the results of these external reviews are incorporated in campus-wide planning.

Conclusion

Strengths

- Overall, Delhi has significantly improved its assessment plans and practices.
- Delhi has established a clear link between assessment results, where feasible, and budget requests (works better for administrative and non-classroom units).
- The campus is nearing completion of a Residence Hall Master Plan.
- The proactive planning and assessment of CIS led to an outstanding response to campus needs during the pandemic.



Opportunities for Improvement:

- Build in accountability for inclusivity within the process of developing unit budgets; for example, the budget narrative form could require listing those who were involved in or consulted during the budget's development.
- Include facilities and technology usage and needs as part of the Academic Program Review Template.
- Increase campus reserves to within range according to SUNY System Administration guidelines.
- Prioritize and add appropriate positions as necessary to accommodate critical student, program, and unit needs as funding allows, especially in the Callas Center as the college further adapts to online education.
- Continue repair and maintenance of facilities to ensure appropriate living and learning environments.
- Develop a new Facilities Master Plan (with an assessment plan) that takes into consideration changes in academic programming, the college's mission and goals, the new administration's vision, and new sustainability best practices.
- Integrate the Campus Energy Master Plan, where possible, with the Campus Capital Master Plan to ensure that needed replacements/improvements occur efficiently and economically.
- Create a process/documentation to manage a replacement schedule for furniture and fixtures (similar to that used by CIS for computer/laptop replacement).
- Implement the alternate, more efficient and communicative work order system once released from SUNY

Requirements for Standard VI

Coming out of Covid-19, SUNY Delhi has identified a habit of overspending on personnel costs that will not be sustainable in the coming years. The college is proactively addressing the situation to return the institution to a fiscally sustainable model. The processes in place for assessing the adequacy of our finances are working appropriately to reveal the challenge Delhi is facing post-covid.

Alignment of Institutional Priorities and Strategic Plan with Standard VI

Delhi has six themes within their Strategic Plan: Investing in People, Investing in Facilities, Academic Programs, Enrollment, Student Potential, and Storytelling. Evidence for Standard VI demonstrates the schools' commitment to People, Facilities, and Academic Programs through the development of assessment-based budget processes and the regular review of campus resources.

SUNY Delhi has also identified three institutional priorities in the process of this self-study: Student Success, Campus Community and Culture, and Academic Program Planning. The evidence for Standard VI speaks to two of these priorities. Academic Programs and Student Success are supported by a sound budget process and adequate resources to keep curricula and facilities current and relevant.



Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Evidence for Standard VII supports the Requirements of Affiliation (RoA) 12 and 13, and all six themes of the Strategic Plan.

The leadership of SUNY Delhi is guided by a complex, transparent, and articulated system of governance that includes the SUNY Board of Trustees, the College Council, the Cabinet, the Delhi College Senate (comprised of faculty and staff), and the Delhi Student Senate. These parties interact to maintain high educational standards for the institution and to advance the college's mission and strategic plan. The College Senate and Student Senate provide the principal formal venues for engagement between the administration and faculty, staff, and students. This engagement occurs in committees and task forces that deal with various aspects of campus governance (Curriculum Committee, Budget & Planning, Campus Effectiveness, etc.). Delhi is undergoing a change in leadership with a newly appointed Officer-in-Charge and is moving forward with a focus on increased communication, transparency, and collaborative governance.

Criterion 1

An accredited institution possesses and demonstrates the following attributes or activities: a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students.

Delhi is one of 64 campuses within the SUNY system, and thus is governed both by state and local bodies. The statewide system, and Delhi specifically, is governed by the State University Board of Trustees, which oversees every aspect of campus operations. The Board is comprised of 18 members, 15 of which are appointed by the Governor and approved by the NYS Senate. The University Faculty Senate (UFS) is made up of representatives from each state-operated and statutory college in the system and advises the Board as to academic and professional matters. The President of UFS is an ex officio member of the Board. The President of the statewide Student Assembly is also an ex officio member of the Board and provides insight into student concerns. The Board appoints a Chancellor as the chief executive officer of SUNY who, in turn, delegates responsibility to campus presidents. This governance structure is clearly laid out on the SUNY website, with references to the relevant statutes and Education Laws. Additionally, the Board holds two public hearings per year, which promotes transparency (SUNY Governance). The Board is governed by clear policies and bylaws, which are also publicly posted (SUNY BOT).

SUNY is also governed by its contractual relationships with statewide unions. These unions include United University Professions (UUP) for academic faculty and staff, the Civil Service Employees Association (CSEA) for classified employees, and the Police Benevolent Association (PBA). A list of these unions, with links to their websites, is provided on SUNY's website (Bargaining Units).

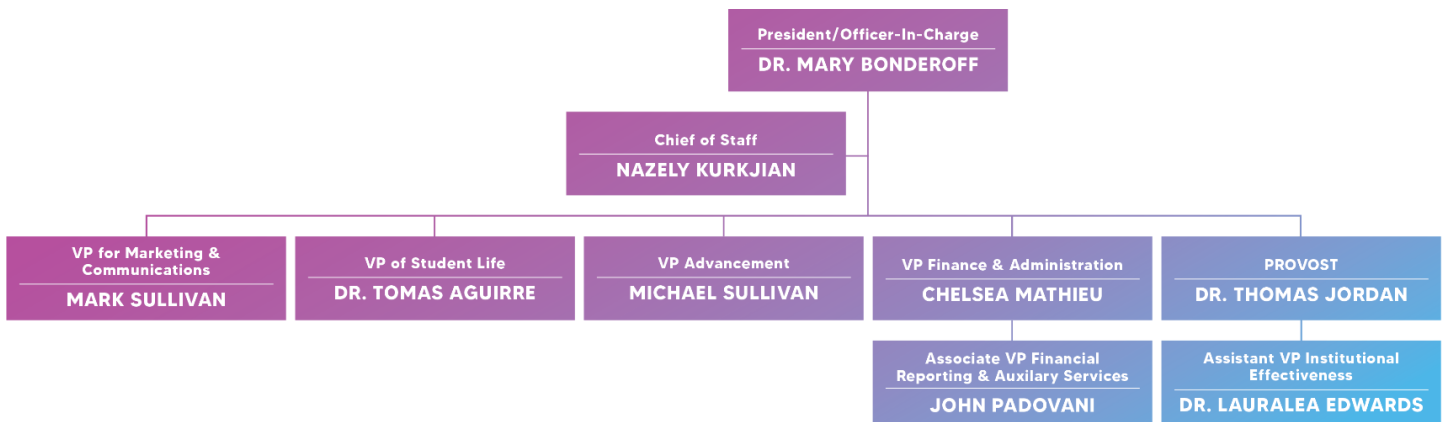
At the campus level, the President is supported by a cabinet and leadership team. A ten-member College Council, as mandated by SUNY, oversees major plans, budgets, facilities, and student conduct on campus. The College Senate, comprised of both faculty and staff, serves as an advisory body to the President on curriculum and academic policy. The

Student Senate provides a voice for student constituents. There is also a strong union presence on campus, with UUP and CSEA presidents and officers included in advisory bodies.

