

SUNY DELHI
Institutional Effectiveness and Planning
Guide

Updated Summer 2020, CIA



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Introduction

The institutional effectiveness process at SUNY Delhi is a continuous cycle of planning, implementing, assessing, budgeting, and data-driven decision making for improvement. This Institutional Effectiveness Plan describes the process through which SUNY Delhi documents the fulfillment of its mission and its commitment to continuous improvement, guided by a vision for the future.

Persons Responsible

The Assessment Program is led by the **Dean of Curriculum, Instruction, and Assessment (CIA)**, who coordinates SUNY Delhi's college-wide assessment program, by providing systematic support and assessment of the effectiveness of processes utilized by the institution for the delivery of education, support of the student experience, and improvement of educational effectiveness. Specifically, the Dean:

- Provides ongoing support in all stages of assessment to academic, non-classroom, and administrative units.
- Provides infrastructure for campus assessment efforts
- Provides education to SUNY Delhi faculty and staff on assessment practices and processes
- Promotes a culture of assessment, evidence-based planning, and decision-making throughout all SUNY Delhi departments
- Collaborates and works closely with Assessment Coordinator, Assessment Committee, Dean's Council, Director of Institutional Research and Effectiveness, Budget Director, and Leadership Team

In addition, the Campus **Assessment Coordinator** assists the Dean of Curriculum, Instruction, and Assessment with supporting a campus culture of assessment by:

- Spearheading General Education Learning Outcome assessment
- Maintaining an assessment software system used to document College-wide assessment (Campus Labs Planning) in order to promote accessibility and transparency

Established within the structure of the College Senate, the **Assessment Committee** is a broadly representative committee comprised of faculty from all academic divisions, and staff from Student Life, Athletics, the Resnick Library and Academic Achievement Center, and the College Association at Delhi, Inc. (CADI). The make-up of the committee guarantees 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 co-curricular programs. Specifically, the committee will support a campus culture of assessment through the following:

- Developing faculty and staff training programs in assessment and teaching, including semi-annual Assessment Days
- Working with programs and functional areas to develop, review and improve assessment practices and program review efforts
- Proposing and implementing steps to convert data and assessment results into improved teaching, learning, and student services
- Spearheading Institutional Learning Outcome assessment
- Coordinating subcommittee to respond to campus needs
- Identifying data, evidence and institutional research needed in order to improve and document assessment efforts; and
- Assisting in improving efforts to “close the loop” by using assessment results to improve or strengthen programs and institution-wide improvement efforts.

The **Director of Institutional Research and Effectiveness** is responsible for producing information on institutional data to advance SUNY Delhi’s educational policy, administrative decisions, planning, and assessment activities. This includes, but is not limited to producing various ad hoc reports for departments, administrators and committees on academic performance, outcomes assessment, departmental/programmatic accreditation, and self-studies. In addition, the Director is responsible for most federal, state and SUNY reporting requirements, and administration of external surveys, such as the Student Opinion Survey and surveys used for marketing purposes.

Assessment Calendar

	Dean of CIA	Assessment Committee	Units
Ongoing	<ul style="list-style-type: none"> • Provides ongoing support in all stages of assessment to academic, non-classroom, and administrative units. • Provides infrastructure for campus assessment efforts • Provides education to SUNY Delhi faculty and staff on assessment practices and processes • Promotes a culture of assessment, evidence-based planning, and decision-making throughout all SUNY Delhi departments • Collaborates and works closely with Assessment Coordinator, Assessment Committee, Dean’s Council, Director of Institutional Research, 	<ul style="list-style-type: none"> • Developing faculty and staff training programs in assessment and teaching • Working with programs and functional areas to develop, review and improve assessment practices and program review efforts • Proposing and implementing steps to convert data and assessment results into improved teaching, learning, and student services • Spearheading Institutional Learning Outcome assessment 	<ul style="list-style-type: none"> • Develop and maintain the steps of the Assessment Program: <ul style="list-style-type: none"> ○ Step 1 (All): 3 Year Master Assessment Plan ○ Step 2 (All): Goal Maps to Strategic Plan ○ Step 3 (Classroom Only): Curriculum Maps ○ Step 4 (Classroom Only): Maps to ILO, GE, MSGE • Submit assessment data in Assessment Software, each semester • Develop Action Plans based on assessment data • Provide follow-up information on prior year action plans (closing the loop)

	Budget Director, and Leadership Team	<ul style="list-style-type: none"> • Coordinating subcommittee to respond to campus needs • Identifying data, evidence and institutional research needed in order to improve and document assessment efforts; and • Assisting in improving efforts to “close the loop” by using assessment results to improve or strengthen programs and institution-wide improvement efforts. 	<ul style="list-style-type: none"> • Use assessment data to inform budget requests and decisions • Conduct Program Review every 5 years (academic programs not program-accredited, only)
August	<ul style="list-style-type: none"> • Annual assessment report created and shared with Leadership Team • Strategic Plan Annual Report created and shared with Leadership Team • ILO course sample finalized • Edits to IE manual, VH, website • Monthly PD program developed • New employee orientation • AIU • Submit assessment brief to Delhi Today • Rollover Planning for new cycle (Monica) • Dean report to Leadership Team on assessment 		<ul style="list-style-type: none"> • Implement action plans & collect assessment data • Discuss assessment at unit meetings, include as agenda item
September	<ul style="list-style-type: none"> • Program Review reminders sent to PDs, cc Deans/Provost • ILO email sent to faculty, cc Deans/Provost • GE email send to faculty, cc Deans/Provost • Hold monthly assessment workshop • Submit assessment brief to Delhi Today 	<ul style="list-style-type: none"> • Assemble and meet with Assessment Committee • ILO subcommittees hold virtual meetings with ILO sample set • Assessment committee chairs report to College Senate • ILO subcommittees implement action plans 	<ul style="list-style-type: none"> • Implement action plans & collect assessment data • Discuss assessment at unit meetings, include as agenda item

	<ul style="list-style-type: none"> • Dean report to Leadership Team on assessment 		
October	<ul style="list-style-type: none"> • Hold monthly assessment workshop • Attend Middle States Town Hall • Attend ANNY conference • Campus Labs contract due October 31 • Submit assessment brief to Delhi Today • Dean report to Leadership Team on assessment 	<ul style="list-style-type: none"> • Assemble and meet with Assessment Committee • Assessment committee chairs report to College Senate • ILO subcommittees implement action plans 	<ul style="list-style-type: none"> • Implement action plans & collect assessment data • Discuss assessment at unit meetings, include as agenda item
November	<ul style="list-style-type: none"> • Hold monthly assessment workshop • Submit assessment brief to Delhi Today • Dean report to Leadership Team on assessment 	<ul style="list-style-type: none"> • Assemble and meet with Assessment Committee • Plan for Assessment Day • Assessment committee chairs report to College Senate • ILO subcommittees implement action plans 	<ul style="list-style-type: none"> • Implement action plans & collect assessment data • Discuss assessment at unit meetings, include as agenda item
December	<ul style="list-style-type: none"> • Hold monthly assessment workshop • Unit assistance with assessment data entry • Attend Middle States Conference • Submit assessment brief to Delhi Today • Dean report to Leadership Team on assessment 	<ul style="list-style-type: none"> • Assemble and meet with Assessment Committee • Plan for Assessment Day • Assessment committee chairs report to College Senate • ILO subcommittees implement action plans 	<ul style="list-style-type: none"> • Implement action plans & collect assessment data • Discuss assessment at unit meetings, include as agenda item
January	<ul style="list-style-type: none"> • Hold Assessment Day • Compile GE and ILO preliminary results 	<ul style="list-style-type: none"> • Hold Assessment Day • Assessment committee chairs report to College Senate 	<ul style="list-style-type: none"> • Implement action plans & collect assessment data

	<ul style="list-style-type: none"> • Send out ILO, GE reminders for Spring assessment • Assessment Microcredential recognition • Reminder email about program reviews • Submit assessment brief to Delhi Today • Dean report to Leadership Team on assessment 	<ul style="list-style-type: none"> • ILO subcommittees implement action plans 	<ul style="list-style-type: none"> • Discuss assessment at unit meetings, include as agenda item • All fall assessment data entered in CA by January 1
February	<ul style="list-style-type: none"> • Hold monthly assessment workshop • Review syllabus template and rubric • Submit assessment brief to Delhi Today • Dean report to Leadership Team on assessment • Annual meet with individual units (through Spring semester) 	<ul style="list-style-type: none"> • Assemble and meet with Assessment Committee • ILO subcommittees hold virtual meetings with ILO sample set • Assessment committee chairs report to College Senate • ILO subcommittees implement action plans 	<ul style="list-style-type: none"> • Implement action plans & collect assessment data • Discuss assessment at unit meetings, include as agenda item
March	<ul style="list-style-type: none"> • Hold monthly assessment workshop • Submit assessment brief to Delhi Today • Dean report to Leadership Team on assessment • Annual meet with individual units (through Spring semester) 	<ul style="list-style-type: none"> • Assemble and meet with Assessment Committee • Assessment committee chairs report to College Senate • ILO subcommittees implement action plans 	<ul style="list-style-type: none"> • Implement action plans & collect assessment data • Discuss assessment at unit meetings, include as agenda item • Create master assessment plan – steps 1-4 (every 3 years)
April	<ul style="list-style-type: none"> • Hold monthly assessment workshop • Prepare for Budget • Use assessment data for budget and planning • Attend ANNY conference • Program Review reminder email • Submit assessment brief to Delhi Today 	<ul style="list-style-type: none"> • Assemble and meet with Assessment Committee • Plan for Assessment Day • Assessment committee chairs report to College Senate • ILO subcommittees implement action plans 	<ul style="list-style-type: none"> • Implement action plans & collect assessment data • Discuss assessment at unit meetings, include as agenda item • Prepare for Budget • Use assessment data for budget and planning • Create master assessment plan – steps 1-4 (every 3 years)

	<ul style="list-style-type: none"> • Dean report to Leadership Team on assessment • Annual meet with individual units (through Spring semester) 		
May	<ul style="list-style-type: none"> • Hold monthly assessment workshop • Submit assessment brief to Delhi Today • Dean report to Leadership Team on assessment • Unit assistance with assessment data entry • Annual meet with individual units • Reminders for units for assessment data submissions by June 1 	<ul style="list-style-type: none"> • Assemble and meet with Assessment Committee • Plan for Assessment Day • Review and finalize ILO rubrics • Assessment committee chairs report to College Senate • ILO subcommittees implement action plans 	<ul style="list-style-type: none"> • Implement action plans & collect assessment data • Discuss assessment at unit meetings, include as agenda item • Create master assessment plan – steps 1-4 (every 3 years) • Program Review external reviewers visit campus (every 5 years)
June	<ul style="list-style-type: none"> • Compile GE and ILO results • Compile results for units for June Assessment Day • Hold Assessment Day • Reminders for units for action plan submissions by July 1 • Assessment Microcredential recognition • Complete annual report • Submit assessment brief to Delhi Today • Dean report to Leadership Team on assessment 	<ul style="list-style-type: none"> • Hold Assessment Day • ILO Subcommittees formulate action plans 	<ul style="list-style-type: none"> • All spring assessment data entered in CA by June 1
July	<ul style="list-style-type: none"> • Create Annual Report of Assessment Activities • Begin work on Strategic Plan Annual Report • July 1 – Program Reviews are due • Submit assessment brief to Delhi Today 		<ul style="list-style-type: none"> • Formulate action plans and enter in CA by July 1 • Report on prior year's action plans in CA by July 1 • Program Reviews are due by July 1

	<ul style="list-style-type: none">• Dean report to Leadership Team on assessment		
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Institutional Assessments

Assessment of Strategic Plan

The strategic plan provide a direction and guidance to the institution. The Leadership Team, comprised of the College President along with representatives from the offices of Academics, Business & Finance, College Advancement, External Affairs, Marketing and Communications, Assessment, and Student Life, gathers data on an ongoing basis to assess the Strategic Plan.

The following goals and outcomes comprise the SUNY Delhi Strategic Plan:

1. **THEME 1: Investing in People:** Fostering a welcoming, safe, respectful, fun, and inclusive community.
 - a. **Outcome 1.1 | Retain a talented and diverse workforce through training, development, and support.**
 - b. **Outcome 1.2 | Create a welcoming and inclusive atmosphere for all.**
 - c. **Outcome 1.3 | Provide a safe community for all.**
2. **THEME 2: Investing in Facilities:** Providing students, faculty, and staff with optimal living and learning environments.
 - a. **Outcome 2.1 | Provide optimal living environments for students.**
 - b. **Outcome 2.2 | Support and maintain a physical infrastructure that provides a commitment to educational excellence.**
 - c. **Outcome 2.3 | Foster a student-centered learning environment.**
 - d. **Outcome 2.4 | Provide a financially and environmentally sustainable University to provide an optimal living and learning environment.**
3. **THEME 3: Academic Programs:** Innovating, delivering, and sustaining relevant and cutting-edge curricula.
 - a. **Outcome 3.1 | Promote academic policies and educational effectiveness assessment to evaluate relevant and sustainable academic programs and services.**
 - b. **Outcome 3.2 | Support the five schools within the University to deliver relevant and cutting-edge curricula, as well as effective academic partnerships and community engagement.**
 - c. **Outcome 3.3 | Develop, institute, and support academic programs that are provided at non-traditional times, days, and manner.**
 - d. **Outcome 3.4 | Offer hands-on, applied learning opportunities to students to enhance their education.**
4. **THEME 4: Enrollment:** Engaging in activities that recruit, retain, and graduate our students.
 - a. **Outcome 4.1 | Recruit students showing promise and potential into academic programs.**
 - b. **Outcome 4.2 | Retain students to degree completion.**
 - c. **Outcome 4.3 | Graduate students within national norms.**

5. **THEME 5: Student Potential:** Developing and inspiring students to reach their full potential.
 - a. **Outcome 5.1 | Provide opportunities for students to excel in the academic arena.**
 - b. **Outcome 5.2 | Provide enriching opportunities for students to excel beyond the classroom.**
 - c. **Outcome 5.3 | Institutionalize support for students to develop their full potential.**
6. **THEME 6: Storytelling:** Advancing and participating in efforts that positively elevate the campus profile.
 - a. **Outcome 6.1 | Tell the SUNY Delhi story.**
 - b. **Outcome 6.2 | Engage in efforts that promote SUNY Delhi students, faculty & staff, and the greater Delhi community.**

Assessment Measures

Measures for the Strategic Plan were chosen from maps created by each unit, whereby each unit goal was connected to a strategic goal. From the vast list of available measures, a Strategic Plan Assessment Workgroup deciphered the final measures for each goal, in Summer 2019. In the same vein, the actionable outcomes under each strategic goal were formulated by reviewing these mapped connections. Other measures include "key performance indicators" that are operational in nature.

Persons Responsible

The President and Dean of Curriculum, Instruction, and Assessment lead assessment of the Strategic Plan, with assistance from the College Leadership Team. The Leadership Team has collective responsibility for all College functions and works collaboratively to fulfill the College's vision, integrate College operations and decision-making, advance strategic and master plans, and make final recommendations to the President on all College matters.

Cycle

Each summer, an annual report is created to provide a snapshot of how SUNY Delhi carries out its mission.

Data Collecting and Reporting

Once annual assessment data is entered by all campus units, data is then reviewed. Specific measures are then chosen, with the intent of being illustrative of the commitment to institutional values and continuous improvement.

External assessment measures such as the Student Opinion Survey (SOS) and the Integrated Postsecondary Education Data System (IPEDS) are compiled and administered by the Director of Institutional Research and Effectiveness. In addition, this office provides campus with key performance indicators including graduation data, retention data, and enrollment data programmatically as well as within the Program Review process.

Analysis and Action Plan

A “Looking Ahead” area exists under each strategic goal in the annual report. The Leadership Team and additional faculty and staff representatives meet to discuss the report in great detail, and to determine strengths, opportunities, weaknesses, and threats. Action plans and strategic priorities are determined for the upcoming year.

Link to Budget

All units requesting funds are required to link requests to the strategic plan. Prioritization follows suit. See Appendix A for how assessments are used in the budget process.

Sustaining Assessment of Strategic Goals

The strategic plan’s assessment plan will be reviewed at the same time all unit’s re-review, every three years.

Unit Assessment

All units on campus, both classroom and non-classroom, have created three-year assessment plans based upon goals established by the units to carry out their individual missions, and to improve the effectiveness of their unit. Each unit's goals are supported by 2-5 measurable outcomes. Each unit's goals are mapped to the College's Strategic Plan and Institutional Learning Outcomes (where applicable). The unit assessment plan template and process was designed to meet the following criteria:

1. The mission defines the unit's purpose and reason for existing.
2. Goals are crafted as broad, general statements about how the unit carries out the mission.
3. Outcomes are designed with the end-result in mind, and are specific, measurable, actionable, realistic, and time-bound.
4. The evidence collected is clearly linked to expected outcomes.
5. Targets or benchmarks for determining whether outcomes are achieved have been established and justified.
6. Assessment results will be reviewed, and changes will be made to improve student learning or unit outcomes.
7. The assessment process will be reviewed, and changes will be made to improve the effectiveness and/or efficiency of the process.
8. The plan adheres to a three-year timetable

The following list is inclusive of all classroom and non-classroom units; 100% of units operate within their three-year assessment plan:

Academics

Access and Equity
Applied Learning & Career Center
Assessment
CCETI
Center for Teaching Excellence
Enrollment Services & Admissions
General Education Program
Grants & Sponsored Programs
Institutional Research
Outreach & Workforce Development
Registrar's Office
Resnick Academic Achievement Center (RAAC)
Resnick Library

School of Applied Technologies

Automotive Technology (AAS, AOS)
Construction Technology (AAS)
Construction Management (BT), 2+2
Electrical Const & Instrumentation / Integrated Energy Systems
HVAC (AAS)/ Plumbing & Refrigeration (AOS)

Refrigeration & Air Conditioning content area
Electrical Construction content area
Plumbing and Heating content area
Mechatronics (AS, AOS)
Mechatronics (BT)
Residential Construction (AOS, AAS)
Welding (Technologies and Pipefitting, AAS, AOS)

School of Business & Hospitality

Accounting
Accounting: Information Systems Auditing
Bus & Tech Mgmt
Business Core Plan
Bus Admin AAS/AS
CIS
Human Resources Mgmt
Information Tech Mgmt
Marketing
Healthcare Management
Hotel & Restaurant Mgmt (AAS/BBA)
Event Mgmt (AAS/BBA)
Culinary Arts (AAS)/Culinary Arts Mgmt (BBA)

School of Liberal Arts & Sciences

Architectural Technology, AAS
Architectural Design & Building BT & BARCH
Criminal Justice AA
Criminal Justice BS
Environmental Studies
General Studies AA
General Studies AS
Humanities & Social Sciences
Science
Sustainability
Teacher Education

School of Nursing

AND – Dual Degree
BSN
MSN, Education
MSN, Administration

School of Veterinary and Applied Sciences

Golf & Plant (Sports Turf Mgmt, AAS & BBA/ Horticulture AAS)
Natural Resources, Recreation, & Sports (Adventure Rec, Park/Outdoors, Rec/Sports)
Vet Sci Tech, AAS & Vet Sci, BS
Bus & Professional Golf Mgmt, BBA (PGM)

Business & Finance

Business Office

Computer Information Systems
Facilities
Human Resources
Student Financial Services

External Affairs/College Advancement

Marketing and Communications

Print Shop

Student Life

Athletics
College Association at Delhi, Inc. (CADI)
Center for Student Leadership & Engagement
Fraternity & Sorority Life
Farrell Student Community Center
International Student Services
Veterans' Student Services
MOSAIC Multicultural Center
O'Connor Center for Community Engagement
Orientation
Student Activities

EOP
Health & Counseling Services
Residence Life
Student Rights & Responsibilities
University Police

Office of the President

Assessment Measures

Assessment measures include both direct and indirect measures. Examples include:

Direct Measures - Classroom

Capstone Project
Case Study
Group/Team Project/Presentation
Internship/Clinical
Internship/Clinical evaluated by site administrator
Licensure Exam
Online Discussion evaluated by instructor
Oral Exam
Performance
Portfolio
Pre/Post Test
Presentation

Project
Service Learning Project
Standardized Test
Test/Quiz/Exam
Written Assignment/Paper

Direct Measures – Non Classroom

Activity Accuracy
Activity Volume
Document Analysis
Efficiency Rate

Indirect Measures

Admission Rates
Advisory Board
Alumni Survey
Benchmarking
Course Evaluations
Employer Survey
Employment Rates
Exit Interview
Focus Group
Graduation Rates
Honors/Awards
Placement Data
Retention Rates
Satisfaction/Opinion Surveys
Student Evaluations
Transfer Rates

Persons Responsible

The program director or unit lead is responsible for the administration and compilation of the assessment data of their unit. The faculty/staff in each unit devise action plans based on assessment results each year, and provide an update to prior year action plans at least once per year. Annual assessment reports are compiled by the Dean of Curriculum, Instruction and Assessment each Summer, and are distributed campus-wide.