President & Leadership Team

President Laliberte, who took leadership in 2016, resigned from SUNY Delhi in 2022 after two years of consultation and a vote of no confidence from the College Senate (Senate Minutes 101821). In his place, Dr. Mary Bonderoff, who had formerly been a Special Advisor to the Chancellor at Delhi while also fulfilling her role as Vice President of Student Affairs and Chief Diversity Officer at SUNY Morrisville, has been appointed as Officer in Charge while SUNY initiates a search for a new president. Dr. Bonderoff has made some rapid changes to the leadership structure to increase transparency and shared governance.

Figure 2.



She has established a cabinet that she meets with weekly (including the Provost, the Vice President of Student Life/Chief Diversity Officer, Vice President of College Relations & Advancement, Vice President of Marketing & Communications, the Vice President of Finance & Administration—currently filled by an interim hire, the Associate Vice President for Financial Reporting and Auxiliary Services, the Assistant Vice President of Institutional Effectiveness, and the interim Chief of Staff). In addition, she meets with a larger leadership team once a month, which includes the five deans, the Chief of University Police, the Director of Human Resources, the Presidents of UUP and CSEA, the Presider of the College Senate, and the President of the Student Senate. Lastly, she has created a Senior Council Cabinet with whom she meets twice a semester. This group adds program directors, as well as directors from the Registrar, Financial Aid, Athletics, Student Life, EOP, Health & Counseling, Admissions, IR, Grants, the Library, the RAAC, Advising, CIS, Scholarships, and CEITL (Open Forum_SP 2022). Brief notes from Leadership Team meetings are posted to the website for the college community (Cabinet Minutes_2022).

She has also instituted a new Policy Committee to oversee the creation of necessary policies on campus, as well as a Student Advisory Council where she can engage directly with students and their concerns (SUNY Delhi Policy Committee Process).



College Council

The College Council, per SUNY governance, consists of ten members, usually with valuable career or community experience. Nine are appointed by the Governor and one is elected by Delhi students. There are currently three vacant seats on the Council pending appointment. One seat is past term but the incumbent continues to serve. A second position is past term and it is unclear if the incumbent will continue to serve in the 2022-2023 academic year. The Council meets four times a year, in February, May, September, and December. Before that meeting, the campus compiles a report with a summary of updates and accomplishments from most units on campus. These reports from 2020 to present are available on the Delhi website and a standing link allows community members to attend these public meetings virtually (College Council Webpage).

College Senate


The Delhi College Senate is comprised of a President and 33 elected members representing the academic and non-academic staff of the college. The President, Provost, and Student Senate President have ex-officio, non-voting seats. As an advisory body, the Senate makes recommendations to the Leadership Team regarding academic affairs and other professional issues. Much of the work of the Senate is accomplished through its internal and external committees, which report out regularly to the Senate. Senators discuss and vote on proposals, resolutions, and reports brought forward by these committees, before they are passed on to the President and Leadership Team. Senate meetings occur biweekly during the academic year and are usually open to the campus. Minutes are posted to the website for anyone to examine. A set of bylaws, revised as necessary, dictate Senate procedure, as do the operations of UFS. The Senate elects one senator to stand as representative at UFS (SUNY UFS Webpage). The rest of the executive board is comprised of the President, Associate President, UFS alternate, and secretary.

Student Senate

The Delhi Student Senate (which is a 501(c)(3) organization) is the primary student governing body, comprised of elected officers and representatives from all student clubs and organizations. The Student Senate advises the administration on the quality of student services, educational programs, and the overall welfare of students. The Senate meets weekly during the academic year, and administrators are invited or requested to attend meetings to provide feedback on important issues or respond to student concerns. The Senate is governed by its Constitution which, along with the minutes, is posted on BroncoConnect and so is only available to campus members. In addition to an executive board comprised of a President, Vice President, Treasurer, and Secretary, the Senate has a faculty/staff advisor who is available to mentor the organization (Student Senate Webpage).

UUP & CSEA

Though both the UUP and CSEA units are not strictly part of the college governance structure, they represent the on-ground enforcement of the bargaining contracts which dictate terms and benefits of employment. Both unions are overseen by an executive board, which includes a President, Vice-President(s), Treasurer, and Secretary. Members also



constitute a Labor Management team which meets regularly with Administration to negotiate employment concerns (ex: UUP Labor Mgmt Agenda_Sept22). This structure provides greater accountability and transparency across campus.

Other Vital Groups

There are a number of other groups which, if not technically governing bodies, still stand as important advisory groups and represent the implementation and communication of campus policy. These include the Dean's Council, which is comprised of the Provost and five deans, and the Academic Council, which is comprised of the Provost's direct reports; a representative from finance and administration; admissions; and student life. These councils allow for the transmission of information and opportunities to strategize (Academic Council Notes_May22). The Student Life Senior & Extended Leadership Team hold alternating weekly meetings to share updates and plan for the future (Student Life Leadership Minutes_Sept22). The Mayor's Task Force provides space for campus and community stakeholders to collaborate with Delhi's mayor (Mayors Task Force Minutes_Feb22). Many programs also have field-specific advisory councils to advise on curriculum (see [Standard III](#)).


The College Foundation is a non-profit corporation that accepts and manages gifts to the college. As such, it has its own executive board of President, Vice-President, Treasurer, Secretary, and Executive Director (some of these roles are filled by Delhi employees) in addition to a Board of Trustees (College Foundation Webpage). Similarly, CADI, which provides dining and other auxiliary services, operates independently with its own Executive Director, Human Resources, and Payroll. It is also governed, however, by a Board of Directors made up of faculty, staff, students, and administration (CADI Webpage). Even these third-party organizations, then, have close ties with campus governance.

Criterion 2(a, b, c, g, and h)

An accredited institution possesses and demonstrates the following attributes or activities: a legally constituted governing body that (a) serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; (b) has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; (c) ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;(g) is informed in all its operations by principles of good practice in board governance; (h) establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest

Legal Governing Body that Serves Public Interest and College Mission:

As outlined above, the college is ultimately governed by the SUNY Board of Trustees. Article 8 of the Education Law mandates who makes up the Board of Trustees and how they are confirmed. Fifteen of the eighteen members are appointed by the Governor "with the advice and consent of the senate." The other three members are ex-officio: the President of UFS, the President of the Student Assembly, and the President of the Faculty Council of Community Colleges. Both voting and non-voting members are held to the same laws and regulations, including codes of ethics, discharge of duties, and prohibition of business/professional activities.



The Board of Trustees is responsible for “formulat[ing] a long-range state university plan or general revision thereof” every four years, which accounts for curricula, facilities, admissions, and enrollment. They also oversee the “over-all central administration, supervision, and coordination of state-operated institutions” (Article 8). As a corporation in the State Education Department, SUNY’s mission is to “provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative...in a complete range of academic, profession, and vocational postsecondary programs” (SUNY Mission). The Board of Trustees serves this mission by the regulations discussed and by the appointment of a Chancellor and Vice-Chancellors.

Delhi’s mission is aligned with that of SUNY, and the Strategic Plan process involved all campus constituents, if not formal approval from the Council or College Senate (see [Standard I](#)).

Governing Body Oversees Academic and Fiscal Well-being

As described in Article 8, the Board of Trustees is responsible for both the academic and fiscal well-being of the colleges it governs. Local governing bodies help facilitate this on the campus level. The Delhi College Council serves as a governor-appointed advisory board to provide regulation and support on plans, budgets, and facilities (see [criterion 1](#) above). The College Senate, and the faculty/staff it represents, plays a day-to-day role in recommending academic policy and curricula to the President. Ultimately, major academic program changes or proposals must be approved by the SUNY Provost, representing the Board of Trustees, and the State Education Department (SED), representing the Board of Regents (SUNY Guide to Academic Program Planning). These groups try to ensure that any programmatic changes can be adequately supported by the campus’s resources.