Cycle

Each unit conducts assessment based on the times identified in the unit's three-year assessment plan. All goals and outcomes are to be assessed at least once on a three year cycle.

Data Collecting and Reporting

SUNY Delhi utilizes Campus Labs Planning for data collection and reporting. By January 1 and June 1, units are required to submit assessment results through Campus Labs Planning. Results are compiled by the campus Assessment Coordinator, and aggregate data is shared with each unit

at semi-annual Assessment Days. At Assessment Day, faculty and staff meet with their units to discuss and summarize results, as well as to formulate an action plan for the coming year.

Annual assessment reports are compiled by the Dean of Curriculum, Instruction and Assessment each Summer, and are distributed campus-wide via the *Annual Report on Assessment Activities*. The Leadership Team and Division Leads identify themes, successes, best practices, and proposed actions across campus.

Analysis and Action Plan

When units meet at Assessment Day to analyze results and formulate action plans, unit leads are responsible for leading the discussion centered on the following questions:

- What did you learn?
- To what degree are the unit's outcomes and goals being achieved? Why?
- Is the assessment data adequate to determine if the outcome has been achieved? If not, how can the assessment be changed in order to get better data? What other assessment tools would be useful?
- Are any modifications to benchmarks necessary?
- What are suggestions for improvement?
- What resource allocations (fiscal, human, physical, technical) are needed to achieve the intended outcomes?
- What actions should be taken based on this assessment?
- Who will be responsible for the implementation of suggested actions?
- Other recommendations

Link to Budget

If requests for additional resources are required, units list these in Campus Labs Planning, and follow the budget cycle in Appendix A.

Sustaining Unit Assessment

Unit assessments are developed and sustained within each school or department. The Dean of Curriculum, Assessment, and Instruction, along with the Assessment Coordinator and Assessment Committee, works with units to improve the quality of the unit assessment process and plans.

Personnel Assessment

Faculty and staff complete annual reports and performance plans to document achievements and develop a plan for the upcoming 12 to 24 months.

Assessment Measures

The Faculty Annual Report/Performance Program is the primary instrument of performance assessment for faculty. In the report, faculty document achievements and accomplishments in five areas: Mastery of Subject Matter, Effectiveness of Teaching, Scholarly Ability, Effectiveness of University Service, and Continuing Growth. The Annual Report concludes with a performance plan for the upcoming 12 to 24 months while encouraging links to the College's Strategic Plan. The Faculty Annual Report covers the period June 1 through May 31 and is due by the end of faculty obligation in mid-June.

The Professional Employee's Evaluation Report is the primary instrument of performance assessment for staff. In the report, staff document achievements and accomplishments in five areas: Effectiveness in Performance, Mastery of Specialization, Professional Ability, Effectiveness in University Service, and Continuing Growth. The Professional Employee's Evaluation Report covers the period June 1 through May 31 and is due by July 1.

Persons Responsible

Program directors and Deans are responsible for reviewing and commenting on the annual reports and performance plans of faculty. Unit heads are responsible for reviewing and commenting on the annual reports and performance plans of staff.

Cycle

Faculty and staff annual reports and performance plans are completed on an annual basis.

Data Collecting and Reporting

Faculty and staff are responsible for collecting the data for, and completing their own, annual report and performance plan.

Analysis and Action Plan

In an effort to embed personnel assessment in the faculty renewal, review and promotion process, the completed Faculty Annual Report is submitted to the appropriate Dean or Program Director who provides comments. The reports, along with the comments of the Dean or Department Chair, are then forwarded to the Provost who also adds remarks. Finally, the annual reports, including all supervisor comments, are sent to the Office of Human Resources to be filed in the faculty member's personnel file.

The Professional Employee's Performance Plan includes a performance plan for the upcoming 12 to 24 months detailing short term and long terms objectives for the position. The supervisor meets with the staff member to establish objectives based on the duties and responsibilities of the position, and cites specific plans for the achievement of stated objectives when appropriate. Inter-functional relationships are also noted, and, when involved with the employee's performance, the supervisor, after discussion with the employee, will determine to what extent these sources will be consulted in the evaluation process.

[Link to Budget](#)

If budget needs are required, units follow the budget cycle in Appendix A.

[Sustaining Personnel Assessment](#)

While the reports do provide important detail and documentation in support of such administrative decisions as the approval of promotions and term appointments, discretionary awards, and the granting of professional development grants, its most important function is to provide the faculty and staff member an annual opportunity to self-evaluate and to use those results to improve effectiveness.

Academic Assessment

Assessment of Institutional Learning Outcomes

The Assessment Committee oversees the development, implementation, and revision of the assessment methods used to assess institutional learning outcomes (ILOs).

SUNY Delhi has adopted learning outcomes for all students graduating from all degree programs. The outcomes are achieved through learning opportunities in the classroom as well as in co-curricular activities. The following ILOs were approved by the College Senate in 2014:

1. **Communication:** Graduates will communicate effectively and professionally using verbal, reading comprehension, and writing skills.
2. **Critical Thinking:** Graduates will solve problems by analyzing, interpreting, and evaluating information and ideas.
3. **Quantitative Reasoning:** Graduates will apply mathematical techniques to interpret and utilize information represented as data, graphs, tables, and schematics.
4. **Civic Engagement:** Through interaction with diverse populations, graduates will contribute to society in an ethical, professional, and constructive manner.
5. **Technology:** Graduates will effectively utilize existing and emerging technologies.
6. **Sustainability:** Graduates will be able to explain how long-term economic, social, and environmental efficiencies are imperative to their future careers.

Assessment Measures

Faculty and staff choose direct measures that are assessed via a common rubric adapted from the AAC&U value rubrics.

Persons Responsible

The Assessment Committee facilitates the implementation of ILO assessment. A common rubric for each ILO is developed by a subcommittee of the Assessment Committee, and shared among faculty and staff involved in the ILO semester for that semester. The Dean of Curriculum, Instruction, and Assessment collects all ILO data, aggregates results, and shares them with the campus community.

Cycle

Two ILOs per academic year are assessed. All ILOs are assessed once on a three-year cycle. See Appendix B for the ILO schedule of assessment.

Data Collecting and Reporting

Academic and non-classroom units map courses and assignments, or activities, to the ILOs. A purposeful sampling of courses and non-classroom activities has been designated in the ILO Schedule of Assessment, to best represent our student body. Instructors and staff responsible for assessing an ILO are notified at the beginning of the semester, and work with the Assessment Committee to develop a greater understanding of the expectations, rubrics, and assessment methodology. The Dean of Curriculum, Assessment, and Assessment collects all ILO data,

aggregates results and shares them with the campus community at semi-annual Assessment Days.

[Analysis and Action Plan](#)

Following the completion of ILO assessment, results are shared at semi-annual Assessment Days with faculty and staff who analyze results and develop an action plans. The ILO subcommittee from the Assessment Committee takes these suggestions to develop and implement a campus-wide action plan for the ILO.

[Link to Budget](#)

See Appendix A for how assessments are used in the budget process.

[Sustaining Assessment of Institutional Learning Outcomes](#)

The Assessment Committee regularly reviews institutional assessment processes and implements necessary modifications.

Program-Level Assessment of Learning Outcomes

Considering the diversity of programs offered at SUNY Delhi, program-level assessment of student learning outcomes draws on the individual strengths and expertise of the faculty who design it. The plans are built upon existing curricula using multiple, verifiable, tested measures of student performance such as projects, exams, lab exercises, essays, internships, and applied learning activities. Program-Level Learning Outcomes are also mapped to Course Student Learning Outcomes (SLOs) for all academic programs via Curriculum Maps, serving as a means of documenting where and when in a program SLOs are addressed and assessed. Curriculum Maps serve as whole picture of a degree program and the program's ability to align Outcomes.

Assessment Measures

In each program's three-year assessment plan, program faculty identify both direct and indirect measures for each program learning outcome. Faculty are encouraged to include direct assessments at the introductory, reinforced and mastery levels, in addition to assessment of operational outcomes as appropriate.

Persons Responsible

Program directors are responsible for coordinating the annual assessment of program learning outcomes (PLOs) within their unit. Individual faculty members are responsible for assessing course learning outcomes (SLOs) which are mapped to program learning outcomes via Curriculum Maps.

Cycle

All program learning outcomes are assessed at least once on a three year cycle.

Data Collecting and Reporting

SUNY Delhi utilizes Campus Labs Planning for data collection and reporting. By January 1 and June 1, faculty are required to submit program learning outcome assessment results through Campus Labs Planning. The Dean of CIA and the campus Assessment Coordinator compile results, and aggregate data is shared with each program at semi-annual Assessment Days. At Assessment Day, program faculty meet to discuss results, formulate responses, devise action plans for the coming year, and re-visit prior year action plans to provide an update.