Governing Body is Independent, Expert, and Operates without Conflict of Interest

State employees and officers are bound by the NY Public Officers Law which legislates that no one “should have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his duties in the public interest” (Public Officers Law). All campus policy makers, at both state and local levels, must submit an annual Financial Disclosure Statement so as to reveal any potential conflict of interest (FDS).

Despite recent controversy over Gov. Cuomo’s appointments of trustees and Chancellor, the Board of Trustees is comprised of well-qualified individuals: lawyers, philanthropists, and politicians who have distinguished themselves in the public sphere. Many have earned degrees from SUNY institutions (Meet the Trustees). The Delhi College Council is made up of local community leaders, and the College Senate members are respected by their peers (since they serve upon election) and are experts in their respective fields.

Daily Operation of the Institution

The Board of Trustees delegates daily operations of the College to the local campus. The College Council, similarly, has a broader responsibility, receiving quarterly reports. As such, the President and governing bodies discussed above oversee the day-to-day operations of Delhi. Local policies and curriculum are designed by the faculty, staff, and administration in committee. The Finance & Administration Team manages the daily financial needs and campus budget.



Criterion 2(d)

An accredited institution possesses and demonstrates the following attributes or activities: a legally constituted governing body that (d) oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management.

Curriculum

As part of its duty to formulate and regulate the University Master Plan, the SUNY Board of Trustees both regulates current curriculum and approves new curriculum (BOT Powers and Duties). Approval of new course proposals or course changes are delegated to the local campus (i.e. the faculty, Curriculum Committee, College Senate, and President). Senate bylaws and Curriculum Committee instructions govern this local process (College Senate Bylaws_May 2022). The exception, currently, is that GE designation must be approved by the SUNY Provost on behalf of the Board of Trustees (GE Form). This designation process will also become locally governed with the pending GE changes. New program proposals or significant program changes are sent for approval to both the SUNY Trustees and NYSED once approved by the campus. Guidelines for this process are provided on the SUNY Website in an Academic Program Planning Guide (Academic Program Planning Website).

The Board of Trustees also has the power to “regulate admission of students and qualifications for continued attendance” and to confer degrees, diplomas, and certificates at state-operated institutions (BOT Powers and Duties).

The Board of Trustees oversees the quality of teaching and learning via the appointment of heads, instructional, and administrative staff, as well as the procedures for promotion and tenure (see below as well). Additionally, delegated campus authorities oversee curriculum creation, syllabi review, teaching evaluations, and promotion/renewal.

(Further discussion of teaching and evaluation is included in [Standard III](#).)

Personnel

As indicated above, the Board of Trustees determines who will lead individual campuses (i.e. the President or Officer in Charge) and “prescribe[s] their functions, powers and duties.” They also “appoint or provide for the appointment of instructional and administrative staffs” and police officers. Additionally, the Board oversees the classification and compensation of those in professional service, including management confidential employees, the Chancellor, campus presidents, and senior University officers (BOT Powers and Duties).

The Board also regulates policies for promotion, transfer, leaves of absence, and salaries for professional service employees. These policies are usually created in negotiation with UUP (Bargaining Agreements). On-campus committees, such as the Continuing and Term Appointment Committee, help the President to implement these policies on the local campus (College Senate Bylaws_May 2022, p.16). (See [Standards II](#) and [III](#) for more discussion of evaluation and promotion.)



Fiscal & Policy Management

The Board of Trustees serves as the central administration for budget and fiscal policies and expenditure approval in SUNY. These responsibilities include reports to legislative bodies and financial officers of the State of New York (BOT Powers and Duties). The Office of the University Auditor (OUA) aids the Trustees in appraising SUNY's financial, operational, and control activities in an independent and comprehensive fashion (University Auditor Website).

On Delhi's campus, the Finance & Administration Team oversees local resources under the auspices of the Trustees. Delhi reports on finances to the SUNY Board of Trustees and the local College Council.

Criterion 2.d illustrates the comprehensive involvement of the Board of Trustees in creating and approving SUNY policy. System-wide policies are exhaustively cataloged on the SUNY website and SUNY appoints liaisons to assist individual campuses in areas like curriculum and accreditation.

(See [Standard VI](#) for further discussion of budget processes.)

Criterion 2(e)

An accredited institution possesses and demonstrates the following attributes or activities: a legally constituted governing body that (e) plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution.

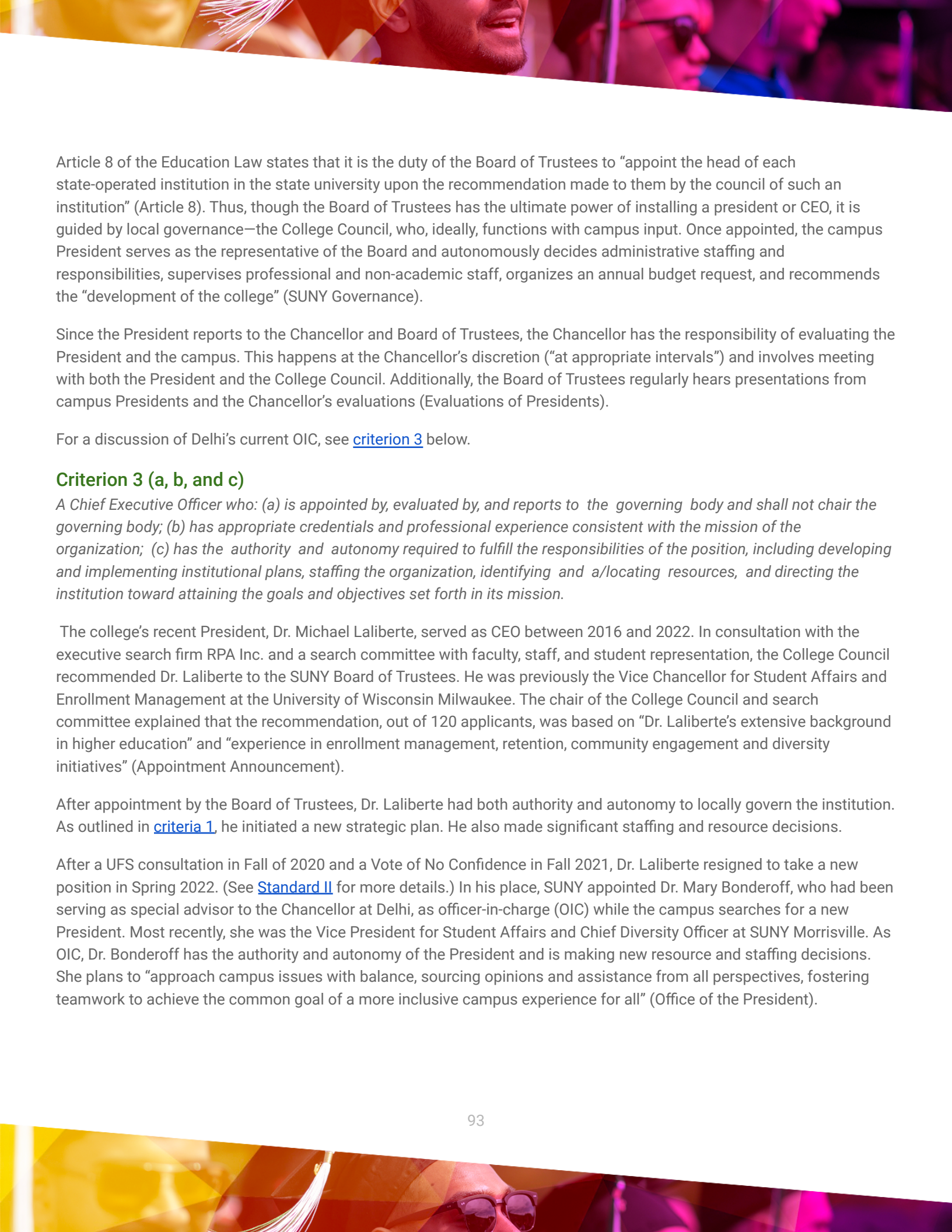
The Board of Trustees, as described above, is heavily involved in financial policy-making, including tuition rates, patent policies, compensation rates. It oversees financial requests and reviews the budget of all SUNY schools in order to create a single system-wide budget. It is also responsible for the creation of an annual Master Capital Plan. In order to ensure integrity in the implementation of these policies, the Board reports out to the Director of the Budget, chairs of the Senate Finance and Assembly Ways and Means committees, and the State Comptroller. The Board also annually presents to the Governor and other State officials and provides "bi-monthly reports of receipts and disbursements" (BOT Powers and Duties).

The University Auditor also helps to guarantee integrity and strength in the system's financial management. The OUA has unlimited access to all SUNY resources. Its responsibilities are to submit an annual risk-based Audit Plan, communicate with the Office of the State Comptroller or independent auditors, review SUNY policy, and provide guidance to Campus Business Officers (Audit Responsibilities). The OUA does not audit all campuses every year, but audits those identified in the Audit Plan (Audit Process).

SUNY is audited annually by SUNY independent auditors and the State of New York's Single Audit (External Audit Review). (For further discussion of audits, see [Standard VI](#).)

Criterion 2 (f and i)

An accredited institution possesses and demonstrates the following attributes or activities: a legally constituted governing body that (f) appoints and regularly evaluates the performance of the Chief Executive Officer; (i) supports the Chief Executive Officer in maintaining the autonomy of the institution;



Article 8 of the Education Law states that it is the duty of the Board of Trustees to “appoint the head of each state-operated institution in the state university upon the recommendation made to them by the council of such an institution” (Article 8). Thus, though the Board of Trustees has the ultimate power of installing a president or CEO, it is guided by local governance—the College Council, who, ideally, functions with campus input. Once appointed, the campus President serves as the representative of the Board and autonomously decides administrative staffing and responsibilities, supervises professional and non-academic staff, organizes an annual budget request, and recommends the “development of the college” (SUNY Governance).

Since the President reports to the Chancellor and Board of Trustees, the Chancellor has the responsibility of evaluating the President and the campus. This happens at the Chancellor’s discretion (“at appropriate intervals”) and involves meeting with both the President and the College Council. Additionally, the Board of Trustees regularly hears presentations from campus Presidents and the Chancellor’s evaluations (Evaluations of Presidents).

For a discussion of Delhi’s current OIC, see [criterion 3](#) below.

Criterion 3 (a, b, and c)

A Chief Executive Officer who: (a) is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; (b) has appropriate credentials and professional experience consistent with the mission of the organization; (c) has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and a/locating resources, and directing the institution toward attaining the goals and objectives set forth in its mission.

The college’s recent President, Dr. Michael Laliberte, served as CEO between 2016 and 2022. In consultation with the executive search firm RPA Inc. and a search committee with faculty, staff, and student representation, the College Council recommended Dr. Laliberte to the SUNY Board of Trustees. He was previously the Vice Chancellor for Student Affairs and Enrollment Management at the University of Wisconsin Milwaukee. The chair of the College Council and search committee explained that the recommendation, out of 120 applicants, was based on “Dr. Laliberte’s extensive background in higher education” and “experience in enrollment management, retention, community engagement and diversity initiatives” (Appointment Announcement).

After appointment by the Board of Trustees, Dr. Laliberte had both authority and autonomy to locally govern the institution. As outlined in [criteria 1](#), he initiated a new strategic plan. He also made significant staffing and resource decisions.

After a UFS consultation in Fall of 2020 and a Vote of No Confidence in Fall 2021, Dr. Laliberte resigned to take a new position in Spring 2022. (See [Standard II](#) for more details.) In his place, SUNY appointed Dr. Mary Bonderoff, who had been serving as special advisor to the Chancellor at Delhi, as officer-in-charge (OIC) while the campus searches for a new President. Most recently, she was the Vice President for Student Affairs and Chief Diversity Officer at SUNY Morrisville. As OIC, Dr. Bonderoff has the authority and autonomy of the President and is making new resource and staffing decisions. She plans to “approach campus issues with balance, sourcing opinions and assistance from all perspectives, fostering teamwork to achieve the common goal of a more inclusive campus experience for all” (Office of the President).

Criterion 3(d)

A Chief Executive Officer who has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.

Upon her placement as Officer in Charge, Dr. Bonderoff restructured the leadership of the campus to build in three layers of support, communication, and transparency. This structure includes a Cabinet of Vice-Presidents, a broader Leadership Team with the deans and other leaders on campus, and a comprehensive Senior Council Cabinet which includes program directors and representation from other important offices on campus. (See [criterion 1](#) for more details.) With this structure, Dr. Bonderoff has mobilized a number of administrators and leaders to help her discharge her duties. The extensive representation also enables her to meet her goal of considering campus issues with balance. She meets with the Cabinet weekly, the Leadership Team monthly, and the Senior Council Cabinet twice a semester.

The Provost and Vice-Presidents were hired after nationwide searches and are evaluated biennially to “ensure College Leadership is adequately supporting and contributing to the success of the institution and attainment of its overall goals and mission.” They are assessed on core competencies as well as goals and objectives: Professionalism; Communication; Supervisory Skills, Leadership; Teamwork & Collaboration; Planning, Assessment & Budgeting; and Ethics & Integrity (Evaluation of MC).

While President, Dr. Laliberte oversaw the establishment of the Office of Institutional Effectiveness and installed an Assistant Vice President of Institutional Effectiveness. These measures, along with the development of the new Strategic Plan, formalized regular assessment of the College's efficiency and effectiveness. (For an extended discussion of assessment, see [Standard V](#).) Dr. Bonderoff is building on these existing structures, engaging IE, for example, in important retention efforts (ex: SEM Project Charter).


Criterion 4(a, b, c, d and f)

An administration possessing or demonstrating (a) an organizational structure that is clearly documented and that clearly defines reporting relationships; (b) an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; (c) members with credentials and professional experience consistent with the mission of the organization and their functional roles; (d) skills, time, assistance, technology, and information systems expertise required to perform their duties; (f) systematic procedures for evaluating administrative units and for using assessment data to enhance operations.

Defined Organizational Structure with Qualified Administrators:

Delhi operates via an organizational structure that clearly identifies the roles, reports, and responsibility of each member (see figure 2). The Cabinet is comprised of the Vice-Presidents and AVPs who constitute leadership and report directly to the President. As discussed above, these figures were hired after nationwide searches. The additional leadership structure—the Leadership Team and the Senior Council Cabinet—ensure that the OIC has sufficient administrative support with diverse experience to help her perform her role.