The annual assessment reports are shared with the Assessment Committee, Program Directors, Deans, and Leadership Team who identify themes, successes, best practices, and proposed actions across campus. On an annual basis, findings will be reported to the campus community via the *Annual Report on Assessment Activities*.

Analysis and Action Plan

At the June Assessment Day, program faculty review PLO assessment data together, recommend changes to the program assessment plan, and write an action plan for the implementation of improvements to the program. These recommendations are articulated on the annual assessment report.

Link to Budget

See Appendix A for how assessment is used in the budget process.

Sustaining Assessment of Program-Learning Outcomes

As needed, the Dean of Curriculum, Instruction, and Assessment meets with academic programs to review assessment activities and provide guidance. The Dean of CIA also provides monthly professional development workshops focused on different aspects of assessment. In addition, faculty share examples of assessment results and action plans to demonstrate best practices at semi-annual Assessment Days.

The Center for Excellence and Innovation in Teaching and Learning supports best practices in teaching workshops several times a year. Faculty and staff present workshops on pedagogy, educational research, and assessment. In addition, external presenters are invited to campus to present innovative ideas and practices.

Curriculum Maps are revisited at least once, every three years, and tracked by the Dean of CIA.

Assessment of the Major (Program Review)

In accordance with SUNY policy, all registered academic programs at SUNY Delhi are required to be reviewed every five years, conducted within the framework of the University Faculty Senate's *Guide for the Evaluation of Undergraduate Academic Programs* (see www.delhi.edu/academics/assessment/review.php). The program review process is structured in the form of a self-study and peer review. The program review process serves several purposes:

- Monitor and analyze the assessment of student learning outcomes
- Ensure that academic programs support the mission of the College
- Monitor and analyze how well the program prepares students to be successful upon transfer to another institution, or in future careers
- Establish extent to which the program is delivered in a manner which is effective, efficient, and current

Assessment Measures

In completing the five-year program review, programs utilize the *SUNY Delhi Program Review Template* which adheres to the guidelines set forth in the *Guide for the Evaluation of Undergraduate Academic Programs* while specifically addressing the assessment of student learning outcomes. The template includes assessment measures that include, but are not limited to: program learning outcome assessment results, program student survey results, program persistence, retention, and graduation rates, full time and part time faculty teaching in the program, facilities available for the program, support services for the program, employer feedback, applied learning partner feedback, program curriculum maps that align SLOs to PLOs to ILOs, and assessment of operational goals.

Programs that are accredited by an external accrediting agency provide a copy of the accreditation report in lieu of a five-year program review.

Persons Responsible

A committee of faculty in the program are responsible for the completion of the five-year program review, self-study, and coordination of the visit by peer evaluators. During the peer evaluation visit, all faculty in the program are invited to meet and discuss the program with the external panel. From this process, program faculty are able to identify areas of strength and improvement in order to deliver relevant and cutting-edge curricula. The Dean of CIA maintains the Program Review schedule.

Cycle

Programs are scheduled on a five-year cycle. See Appendix C for the Program Review Schedule.

Data Collecting and Reporting

Faculty of the program are responsible for completing the program review and reporting recommendations and intended actions to the Dean of the School. Data needed to complete the program review is provided by the Director of Institutional Effectiveness and Research.

[Analysis and Action Plan](#)

Annual assessment reports are utilized to analyze program learning outcome and operational goal data. The analysis and recommendations are documented in the program review report, which is then reviewed by an external review team. The external review team visits campus to meet with program faculty, tour program facilities, possibly meet with students and review student work, and validate the findings in the program review report.

In their report, the external review team is required to summarize their findings and provide recommendations for improvements to the program based on current industry trends. Reports are forwarded to the Dean of the School and to the Provost for review, and potential action.

[Link to Budget](#)

See Appendix A for how assessments are used in the budget process.

[Sustaining Assessment of the Major \(Program Review\)](#)

The Program Review report and External Review report are housed in the office of the program's school, as well as in the Provost's Office. The Dean of CIA maintains the Program Review schedule and sends appropriate reminders to ensure timely submission.

Course-Level Assessment of Student Learning Outcomes

Faculty are responsible for measuring and documenting student learning outcomes at the course level. A uniform course syllabus containing course student learning outcomes to specific course objectives, assignments, and activities, is required from each course faculty member to be posted on Vancko Hall, the college's learning management system. Program directors review course syllabi for appropriate content utilizing a common rubric.

Assessment Measures

Course-level assessments include direct measures identified by each individual faculty member on the course syllabus.

Persons Responsible

Assessment of course-level student learning outcomes is the responsibility of each individual faculty member (full-time, part-time, and College in the High School). The Dean of the School reviews syllabi to ensure course student learning outcomes are appropriately mapped to course objectives, assignments, and activities.

Cycle

Faculty have the freedom to assess at the course level, as they deem appropriate.

Data Collecting and Reporting

Faculty document the course assessment data on an individual basis. Departments also align course-level learning outcomes with program-level learning outcomes so that program assessment can be informed by course assessment.

Analysis and Action Plan

Each department discusses assessment results, and conversations about course-level student learning outcomes and assessments are expected. Professional development days and workshops are held regularly to review pedagogy, assessment, and instruction.

Link to Budget

See Appendix A for how assessments are used in the budget process.

Sustaining Assessment of Course-level Student Learning Outcomes

Course-level assessment of student learning is the responsibility of the faculty. Review and improvement of course syllabi is facilitated by program directors and the Dean of the School. All faculty must utilize the uniform course syllabus template, see Appendix D.

General Education Assessment of Student Learning Outcomes

Since 2001, SUNY Delhi has developed and implemented a strong University-overseen-and-approved plan for assessing student learning outcomes in 10 knowledge and skills areas that constitute the SUNY General Education (GE) requirement: Mathematics, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, the Arts, Foreign Language, and Basic Communication. In addition, two crucial competencies - critical thinking and information management, have been infused throughout the General Education program and are also assessed.

SUNY Delhi's General Education Assessment Plan was revised by the Liberal Arts and Sciences (LA&S) faculty to adhere to the SUNY General Education Requirements proposed by the Provost's Advisory Task Force on General Education. It was approved by the College Senate in 2012, initially implemented for the 2012-2013 academic year, and has been continuously improved upon through the present. The central feature of the plan is the identification of campus-selected measures and criteria for assessing specific student learning outcomes for the ten knowledge and skills areas and the two competencies identified above.

In some areas, additional learning outcomes were adopted; these are consistent with the SUNY General Education outcomes.

See Appendix E for the SUNY Delhi General Education Plan.

Assessment Measures

Faculty who teach General Education courses design the assessment tools used to directly measure the General Education Learning Outcome (GELO) for the respective knowledge area of that course. For each knowledge/skill area, faculty have defined a level of student performance that is agreed to be satisfactory to "meet" reasonable collegiate standards. Beyond this, faculty have established standards considered as "exceeding", "approaching" or "not meeting" their standards.

Faculty in all knowledge/skill areas created scoring rubrics by which student performance is assessed. The creation of agreed upon scoring rubrics maximize the reliability of the assessment process.

In meeting with SUNY expectations, SUNY Delhi faculty assess GELOs using a representative sample of students taking a GE identified course in the knowledge or skill area.

General Education student learning outcomes are included on the course syllabi of courses that satisfy GE requirements along with corresponding assessment measures.

Persons Responsible

Faculty who teach General Education courses administer the GELO assessments and report results via Campus Labs Planning. The campus Assessment Coordinator maintains the schedule for General Education assessment, and the Dean of Liberal Arts & Sciences notifies program directors of the GE competencies to be assessed each academic year.

Cycle

Student learning outcomes are assessed over a three-year cycle and reported to the Dean of Liberal Arts & Sciences.

Data Collecting and Reporting

Faculty collect assessment data and report via Campus Labs Planning. The campus Assessment Coordinator aggregates data and shares it with the School of LA&S at semi-annual Assessment Days.

Analysis and Action Plan

LA&S faculty work closely with colleagues in their subject area to discuss results and possible changes before presenting proposed changes to the entire LA&S division for consideration. Documentation of the analysis and action plan are completed by faculty in the subject area and submitted in Campus Labs Planning. As needed, action plans are carried out by the faculty in the subject area under the supervision of the program director and Dean of LA&S.

General Education assessment results are communicated to the campus community via the *Annual Report on Assessment*.

Link to Budget

See Appendix A for how assessments are used in the budget process.

Sustaining Assessment of General Education

The responsibility for sustaining the assessment of General Education lies with the Dean of LA&S. The process for assessing general education is a long established one and is incorporated into the campus culture.

Appendix A: Budget

Unit Instructions on completing the Budget Packet for Submission

Development of Your Department Budget Narrative

Using the Department Budget Narrative template provided, work through the following sections. Please do not modify the section headings in the template, as all Units will be completing their reports using an identical structure.

Part I - Unit Message and Budget Development

Unit Message – As your finished report will be shared with the rest of the campus, this section is used to highlight items of note from the prior and current year to date that you feel are important for everyone to be aware of when reading through your budget packet materials, such as current events or past challenges. This section should be revisited once your report and budget information is complete to ensure you have adequately summarized your submission, as it will be shared with the campus community in Confluence. You may paste in the information from last year as a starting point, but please revise and align to your current submission.

Budget Development – Explain your approach in building a 3-Year operating budget for your Unit, how your “Essential” item requests will sustain your Unit (at what level of service), and how your Unit defines "Essential." Similar to the previous "Unit Message" section above, you may paste in the information from last year as a starting point, but please revise and align to your current submission as you complete your work.

Special Note – Instead of labeling “priorities” this year, line items in your budget will fall into categories: Essential, Equipment, Investment, or N/A (for all items that do not fit into the first three categories). Please re-evaluate your requests using the definitions to follow for each of these categories, in the “*Develop Your Department Budget in Excel*” section below.

Part II - Overview of the Unit

Our Vision - What is your vision and what do you value (e.g., service, leadership, innovation)? What is your ideal picture of how things look in your Unit from accomplishments to day-to-day tasks? You may paste in the information from last year as a starting point, but please revise and align to your current submission.

Current Challenges, Plans of Action, and Opportunity Costs - Discuss current challenges in Unit, both from an external (national / SUNY) perspective if applicable as well as the day-to-day challenges faced in accomplishing your mission and vision. How are you currently addressing these challenges, and what plans do you have to address them? What opportunities is SUNY Delhi missing out on if certain requests or ideas are not pursued? These distilled points will be vital during final campus budget discussions. Candid but respectful answers would be appreciated. While this is similar to a question on last year’s narrative, this section can also be used to try to help alert the campus to issues that may not have been noticed before. You may paste in the

information from last year as a starting point, but please revise and align to your current submission.

Assessment of Unit's Current Resources - Assess your Unit's current fiscal, human, physical, and technical resources and determine if they are adequate to support operations, wherever and however programs are delivered.

Use a scale of 1-10 to assess your current operations, 1 being completely unsustainable and inefficient and 10 being sustainable and efficient; underneath each, provide a narrative explanation of your score referencing the resources above. Scores must also be recorded in the appropriate "Ratings" tab in the Excel Budget template. You may also compare and contrast information submitted from last year in this section, if applicable.

Impact of Resource Changes – Discuss the impact your 2019-20 budget had on your Unit and operations. What were the significant effects? In what areas did your team feel the most impact, what alternatives (if applicable) were found, and what areas require additional consideration or attention going forward?

Part III – Assessment of Prior Year Budget Items

Approved budget items for 2019-20 – Based on new and replacement full-time employee, temporary employee (TS – for adjuncts/extra service, students, etc.), and non-payroll (supplies, travel, contracts, etc.) funding levels that were approved for 2019-20, assess the impact on your Unit and cite relevant data sources or other information to support this assessment.

Unapproved budget items – As only Essential items were considered for approval (and some of these requests were also reduced) for 2019-20, are there specific items that your Unit did not receive funding for that had a significant impact on your operations? Discuss what items and the effects here.

Part IV – Strategic Themes, Assessment Progress, and Linking to Budget

Revisions to Assessment and Strategic Theme Crosswalk – As our 8 original strategic themes are now 6, now is a good time to revisit the strategic theme / assessment plan crosswalk exercise from last year. Reflect and re-assess how each of your assessment goals aligns with the 6 strategic themes, and briefly document your rationale behind this alignment here. Please utilize the “Strategic Framework Lookbook” that you received on January 15th to review not just the themes but the outcomes, which may help you better align your Unit's goals. Aligning your Unit's goals with all strategic themes is usually not an accurate representation.

Please make sure that the strategic theme alignment you select is carried through consistently to your Excel budget, where you will specifically align budget requests both to the strategic themes and to your assessment goals and outcomes.

Statement about Progress with 3-year Assessment Plan – Using the Assessment Update you completed for the January Assessment Day, you can either paste those results here or distill the

information as you see fit. Also, please make sure to include a summary of what was discussed with your Unit with respect to your Unit’s progress to date with your Master Assessment Plan.

Linking Assessment Information to Budget

This will be an iterative process. Not every Unit will sync up the same number of assessment items to their budget, and not everyone will find this suggested process helpful. I would encourage each preparer to find his or her own way of accomplishing this and work with individuals in your Unit to help complete this section. I have numbered the steps below only as a guide – some of these steps might result in revisiting previous work.

One process you can use:

1. Bring up your 2020-21 Excel budget on one screen, where you were provided with your budget data from last year, projected out to 2021-22. On a second screen, bring up your 3-year Master Assessment plan.
2. Review your Unit’s 3-year Assessment Master Plan, and work through each outcome to see how much of your Assessment Plan is tied to line items in your budget. For each item in your budget with a link (whether direct or indirect) to your Assessment Master Plan, list the outcome(s) as follows:

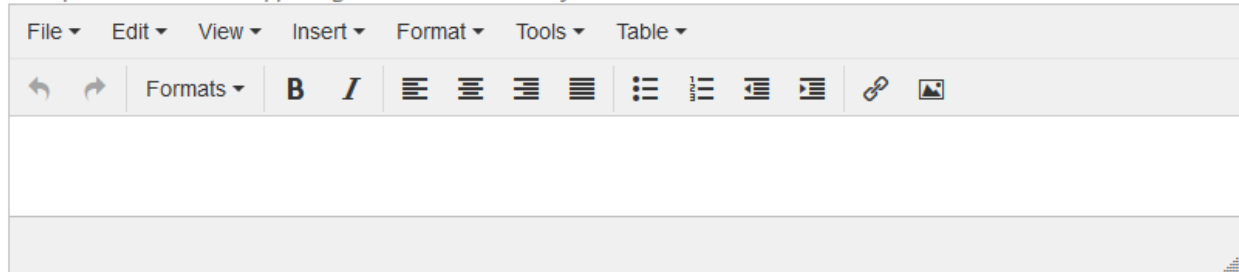
\$\$ Budget Request \$\$		2020-21	2021-22	2022-23	2020-21	
Recurring	One-time	Total	Projected	Projected	Category	Assessment Mapping
\$ 2,000		\$ 2,000	\$ 2,200	\$ 2,400	Essential	1.1,1.3
\$ 3,000		\$ 3,000	\$ 3,100	\$ 3,200	Essential	2.4
	\$ 1,000	\$ 1,000	\$ -	\$ -	Investment	3.1,3.2

In this example, the \$3,000 recurring request for 2020-21 is mapped to Goal 2, Outcome 4 of this Unit’s Assessment Master Plan. This is written as 2.4. If one line item is linked to multiple outcomes, please separate the outcomes with only a comma (no spaces).

3. Describe how these assessment items relate to your budget in the space provided in your narrative. In other words, elaborate on why you mapped the items the way you did.
4. Determine, after reviewing your Assessment Master Plan and experience to date (data, results, etc.), what changes need to be made to your budget requests, based on progress toward goals, changing environment in your department, etc. Describe how your assessment results or other information received to date have influenced your budget decisions in the space provided in your narrative. While not all of your budget requests will be directly or indirectly tied to your Assessment Master Plan, it is important to document how you have decided to modify your budget requests based on operational results.
 - a. You may use what you completed in Planning after the January Assessment Day in the “*Course & Non Course Assessment Results Response*” for each measure.

Course & Non Course Assessment Results Response

What did you learn? Does the outcome need modification - either in the way it is written or in the way it is assessed? Did you meet your achievement targets - why or why not? What if anything, is needed to achieve desired results and why? What are suggestions for improvement? Attach supporting documents, if necessary.



Plan Item Files

[+ File](#) [+ Folder](#)

There are no attachments.

Example: So much of what we do in the Business Office is tied to expertise and peer connections in SUNY, so continuing to go to conferences with our peers is a huge key to our success in educating the campus community and staying current. We need to have at least 1 person from each of our areas going to these SUNY meetings regularly to inform other members of our team – but our memberships are for the campus, so the cost can only be minimized so much. Fortunately, SUBOA (one of our SUNY memberships) is not charging us in 2020-21 so the cost of staff attending is based on travel costs only.

5. Your budget requests should be based on Assessment or other data to support your rationale. The main idea here is to craft a strong justification for each of your requests (entered in column O on the “OTPS Request” tab and column R on the “Payroll Request” tab in your Excel budget). You may keep it brief, and here is one possible format, building off of what you have discussed already in your narrative:

“Necessary because of [data point and assessment master plan reference], [current experience], [historical or industry trend reference].”

Example, relating to a \$750 request for a printing and advertising budget item:
“Necessary because of results related to outcome 1.2, historically we have spent \$1,000, and we have found that students are starting to respond to our initiatives with a different marketing approach, which will cost less and directly impact student engagement across campus.”

If Justifications do not fit in an Excel cell, you may detail them in your narrative and then reference them in your Excel budget. They can be brief, but make sure they include all relevant information to inform the campus community and campus leadership so that good decisions can be made from the information. Essentially you are distilling your information from above into a poignant message of “why” an item is necessary and where the amount listed came from.

6. For all those items that are mapped to your assessment data, revisit your chosen benchmarks to ensure that they are still applicable and relevant. These benchmarks are

the things upon which you will compare your progress during the next 6-12 months to see if your approach is working. If you feel as though your selected benchmarks should be changed, please contact the Dean of Curriculum and Assessment at X4539, as all changes to Assessment Master Plans need to start there.

7. Revisit your categories, and re-categorize your requests after re-reviewing the definitions for each category as well as after you have reflected upon assessment or other information to date to help drive your budget decisions.

Part V - Our Unit's Strategic Investment Item(s)

This year, this section will be handled a little differently. As with last year, all Units are encouraged to develop and propose their ideas for strategic investment – this is of course optional, but there are instructions below if you choose to pursue this. This section may also be appropriate if you were a part of an Innovation Team and you would like to re-propose your idea here. If your idea relies in part on grant funding, please review Appendix C to help you in this endeavor.

New this year, however, is that this section is required for those Units who have a grant or grants that are expiring at some point during the 20-21 or 21-22 years and need to make decisions about what aspects of each grant need funding and support to continue from campus resources. There are instructions below if this is required for your Unit.

In either case, this resource request should be categorized as an “Investment” item in your Excel budget. That will help make year-end budget discussions more efficient and productive.

Instructions for a Strategic Investment idea:

Thank you for taking the time to consider how you might bring your idea for the campus to life.

Once you have developed the idea, please walk the campus through it in any way you see fit - at a minimum, this plan must summarize the opportunity, how it aligns with both your Unit's assessment goals and the campus strategic themes, the benefit to the campus, the timeline to realize an impact and how the impact will be measured, the total dollar amount required and how this was estimated. If you arrived at the final proposed dollar amount via a budget, please attach that information to this narrative. If multiple departments are involved, please highlight this as well, and make sure you contact these departments for additional feedback prior to submitting this plan.