Additional organizational structures are critical to the administrative operation of the college. The College Senate, Student Senate, Unions, and their related committees, carry out the day-to-day business of the college, as does each professional



and academic unit on campus—whose leaders and supervisors are present or represented in the Senior Council Cabinet. CIS, Callas Center, and the Library are central to the development of technology and information systems on campus to enable administrative functions.

Systematic Procedures for Evaluation:

As described in [criterion 3d](#), the President evaluates the Provost and Vice Presidents biennially based on core competencies and previously stated goals and objectives. Their supervisor also provides a rating of their overall performance (Exceeds Expectations, Effective and Competent, Minimally Effective, Does Not Meet Expectations) and consults on a Development Plan for the upcoming period. Other MC employees are evaluated on the same basis, once a year (MC Evaluation_2022).

Unit assessment, as outlined more extensively in [Standard V](#), is required for every unit on campus, including administrative units, within the campus Assessment Plan. These unit plans are designed on a three-year rotation, lay out clear goals and outcomes, identify measurement tools and benchmarks, and collect data to be reviewed regularly at Assessment Days and elsewhere. These plans also link individual unit outcomes with the Strategic Plan (Ex: Callas Assessment Plan_21-24).


Criterion 4(e)

An administration possessing or demonstrating regular engagement with faculty and students in advancing the institution's goals and objectives.

The College Senate provides the principle formal venue for engagement between the faculty/staff and administration. As outlined in the College Senate Bylaws, the membership of this body is comprised of elected faculty and staff representatives. The President and the Provost are encouraged to attend meetings as ex-officio, non-voting members. They can participate in discussion and are welcome to provide updates to the campus at these meetings, which are held bi-weekly during the academic year. The College Senate serves as an advisory board to the President, forwarding proposals and resolutions for approval (College Senate Bylaws_May 2022). Lack of regular attendance and engagement by President Laliberte at Senate was one of the reasons for the vote of no confidence. Dr. Bonderoff regularly attends and provides updates (Senate Minutes_092622).

Much of the work of the College Senate is accomplished in its committees. The College Senate Bylaws provide a list of committees, their charges and their membership. Administrators at different levels participate on these committees in ex-officio roles. The Executive Board meets with the President (and occasionally other campus administrators) regularly to provide updates and discuss issues of importance to the campus. The Curriculum Committee includes the Provost and the Director of Enrollment as ex-officio, non-voting members, who provide their perspective and expertise on proposals and policy. The Provost is an ex-officio, non-voting member of the Academic Policies Committee, often bringing specific policies to the committee for review. The Assistant Vice President for Institutional Effectiveness is an ex-officio, non-voting member of the Assessment Committee and plays a primary role in establishing the direction of campus-wide assessment. The Budget Director is an ex-officio, non-voting member of the Budget & Planning Committee, which is composed of faculty and staff representatives (College Senate Bylaws_May 2022).

In addition, Provost committees, like the newly-formed Academic Program Assessment Committee or the Academic Council provide for an exchange of ideas between deans, administration, and faculty representation (APAC Charge). Dr. Bonderoff, in particular, has encouraged representation of all voices in policy-making (Open Forum_SP22).



At the beginning of each semester, the President hosts an Opening Meeting where they and other administrators provide updates to faculty and staff on the state of the campus. Faculty and staff have the opportunity to ask questions. Campus successes, new hires and promotions, and employee achievements are also recognized at these meetings with the intent to motivate faculty and staff for the work of the coming semester (FA22 Opening Meeting).

The Student Senate is the principal formal venue for engagement between students and administration. Representatives from all recognized student organizations serve on the Student Senate, along with members from the general student body. As part of their job responsibilities, the Director of the Center for Student Leadership & Engagement serves as the staff advisor to the Student Senate. This person brings important information to the students' attention, ensures that the organization follows SUNY guidelines, and helps the eboard form an agenda for their meetings. This person also functions as a liaison, when necessary, between students and stakeholders on campus.

The Student Senate Constitution states that the organization acts as a liaison between the students, faculty, and administration and works with administration on all matters relating to student life and academics (Student Senate Constitution). While much of this interaction happens through informal channels, there are also regular events and visits with administrators. At the beginning of the academic year, the President invites the members of the Student Senate to a dinner where they meet the members of the President's Cabinet and have opportunities to network. The Vice President for Student Life attends the first Student Senate meeting of each semester to provide an introduction and invite students to reach out to that office for assistance. Staff from CADI and the finance office attend on an annual basis to provide information essential to student life, such as meal plans and fees. Students may also invite administrators and faculty/staff, such as the President or the College Senate Presider, to their meetings as observers or to provide information and/or gather feedback (Ex: Student Senate Minutes_090722). Members of the Student Senate Executive Board have standing seats on other campus organizations. The Student Senate President has a seat on the College Council. The Student Senate President and Vice President have voting seats on the CADI Board, along with seats for three additional students. The Student Senate President also has an observer position on the College Senate. One prominent instance of Student Senate engagement with the College Senate and administration was their resolution supporting the College Senate Vote of No Confidence (Student Senate Resolution).


Criterion 5

Periodic assessment of the effectiveness of governance, leadership, and administration.

The Strategic Plan provides a framework for assessing the effectiveness of the institution, for which the administration is ultimately accountable. In order to measure progress towards meeting its strategic goals, and more importantly, its promise to students, Delhi has engaged in formalized assessment of the Strategic Plan since 2018. (See [Standard I](#) for more information.) Additionally, the campus-wide Assessment Plan requires that every unit which reports to administration and Vice-Presidents complete assessment plans.

The Chancellor oversees evaluation of campus presidents, and the President oversees assessment of Vice-Presidents and Provost (see [criterion 3d](#)). Beginning in Fall 2022, the Officer in Charge began setting up a review system for the Provost and all Vice Presidents (MC Evaluation_2022).

All administrative units (and all units on campus) are required to complete three-year unit assessment plans that consider how their unit contributes to the Strategic Plan of the College. (See [Standard V](#) and [criterion 4f](#) above for more detail).



Governance bodies also offer a venue for assessing the effectiveness of campus governance. During the Fall 2020 semester, the College Senate voted to initiate a consultation process with the SUNY University Faculty Senate (UFS) (Consultation and Visitation Procedures). Two consultants interviewed various members of the campus community to get feedback on concerns regarding shared governance and administration. Group interviews were held with the Cabinet and the College Senate Executive Board. The resulting report was shared with the campus community and resulted in the formation of the Campus Effectiveness Task Force (CET) (CET Charge). The Campus Effectiveness Task Force (CET) provided an opportunity for faculty/staff and administration to engage in efforts to improve campus operations in five areas identified by the report: Communication, Campus Culture, Institutional Finances, Search & Hiring, and Shared Governance. Groups within CET were formed to work through the specific recommendations in the report and advance proposals to the Cabinet. The groups' proposals were also offered to the campus community for feedback during the Spring 2022 Opening Meeting and to the College Senate prior to submitting to the Cabinet (CET Communications Spring Meeting). As the college transitions leadership, the CET has been dissolved but the conversations and ideas it raised are still ongoing (Response Finance CET).

Despite the work of the CET groups, specific concerns relating to the administration of President Laliberte persisted. On October 18, 2021, the College Senate conducted a Vote of No Confidence in the President. A supporting resolution was drafted, approved, and sent to the SUNY Chancellor and the Chair of the College Council (Senate Minutes 101821). The Student Senate and UUP drafted and approved resolutions in support of the College Senate's resolution that were forwarded to relevant offices. In December 2021, Dr. Mary Bonderoff, special advisor to the SUNY Chancellor, came to Delhi; she was charged with helping the college improve the effectiveness of shared governance and HR practices relating to DEI and the hiring process, areas highlighted in the consultation report. As part of her work, Dr. Bonderoff initiated a mediation process between the Cabinet and the College Senate Executive Board conducted by Teibel and Associates. When President Laliberte resigned, she was placed as Officer in Charge, and she has worked to correct issues raised by the previous administration.

Conclusion

Strengths:

- The SUNY system has established a clear governance structure, led by the Board of Trustees and the Chancellor, that is consistent across all 64 campuses.
- Recent assessments, such as the consultation report produced during the formal consultation process, have helped to identify areas in need of improvement related to shared governance and the CET has proposed solutions in these areas.
- The committees of the College Senate and other campus committees provide opportunities for faculty/staff participation in decision-making processes. When established processes are followed and continually assessed (ex. Curriculum Committee), the committee structure supports an effective model of shared governance. For example, the Academic Program Assessment Committee was formed this year to support curriculum development processes and assess program viability.
- While there has been significant change in college leadership, there is hope that this change, along with the hiring of new qualified and skilled administrators in key positions and the creation of an Extended Leadership Team, will lead to improved communication and strengthening of shared governance processes.



Opportunities for Improvements:

- Update the Student Senate’s Constitution/Bylaws to require more regular and formal engagement between the administration and Student Senate and strengthen the Student Senate’s internal operations. More formal interaction between the College Senate and Student Senate, where appropriate, could help to align the two bodies’ goals in supporting the academic mission of the college and provide unified support for shared governance.
- Regularly assess shared governance processes and structures to ensure that they are effective and recommend improvements to the relevant parties for consideration.
- Provide more information on the college website re: the leadership and governance structure of the college, including clearly articulated roles and responsibilities for different administrative and academic areas on campus. A campus governance page on the website could indicate how governance bodies interact with administration, including an up-to-date list of committees and their functions.
- Consistently post College Council minutes on Delhi’s website. Presentations to the Council and to other governing bodies—like the Board of Trustees—should be publicized on campus.

Requirements for Standard VII:

Delhi currently meets the requirements for Standard VII.

Alignment of Institutional Priorities and Strategic Plan with Standard VII:

- *Delhi has six themes within their Strategic Plan: Investing in People, Investing in Facilities, Academic Programs, Enrollment, Student Potential, and Storytelling.* Evidence for Standard VII demonstrates the college’s commitment to all six, since no institution can truly thrive or meet its goals without effective governance and a responsible leader.
- *SUNY Delhi has also identified three institutional priorities in the process of this self-study: Student Success, Campus Community and Culture, and Academic Program Planning.* The evidence for Standard VII again speaks to all of these priorities. Campus Community and Culture is often dictated by leadership, and Academic Programs succeed or fail based on administrative and structural support. Student Success is contingent on Academic Programs.



Conclusion

This self-study was written over a time of significant change at SUNY Delhi. The Middle States Steering Committee saw a change in leadership, as did the college itself. Constituents were involved in a vote of no confidence in the former president and the pandemic affected modality, revenue, and morale. Throughout all of this, the steering committee was committed to shared governance and worked effectively and collaboratively to analyze the institution. The self-analysis has highlighted areas of success and needed improvement that correspond with the vision of the new Officer in Charge, her cabinet, and other governing bodies, like the College Senate. The campus remains committed to the priorities identified in the self-study design: student success, campus community and culture, and academic program planning. In pursuing these priorities, the college has met the standards and requirements of affiliation set out by MSCHE.

The college mission and strategic plan has governed all operational aspects of the college, from budget to assessment. College constituents are actively involved in revisions of the strategic plan, and revised procedures have built in formalized approval from all governing bodies (see Standard I).

Delhi has established innovative ways to meet the physical and educational needs of its students and worked to actively improve students' financial literacy. A new Campus Policy committee and increased transparency in leadership structures have jumpstarted necessary revisions to HR policies. The revision of SUNY General Education Requirements has aligned with the college's increased focus on DEI in instruction and practice (see Standard II).

The creation of new degrees, the reexamination of existing degrees, and the clarification of curriculum procedures have strengthened and streamlined Delhi's offerings. Schools hope for additional hires to supplement improvements, though current budget restrictions govern these decisions. Faculty and staff consistently review best practice to build in student-focused resources to motivate and support students who have been previously underserved by the educational system. A strong culture of assessment helps all schools and units on campus to identify where changes should be made to better realize this goal (see Standards III-V).

Though Delhi's fiscal health has been seriously impacted by the changes of the past few years, similar to many fellow SUNY institutions, the current administration and a new VP of Finance & Administration have instituted strict measures to restore the college's reserves and prepare the college for potential receivership by the state (i.e. a loan that sets spending protocol). Updates to facilities and energy-savings measures highlight Delhi's potential. In general, the change in leadership has initiated sweeping changes to increase transparency, incorporate shared governance, and strengthen accountability to the SUNY Chancellor and Trustees (see Standard VI-VII).

Delhi has been motivated by the self-reflection of the last three years to further its legacy as one of the first schools to be established in the SUNY system.



Appendix 1: Glossary

Academic Council: Group comprised of direct reports to the Provost that meets to report information and receive updates about areas under Academic Affairs

Academic Data Summary Sheet (ADSS): Document containing academic information for a faculty member, including degrees and professional development, that is submitted along with other materials when applying for renewal and/or promotion

Academic Exploration Program (AEP): A program with intrusive advising for those students unsure about what major or program they want to pursue when they first enter college

Academic Policies Committee: A committee of the College Senate charged with developing and reviewing academic policies

Academic Policy Assessment Committee (APAC): A committee that reports to the Provost charged with assessing the viability of academic programs

Acalog: The online college catalog which lists academic programs and courses, as well as other pertinent information

AiM: software that tracks large assets (worth over \$5000) and space usage

Ally: Web accessibility tool that integrates into the learning management system, used by instructors to check the accessibility of course documents

Applied Learning: Mode of learning that integrates real-life experiences and hands-on practice

Assessment Committee: A committee of the College Senate charged with assisting academic and student support areas with developing assessment plans and using assessment results to improve services

Bronco Bulletin: Bi-weekly electronic newsletter distributed to students, faculty, and staff with the primary purpose of informing students of upcoming campus events and important deadlines


Broncos CARE Team: Network of on-campus providers with the mission to support students by helping to protect their health, safety, and well-being

BroncoCollect: Data collection tool unique to SUNY Delhi, designed in Excel, for use in collecting assessment data

BroncoConnect: SUNY Delhi's name for the Campus Labs tool used to advertise events and track attendance

BroncoWeb: Public-facing presentation of Banner, used for managing course schedule, advising, and financial aid

Budget and Planning Committee (BPC): A committee of the College Senate that provides for staff and faculty representation in campus finances



Callas Center for Educational Technology & Instruction (CCETI): Center that oversees Moodle (Delhi's learning management system) and instructional design; provides assistance in online course instruction

Campus Effectiveness Taskforce (CET): Groups comprised of faculty, staff, and administration working on improvements to campus functions such as communication, search and hiring, and shared governance

Campus Voice: Monthly newspaper dedicated to covering student life

Center for Excellence & Innovation in Teaching & Learning (CEITL): Center that oversees professional development and wellness programming

Center for Student Leadership & Engagement (CSLE): Center dedicated to promoting life-long success, active engagement, and socially responsible citizenship through leadership development for students

Chancellor's Awards for Excellence: System-level awards acknowledging consistently superior professional and academic achievements

Civil Services Employees Association (CSEA): Statewide labor union that represents government employees, mostly custodial and secretarial staff at Delhi

Collective Pursuit for Academic & Social Supports Program (CPASS): Program that provides support and resources to help students with low high-school GPAs successfully transition to college and persist to graduation.