The total budgeted amount will be categorized as an “Investment” item on your Excel budget template, and please reference your narrative in the justification.

All plans submitted under this step will be forwarded to the Director of Grants & Sponsored Programs (X4612), so that she can help further explore your options in making this idea a reality. It will also be discussed at the year-end budget meetings as we develop our overall campus budget. Again, if you anticipate that you are seeking new grant funding, review and complete Appendix C.

Instructions for expiring grants:

This section could also be tied in with the Strategic Investment idea above, and used to rationalize continuing previous grant funding and institutionalizing the costs.

Please use Appendix D for specific instructions and questions that will need to be completed, as these provide an adequate reflection tool that will help with year-end decision-making. Once these questions are answered, please enter them in the narrative, and include resource requests in the Excel budget with a category of “Investment.” Please call the Budget Office with any questions.

Part VI – Long-term Planning Considerations

If while developing your Unit's 3-year budget there are longer-term considerations that need to be included, please explain these items here. Items to be included may be things like space concerns with the introduction of a new program that may not be felt for another 4-5 years; a large number of faculty or staff members in your Unit that are nearing retirement age; anything that may affect your Unit in future years that is not detailed elsewhere in this budget submission. If something will be affecting your Unit in the next 2-3 years and is not detailed elsewhere, this is where you would include that information.

New this year is the addition of the following consideration: if your resources remained at the same level they are now for the next 5 years, what is the long-term outlook of your Unit?

Part VII – Narrative Questions

Please develop your answers to the questions listed in whatever manner you deem appropriate. For question #3, while this is optional, the main purpose of this question and the budget packet overall is to help inform those within your Unit and the campus as a whole so that better decisions can be made; if there is something that was not directly asked for or you could not find an adequate place to discuss something, please do so here.

Part VIII – 1-Page Summary Development

To help make the budget discussions as focused and productive as possible, I would like to continue presenting the “1-page summaries” this year. The content of these summaries will be copied and pasted from the following sections of your narrative and Excel budgets:

Unit Message

Current Challenges, Plans of Action, and Opportunity Costs

Assessment of Unit's Current Resources (Excel tab)

Impact of Resource Changes

Summary of 2020-21 Budget Requests (State Purpose Fund Only, Budget Office will provide with completed budget)

Part V - Our Unit's Strategic Investment Item(s) (if applicable)

Part VI - Long-term Planning Considerations

The idea is to fit everything on one page, and so when you meet with the Budget Office, we will paste these sections into a Word document and your task will be to fit everything on one page, re-submitting to me by **May 15th, 2020**. This information is incredibly valuable for the year-end budget discussions.

Develop Your Department Budget in Excel

Last year, each Unit approached this process differently, so I will only be providing notes in this section to help you understand a few of the sections and important items. Any questions can be directed to the Budget Office at X4586.

Overall

- The tabs colored with **green** are the tabs that will require your input. The “Summary” tab should already be set to your Unit, so this tab does not need to be touched. The “Example Travel Budget” is one way Units may choose to budget for travel, but it does not flow to any other tab, so if you use this method please make sure to put your travel totals into a line item in the “OTPS Request” tab, or it may be missed in the budget.
- Review the Marketing Budget Considerations in Appendix B and develop an estimate for your Unit’s marketing needs, if applicable. You must contact the Office of Marketing and Communications before you make a funding request.
- If sections of your Department Budget Narrative and Excel Budget template are related and require further explanation, please use the "Explanatory Links" section at the end of the Department Budget Narrative to link information between documents.
- If you save money during the year and spend less than you are allocated in State Purpose accounts (accounts that do not begin with a “9”), your Unit will be rewarded. While no standard percentage has been determined, a percentage of your savings will carry over to the following year as discretionary funds for your department. If you exceed your budget in a succeeding year, however, you may lose these discretionary funds.
- Units should strive to include as much constituent participation in the process as possible. It's a requirement of Criterion 2, Standard VI for Middle States (MSCHE).

OTPS Request

- As Units provided a 3-year projection last year, the 20-21 and 21-22 information is already included in the “OTPS Request” tab; this information will most likely need to be updated and re-categorized, and you will need to enter 2022-23 information as well. Please do not

delete rows. If you no longer need a particular item, just zero-out the request going forward, categorize the line in column L as “N/A”, and include a brief rationale in the justification column, column O. You may add additional rows if necessary for additional requests.

- New this year on the “OTPS Request” tab: columns E, F, and N – “OTPS Type,” “Strategic Theme,” and “Assessment Mapping.” All three columns are essential to aid in better decision-making at the year-end budget meetings, so please make sure to complete these cells for each request. The Assessment Mapping column (column N) may not always be applicable, however, based on your 3-year Assessment Master Plan.
 - See Appendix E for OTPS Type definitions with examples (for column E)
 - Reference Part IV of your narrative to make sure you’re aligning your strategic themes consistently (for column F), and
 - See “Linking Assessment Information to Budget” in **Part IV** above to help map your 3-year Assessment Master Plan to your Excel budget.

- Your Excel budget needs to be aligned in one of four categories (column L on “OTPS Request” tab and column O on the “Payroll Request” tab) according to the following definitions:
 - “Essential” is reserved for all line items you have defined as a critical operating need, as in "I need 'X' to operate" or "this item is fundamental to our operations." You developed a Unit-specific definition for "Essential items" in Part I of your narrative.
 - “Investment” is reserved for strategic investment items and expiring grants only (see **Part V** for more information).
 - “Equipment” is reserved for equipment replacement and new equipment requests. See the definition of equipment below. "Equipment" will not be an option for you to select for categorization purposes, as this amount is automatically summed based on your entries and needs as defined in the "Equipment Request" tab. Please see the “Equipment Request” section below for more information.
 - Equipment definition: All items with a value of \$2,000 or more with a useful life of more than 1 year OR any item with a useful life of more than 1 year that is “walkable,” such as laptops. Please itemize all equipment in your Unit that would eventually need to be replaced either due to use or obsolescence.
 - “N/A” is reserved for budget line items that your Unit no longer needs (and you would "zero out" the 3 year projection for these items), or for those items that are not deemed essential or do not fit into other categories.

- Please make sure to select from Column P for each request to help alert CIS, Facilities, or Marketing to any requests that may not have been communicated to them directly. A goal for the campus, however, is to try to make sure that all requests affecting these departments are communicated prior to this budget submission. Doing so will help your Unit accurately predict the total cost and the factors involved for better decision-making.

- You may group your OTPS budget items however you see fit, but do not mix categories. For example, if you're requesting \$5,000 in travel funds, but only \$2,000 is essential to your operations and the remainder is not, then you should categorize one travel request for \$2,000 as "Essential" and then a second travel request for \$3,000 as "N/A." While this may seem confusing when compared to last year's "priorities," remember that a line item with a dollar value in an "N/A" category (as opposed to one that was "zeroed out") could still be considered or adjusted as part of this process after meeting with your roll-up leader (Resource Allocation Task Force (RATF) member).

Payroll Request

- Information submitted from last year—except for new full-time payroll requests—is pasted into this tab for your convenience; please update the information. Again, please do not delete rows. If something is no longer needed, just zero out the information, categorize as “N/A”, and add additional rows if needed.
- The three new columns “Payroll Type”, “Strategic Theme”, and “Assessment Mapping” are all similar to columns listed on the “OTPS Request” tab. The one difference is “Payroll Type” where it is necessary that Units classify the type of payroll request. This has been pre-filled from information supplied last year.

Equipment Request

- All of the information you submitted last year is pasted for your convenience. Please update as you deem necessary.
- The big change that you must do to complete this section is select with an “X” (lowercase or capitalized, it does not matter) all those items that you feel MUST be replaced in 2020-21 at the total costs listed in the 2020-21 column. The total of all of your selections will flow to the “OTPS Request” tab at the bottom. Please make sure to provide a justification and align the strategic theme(s) as you see fit. The Explanatory Links section of the narrative may also be used if you run out of space.
- If you would like to request a new piece of equipment (one not already listed on your replacement schedule), you may leave the account # blank and please put “NEW” in the “Year Purchased” column (F). Finally, mark an “X” in column N.

Ratings

- Same as last year – please update the ratings accordingly for the 2020-21 submission.

Special Instructions for IFR Budgeting

Units with IFR accounts (accounts starting with 90, 91) may need to make special requests based on individual situations and needs. To assist you in determining what your Unit may need to consider for this section a supplemental instruction sheet will be provided with your budget packet for consideration.

The three instances where a Unit may need to include a budget request for an IFR account are:

1. The IFR account(s) are the main accounts for a Unit's budget and spending during the year; examples may be the Technology Fee or Outreach and Workforce Development revenues. If your Unit relies on an IFR account as it represents some or all of your budget needs during the year, your budget must be reflective of the revenues and resources available. Please contact the Budget Office to get a 3-year average net revenue amount (net of overhead charges) available for budgeting purposes. You may also attach supplemental materials (such as a memo and a supporting budget) in addition to your entries in the Excel budget).
 - a. For Units responsible for budgeting for Broad Based Fees, the Budget Office will contact you with the necessary template and instructions, as these fee submissions are usually due to SUNY around mid-March.
2. You have a course fee with reserve cash remaining, and you would like to use some of these resources in addition to the course fees collected during the year; these purchases are limited, however, to the types of items supported by your course fee. These funds are not unrestricted. If you would like to know what course fees may have reserves, please contact the Budget Office. Otherwise, each course fee will be allocated 80% of the prior year actual fees earned with the expectation that in the Spring of 2021 an adjustment will be made to reflect the actual headcounts in each of your courses during the 2020-21 year.
3. You have determined that the current course fee does not cover the necessary costs, and your Unit finds itself relying on departmental OTPS funding to satisfy this need. If you feel your current course fee does not meet your needs, you may request a change (an increase) using the course fee template form, which can be requested from the Budget Office. When you call, the Budget Office will clarify what the current fee is and the process necessary to submit a timely course fee change.

If you oversee a summer account (starting with 96XXXX-XX) and would like to request funding, you will work with your respective Dean and the Interim Provost to help ensure that summer funds are sustainable. The Budget Office will also provide information to help.

Complete Your Unit's Budget Packet Submission

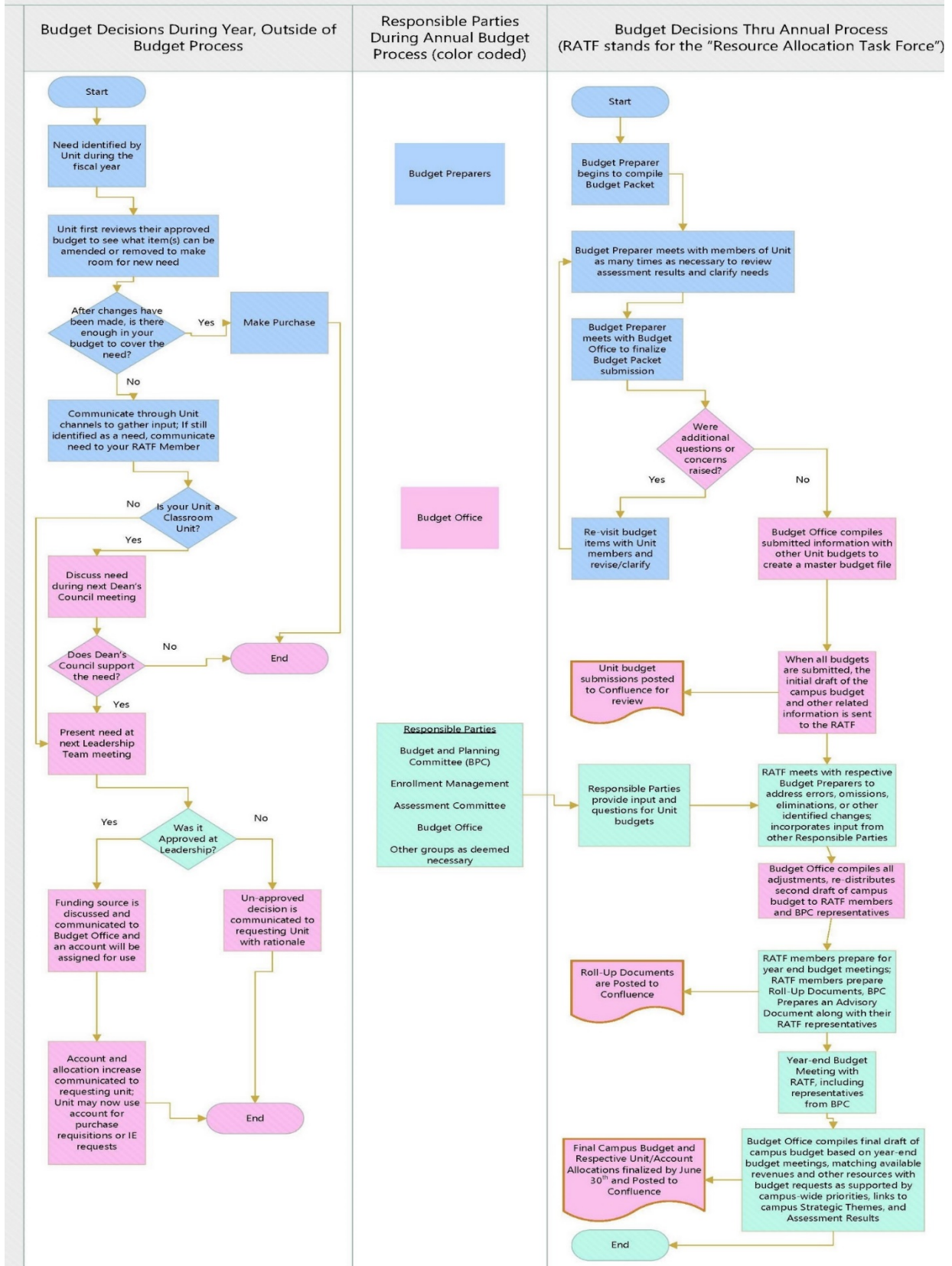
Please use the following checklist to ensure you have completed your submission:

- ✓ All sections of the Budget Narrative for your Unit have been completed and proofed
- ✓ Your budget in Excel is complete and prioritized

- ✓ Your budget in Excel links to your Budget Narrative, where applicable (supplemental Explanatory Links section used, if necessary)
- ✓ Double-checked that Part II - Unit Message still adequately summarizes your submission
- ✓ You have copied and pasted applicable information into the 1-page summary supplemental sheet to be used during budget roll-up discussions

Budget Process: How Decisions are Made

APPENDIX A



Appendix B: Institutional Learning Outcome (ILO) Schedule of Assessment

*Last updated August 2020, and subject to change.

	Written Communication (1)	Oral Communication (2)	Critical Thinking (3)	Quantitative Reasoning (4)		Civic Engagement (5)		Technology (6)		Sustainability (7)	
Semester	Fall 18	Fall 18	Spring 19	Fall 19	Spring 20	Fall 19	Spring 20	Fall 20	Spring 21	Fall 20	Spring 21
Coordinators	WAC	Trish & Jason	Mark & Linnea	Des and Cassie		John & Elizabeth		Rob & Jeff		Mike and Christina	
LAS	ENGL 100, EDUC 100, CJUS 100	COMM 100, EDUC 100	BIOL 135, MATH 150, HIST 105	MATH 115, ECON 110, CJUS 310	CJUS 310, MATH 138	COMM 120, EDUC 101, ARCH 275	HUMN 242	CHEM 180, CHEM 120, PHYS 150, ARCH 110, CJUS 220	SCIE 105, COMM 120, CJUS 200	BIOL 110, GOVT 240, AECT 415, AECT 450, GOVT 300, LITR 320	COMM 310
Applied Tech	CARP 190, PHPF 120	ARCH 330 (formerly of AT), AECT 380	AUTO 228, EICR 270, WELD 155	MATH 102, AUTO 225, CARP 130, WELD 130, ECMT 120, AECT 360	AECT 150, PHPF 190, MECH 460	CARP 140	AUTO 138, CNST 295, AECT 300, PHPF 160	AUTO 235, AECT 340, TECH 115, WELD 225	CNST 295, EICR 270, PHPF 170	AECT 415, ESYS 210, ECMT 180	AECT 450, CARP 180, MECH 460, PHPF 190, WELD 295
Vet and Applied Sci	PEDH 152, ENGL 100, PRKM 400, PRKM 305, GSTM 310	PRKM 205, COMM 100, BUSI 120, PEDH 152/154, PRKM 130, PGMB 225	VETS 238, PGMB 225, HORT 250, PRKM 340, PRKM 110	MATH 110, GSTM 306, MATH 115 OR HIGHER	MATH 110, GSTM 310, MATH 115 OR HIGHER, PRKM 220	HORT 120, HORT 220, PRKM 330, VETS 204, PGMB 350	HORT 220, PEDH 265, PRKM 330, VETS 204	PGMB 275, HORT 160, PRKM 200, VETS 239, PRKM 130	HORT 160, PRKM 200, VETS 239, PRKM 130	HORT 160, VETS 239, PEDH 128	HORT 160, VETS 239, PEDH 128

Nursing	NURS 101	NURS 401	NURS 125, NURS 301	NURS 120, NURS 230	ALHT 202, NURS 501	AHLT 401, AHLT 500	NURS 125, NURS 240	NURS 240, 402	NURS 125, NURS 602	NURS 230, , NURS 400	NURS 265, ALHT 501
Bus & Hosp	HOSP 100, CITA 150	BUS 120, HOSP 470	CULN 180, HOSP 350, BUSI 343	ACCT 115, HOSP 130	HOSP 320, BUS 370	HOSP 220	ACCT 250/350, HOSP 470	CITA 110, REST 190	CITA 315	BUSI 105, EVNT 330	HTEL 165
Non-Classroom	EOP (email etiquette); Writing Center (RAAC)	Peer Educators (Counseling Services); Student Senate (assess when student speaks)	OWLS, ALCC (Job Search); Ras (Behind Closed Doors)	EOP - financial literacy	Athletics - Golf Team; Math Center (RAAC)	OCCE; Peer Tutors (RAAC); CJ Club (Simon); SAAC (Athletics, Mike Burud)	MOSAIC; Sorority & Fraternity Life; CJ Club (Simon); SAAC (Athletics, Mike Burud)	Resnick Library - Tutorials; Fitness Center - B. Bracchy	CSLE - BroncoCheck; Rights & Resp: Online Classes	CJ Club; Doug Gulotty's Financial Sustainability Club	History Club; Doug Gulotty's Financial Sustainability Club