College Association at Delhi, Inc. (CADI): Organization that provides campus auxiliary services to the College, such as dining and catering

College Foundation: Third-party private company that provides institutional and scholarship support to the College

College Technical Pathways Program: Program that allows local high-school students to earn technical certificates on campus

Computer Information Systems (CIS): Department that delivers and supports technology and data to the campus community

Confluence: Web-based collaborative workspace


Continuing and Term Appointment Committee: A committee of the College Senate charged with reviewing documents in support of faculty reappointment

Curriculum Committee: A committee of the College Senate charged with evaluating curriculum proposals

DegreeWorks: Web-based tool that students and advisers use to monitor progress towards degree completion

Delhi Campus Child Care Center (DC4): Child care center affiliated with SUNY Delhi, primarily to provide childcare to students and faculty/staff

Delhi Dollar Scholars: Program promoting personal financial literacy for students



Delhi Driven: Newsletter distributed by the Office of the Officer-in-Charge to provide updates on critical concerns to the campus

Delhi Today: Electronic newsletter distributed three times per week to faculty and staff with notifications on upcoming campus events and important updates

Early College Program: Program that allows high-school students to attend college classes on the SUNY Delhi campus

Educational Opportunity Program (EOP): The Educational Opportunity Program is designed for students who have the ability and talent to succeed in college, but have had limited academic and financial options to prove their dedication. It provides supplemental support in the areas of tutoring, counseling and financial aid to eligible students.

Evaluation Kit (EvalKit): Software used to collect student course evaluations

Horizons: Magazine with current news about SUNY Delhi, students, and alumni

LibGuides: Guides created by campus librarians to help the campus community find resources for specific courses or topics

Living Learning Communities: Residential living experiences that house students with similar backgrounds or academic interests together.

Math Task Force: Group comprised of math faculty that advise on student placement and strategize for initiatives re: math skills across campus

Mayor's Task Force: Task force under the direction of the Delhi mayor, in which campus representatives and community leaders meet to resolve issues facing SUNY Delhi and the community.

Men of Distinction Academic (MODA): Grant-funded initiative to support men of color pursuing their degrees at Delhi.

Moodle: The LMS platform, branded as Vancko Hall on SUNY Delhi's campus.

MOSAIC Multicultural Center: A dedicated area, with accompanying program, to support students of all backgrounds to explore their identities

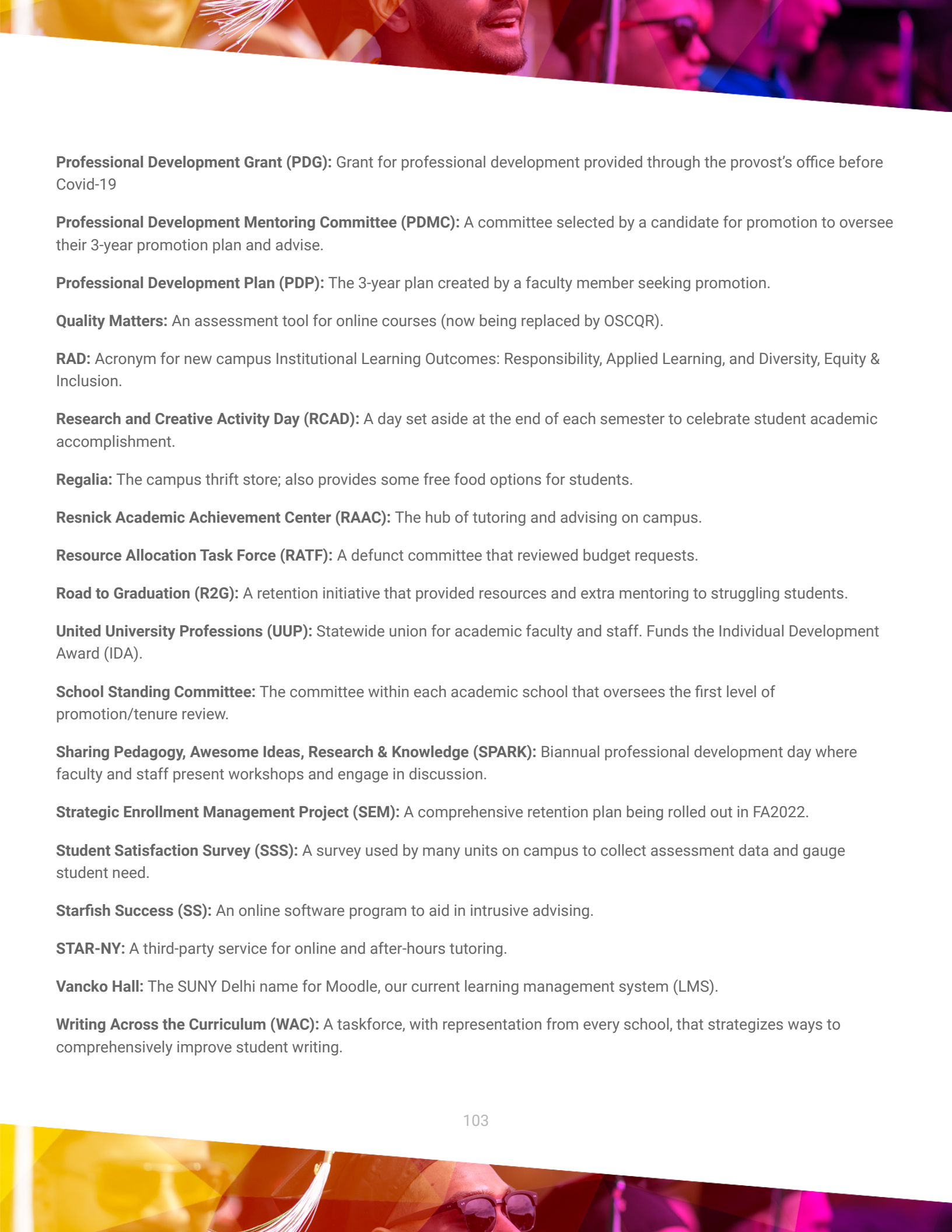
NYSED: New York State Education Department

Online Instruction Committee (OIC): Committee that advises on instructional policy. It reports to the Provost and has an ex officio seat on Curriculum Committee.

Open SUNY/SUNY Online: A hub for online courses and programs offered by institutions across the system.

OSCQR: The SUNY Online Course Quality Review rubric

Policy Committee: Newly-formed committee to collect/organize existing policy (primarily non-academic) and create policy as needed



Professional Development Grant (PDG): Grant for professional development provided through the provost's office before Covid-19

Professional Development Mentoring Committee (PDMC): A committee selected by a candidate for promotion to oversee their 3-year promotion plan and advise.

Professional Development Plan (PDP): The 3-year plan created by a faculty member seeking promotion.

Quality Matters: An assessment tool for online courses (now being replaced by OSCQR).

RAD: Acronym for new campus Institutional Learning Outcomes: Responsibility, Applied Learning, and Diversity, Equity & Inclusion.

Research and Creative Activity Day (RCAD): A day set aside at the end of each semester to celebrate student academic accomplishment.

Regalia: The campus thrift store; also provides some free food options for students.

Resnick Academic Achievement Center (RAAC): The hub of tutoring and advising on campus.

Resource Allocation Task Force (RATF): A defunct committee that reviewed budget requests.

Road to Graduation (R2G): A retention initiative that provided resources and extra mentoring to struggling students.

United University Professions (UUP): Statewide union for academic faculty and staff. Funds the Individual Development Award (IDA).

School Standing Committee: The committee within each academic school that oversees the first level of promotion/tenure review.

Sharing Pedagogy, Awesome Ideas, Research & Knowledge (SPARK): Biannual professional development day where faculty and staff present workshops and engage in discussion.

Strategic Enrollment Management Project (SEM): A comprehensive retention plan being rolled out in FA2022.


Student Satisfaction Survey (SSS): A survey used by many units on campus to collect assessment data and gauge student need.

Starfish Success (SS): An online software program to aid in intrusive advising.

STAR-NY: A third-party service for online and after-hours tutoring.

Vancko Hall: The SUNY Delhi name for Moodle, our current learning management system (LMS).

Writing Across the Curriculum (WAC): A taskforce, with representation from every school, that strategizes ways to comprehensively improve student writing.



Zero-Based Budgeting: A budgeting method that requires starting from “zero,” analyzing needs and costs anew, and justifying all resource requests for each budget cycle.

Appendix 2: Self-Study Steering Committee and Work Group Membership

Co-Chairs

Dr. Lauralea Edwards, Assistant Vice President of Institutional Effectiveness
Dr. Erin K. Wagner, Associate Professor, Liberal Arts & Sciences

Steering Committee Membership

Dr. Thomas Jordan, Provost
Tracey Caponera, Professor, Business & Hospitality (scribe)
Jack Schoonmaker, College Council Member
Dr. David Brower, Dean, School of Business & Hospitality
Dr. Linnea Goodwin Burwood, former Dean, School of Liberal Arts & Sciences
Dr. Susan Deane, Dean, School of Nursing
Ivaylo Rachev, Director of Student Accounts
John Padovani, Associate Vice President of Financial Reporting & Auxiliary Services
Elizabeth Hoyt, Assistant to the Vice President for Student Life
Jeff Stedman, Director of Academic Advisement
Dr. Jamie Murphy, Assistant Professor
Cheri Rossi, Academic Advisor, Nursing
Dr. Kathryn DeZur, Professor, Liberal Arts & Sciences
Dr. Monica Liddle, Professor, Liberal Arts & Sciences (*previous co-chair of the Steering Committee*)
Dr. Simon Purdy, Associate Professor, Liberal Arts & Sciences/Program Director of Criminal Justice
Dr. Barry Person, Associate Professor, Vet & Applied Sciences
Dr. Andrea Balcom, Associate Professor, Vet & Applied Sciences/Program Director of Vet Tech
Sarah Poole, Assistant Professor, Applied Technologies & Architecture
Dave Kryzston, Professor, Applied Technologies & Architecture
Doug Gulotty, Professor, Business & Hospitality
Dr. Alice Krause, Associate Professor, Liberal Arts & Sciences/College Senate Presider
Clyde VanDyke, Student Senate (*now graduated*)

Standard I

Elizabeth Hoyt, Assistant to the Vice President for Student Life (co-chair)
Dr. Lori Tremblay, Associate Professor, Liberal Arts & Sciences (co-chair)
Heidi Yorke, Associate Professor, Business & Hospitality
Christina Viafore, CADI Director of Human Resources & Marketing
Paula Reardon, Professor, Business & Hospitality
Rachel Signer, Alumni
Ellen Liberatori, Director of Grants & Sponsored Programs

Standard II

Ivaylo Rachev, Director of Student Accounts (co-chair)
Carrie Fishner, Director of Resnick Library (co-chair)
Barry Person, Associate Professor, Vet & Applied Sciences
Dr. David Brower, Dean, Business & Hospitality
Dr. Jack Tessier, Professor, Liberal Arts & Sciences



Diane Hanna, Director of Human Resources & Affirmative Action

Standard III

Dr. Jamie Murphy, Associate Professor, Nursing (co-chair)
Dr. Erin K. Wagner, Associate Professor, Liberal Arts & Sciences (co-chair)
Mackenzie Tarpey, Senior Admissions Advisor
Tracey Caponera, Professor, Business & Hospitality
Michael Tweed, Associate Professor, Applied Technologies & Architecture
Allene Slating, Instructional Designer
Dr. Shelly Jones, Professor, Liberal Arts & Sciences
Dr. Linnea Goodwin Burwood, former Dean, Liberal Arts & Sciences (*retired*)

Standard IV

Dr. Susan Deane, Dean, Nursing (co-chair, *stepped back*)
Jeff Stedman, Director of Academic Advisement (co-chair)
Brynn Havens, Admissions Advisor
Jason Fishner, Director of Residence Life (*stepped back*)
Clyde VanDyke, Student Senate (*now graduated*)
Sarah Meisch-Lacombe, Assistant Librarian

Standard V

Dr. Simon Purdy, Associate Professor, Liberal Arts & Sciences (co-chair)
Dr. Lisa Heimbauer, Liberal Arts & Sciences (co-chair)
Sarah Poole, Assistant Professor, Applied Technologies & Architecture
Dr. Andrea Balcom, Associate Professor, Vet & Applied Sciences
Desiree Kever, Associate Professor, Business & Hospitality
Kelly Keck, Manager, Callas Center (*stepped back*)

Standard VI

Dr. Kathryn DeZur, Professor, Liberal Arts & Sciences (chair)
Barb Sturdevant, Professor, Business & Hospitality
Mairead Murray, Residence Hall Director
Andrea Dibble, Assistant to the Provost
Shawn Brislin, Chief Information Officer
Leonard Mitchell, Alumni

Standard VII

John Padovani, Associate Vice President of Financial Reporting & Auxiliary Services (chair)
Dr. Alice Krause, Associate Professor, Liberal Arts & Sciences
Jack Schoonmaker, College Council
Max Dehne, Associate Professor, Applied Technologies & Architecture
Dave Krzyston, Professor, Applied Technologies & Architecture
Laurie Jones, Administrative Assistant to School, Business & Hospitality



Compliance Verification

Doug Gulotty, Professor, Business & Hospitality (co-chair)

Cindy Healey, Director of Student Financial Services (co-chair)

Dr. Doug Holub, Associate Professor, Liberal Arts & Sciences

Dr. Lindsay Walker, Assistant Professor, Liberal Arts & Sciences

Cheri Rossi, Academic Advisor, Nursing

John Horner, Instructional Technologist

Cheryle Levitt, Assistant Dean, Nursing



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College Senate & Eboard

Student Senate & Eboard

College Council

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