Appendix C: Program Review Schedule

Program	School	Last Program Review Terms	Next Program Review Terms
Automotive Technology (AAS)	Applied Tech	2011-2017	2018-2023
Automotive Mechanics (AOS)	Applied Tech	2011-2017	2018-2023
Computer Information Systems (AAS)	Applied Tech	2006-2011	2011-2016
Construction Management: Design & Building (BT)	Applied Tech	New program - 2010	Spring 21
Construction Technology (AAS)	Applied Tech	2018 Reaccred.	Spring 21
Residential Construction (AAS, AOS)	Applied Tech	Revised 2015	2015-2020
Electrical Construction and Instrumentation (AAS) (AOS)	Applied Tech	2014-2017	2017-2022
Electrical Construction and Instrumentation: IBEW (AOS) - Online Program Only	Applied Tech	2014-2017	2017-2022
Electrical Construction and Plumbing (AOS)	Applied Tech	2014-2017	2017-2022
Electrical Construction and Refrigeration (AOS)	Applied Tech	2014-2017	2017-2022
Electrical Construction and Utility Operations (AAS, AOS)	Applied Tech	New program - 2019	2017-2022
Facilities Management (BT)	Applied Tech	New program-2018	2018-2023
Heating, Ventilating and Air Conditioning (AAS)	Applied Tech	2013-2018	2018-2023
Integrated Energy Systems (AAS, AOS)	Applied Tech	2012-2017	2017-2022
Mechatronics Design (AAS, AOS)	Applied Tech	2014-2019	2019-2024
Mechatronics Technology (BT)	Applied Tech	New program - 2015	2015-2020
Plumbing and Electrical Instrumentation (AOS)	Applied Tech	2013-2018	2018-2023
Plumbing and Refrigeration (AOS)	Applied Tech	2013-2018	2018-2023
Refrigeration and Instrumentation (AOS)	Applied Tech	2013-2018	2018-2023
Welding Technology (AAS, AOS)	Applied Tech	2012-2017	2017-2022
Welding Technology: Pipefitting (AOS)	Applied Tech	2012-2017	2017-2022
Adventure Recreation (AAS)	AS & Vet	2012-2017	2018-2023
Business and Professional Golf Management (BBA)	AS & Vet	2013-2018	2018-2023
Golf and Sports Turf Management (AAS)	AS & Vet	2009-2014	2014-2019
Golf and Sports Turf Management (BBA)	AS & Vet	Unknown	2015-2020
Horticulture Sciences (AAS)	AS & Vet	2009-2014	2014-2019
Park and Outdoor Recreation (AAS)	AS & Vet	2012-2017	2018-2023
Physical Education Studies (AS)	AS & Vet	2012-2017	2018-2023
Recreation and Sports Management (AAS)	AS & Vet	2012-2017	2018-2023
Recreation and Sports Facilities Management (BBA)	AS & Vet	2012-2017	2018-2023
Veterinary Science Technology (AAS)	AS & Vet	2012-2017	2017-2023

Veterinary Technology (BS)	AS & Vet	New program-2018	2018-2023
Accounting (AAS)	Bus & Hosp	2006-2011	2011-2016
Accounting: Information Systems Auditing (BBA)	Bus & Hosp	2006-2011	2011-2016
Business Administration (AAS)	Bus & Hosp	2006-2011	2011-2016
Business Administration (AS)	Bus & Hosp	2006-2011	2011-2016
Business and Technology Management (BBA)	Bus & Hosp	2006-2011	2011-2016
Culinary Arts (AAS)	Bus & Hosp	2003-2008	2008-2013
Culinary Arts Management (BBA) - Also Available Online	Bus & Hosp	1999-2004	2004-2009
Event Management (AAS)	Bus & Hosp	Revised 2014	2014-2019
Event Management (BBA) - Also Available Online	Bus & Hosp	New program - 2017	2017-2022
Healthcare Management (BBA)	Bus & Hosp	New program-2018	2018-2023
Hotel and Restaurant Management (AAS)	Bus & Hosp	2003-2008	2008-2013
Hotel and Restaurant Management (BBA) - Also Available Online	Bus & Hosp	1999-2004	2004-2009
Human Resource Management (BBA)	Bus & Hosp	New program-2018	2018-2023
Information Technology Management (BBA)	Bus & Hosp	2006-2011	2011-2016
Marketing (AAS)	Bus & Hosp	2006-2011	2011-2016
Architectural Design and Building (BT)	LA&S	2012-2017	2017-2022
Architectural Technology (AAS)	LA&S	2012-2017	2017-2022
Criminal Justice Studies (AA)	LA&S	2011-2016	2016-2021
Criminal Justice (BS) - Also Available Online	LA&S	2011-2016	2016-2021
Liberal Arts & Sciences: Environmental Studies (AS)	LA&S	2010-2015	2015-2020
Liberal Arts and Sciences: General Studies (AA)	LA&S	2011-2016	2016-2021
Liberal Arts and Sciences: Humanities and Social Sciences (AA)	LA&S	2011-2016	2016-2021
Liberal Arts and Sciences: General Studies (AS)	LA&S	2011-2016	2016-2021
Liberal Arts and Sciences: Mathematics and Sciences (AS)	LA&S	2011-2016	2016-2021
Sustainability (BS)	LA&S	New program - 2019	2024-2029
Teacher Education Transfer (AS)	LA&S	2009-2014	2014-2019
Nursing AAS/Dual Degree (pre-licensure program)	SON	2011-2019	2019-2027
Nursing: Online (RN-to-BSN)	SON	2015-2023	2023-2031
Nursing Administration Online (MS)	SON	New program-2017	2022-2030
Nursing Education Online (MS)	SON	2017-2022	2022-2030

Appendix D: Uniform Course Syllabus Template

**This is an updated draft (August 2020) to be approved before use/replacement of current template.*



Course Number / Name of Course

COURSE INFORMATION:

TERM:

CREDIT HOURS:

CLASS MEETING TIME:

CARNEGIE UNITS:

LOCATION:

INSTRUCTOR INFORMATION:

INSTRUCTOR NAME:

EMAIL ADDRESS:

OFFICE ADDRESS:

OFFICE PHONE:

OFFICE HOURS:

INSTRUCTOR TEACHING PHILOSOPHY:

COURSE DESCRIPTION:

(Insert text from current [college catalog](#) here; indicate if course satisfies a General Education requirement)

PRE-REQUISITES:

STUDENT LEARNING OUTCOMES:

(Insert course learning outcomes from current [college catalog](#) here)

MODALITY:

(Describe if the course is conducted 100% face-to-face, hybrid, online, or Delhi Advantage College in the High School)

COURSE ASSIGNMENTS:

(Description of all assignments)

SLO ALIGNMENT:

(Align course learning outcomes with program learning outcomes, and corresponding activities/assignments/assessments)

Program Learning Outcome	Course Learning Outcome	Learning Activity	Learning Assessments
i.e.: Synthesize knowledge from the liberal arts and sciences as a foundation for professional nursing practice.	i.e.: 1-5	i.e.: Course readings, database and web searches. Discussion Question (DQ) Weeks 1, 2, 5, 7	i.e.: Assignments 2 & 3 DQ Weeks 1, 2, 5, 7

GRADING CRITERIA:

(Criteria for determining assignments and final course grade should be listed here)

Course Materials

TEXT:

MATERIALS REQUIRED:

LAB FEE:

TECHNOLOGY REQUIREMENTS:

EMAIL: You will be expected to access your College e-mail account.

To find your email address: Log into Bronco Web, click ‘Personal Information’, then ‘View E-Mail Addresses’, look under ‘SUNY Delhi Student E-mail System’. Your email address should be your initials followed by a number and then @live.delhi.edu (e.g., gd23@live.delhi.edu)

To login to your email account: Go to www.delhi.edu, click ‘Mydelhi Students’ and click ‘Email’. Enter your username (ex: gd23) or full email address. Your password is your Bronco Web PIN.

Class Policies

(Categories listed below are policies of SUNY Delhi. Please list course-specific policies you may have in addition)

ATTENDANCE POLICY:

(List your attendance policy)

STUDENT CONDUCT IN THE CLASSROOM: Students are encouraged to engage in free discussion, inquiry and expression. Student performance will be evaluated wholly on an academic basis, not on opinions or political ideas unrelated to academic standards. However, in instances where a student does not comply with the Code of Student Behavior or with an instructor's *reasonable* conduct expectations in the classroom, such non-compliance can affect the student's evaluation and be cause for removal from class.

ACADEMIC INTEGRITY POLICY: If a faculty member discovers that a student has committed an academic integrity violation that warrants a sanction beyond a verbal warning, such as cheating or plagiarizing, the procedures outlined in the Academic Integrity Policy will be followed: <http://www.delhi.edu/academics/provost/academic-integrity/index.php>

PLAGIARISM (CHEATING): What is Plagiarism? Plagiarism is the taking of someone else's ideas and writing them as if they are your own. This may take the form of using, word for word, the writing of someone else in your own essay or it may be using their ideas as if they are your own. Even if you take someone else's writing and change a word or two here and there, or a phrase, or re-arrange a couple of sentences, it is still plagiarism. The point is, these are not your ideas and you have not indicated whose they actually are or where you found them. You should use proper citations to indicate the source of any material you have found in someone else's writing that is not commonly known. If you find a phrase, sentence, or two that is written in such a way that you could not say it so well yourself and you think it is important to have in your essay, place the material in quotation marks to show they are someone else's words and then footnote the source. It is often also a good idea to preface ideas you have found somewhere with a phrase like "according to historian John Doe..." This has the effect of not only demonstrating your academic honesty but also gives greater credence to your work since it is not only you who thinks this way.

Sometimes people are not aware that what is described above is a serious offense in academic writing. If you have any doubts at all, ask your instructor!

CELL PHONES IN THE CLASSROOM:

(List your cell phone policy)

NEW YORK STATE EDUCATION LAW - ABSENCES FOR RELIGIOUS REASONS: Section 224-A allows a student to be excused from any examination or study or work requirements because of religious holidays. Each student must notify the instructor in advance so that an equivalent opportunity to make up any examination, study or work requirements he or she may have missed because of such absence may be given.

INCLEMENT WEATHER: SUNY Delhi is a residential campus and stays open unless the Governor closes the College. Simply stated, class will rarely be canceled.

ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES: All individuals who are diagnosed with a disability are protected under the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. Academic Adjustments will be provided to qualified students with documented disabilities. If you have a disability requiring academic adjustments in any class, please make an appointment to meet with the Access and Equity Office. The office is located in the Resnick Academic Achievement Center in Bush Hall 221, or by calling 607-746-4744. Your request for academic adjustment will be discussed and if determined equitable, you will be provided with an access plan that must be sent to your course instructors and returned to the Access and Equity Office. It is entirely your responsibility to contact the Access and Equity office and concurrently supply your professors with your access plan, which will inform them of exactly what academic adjustments you are entitled to. You will only receive academic adjustments once you provide each professor with an Access and Equity plan. Any previously recorded grades will not be changed.

COURSE SAFETY POLICY (where applicable):

OTHER:

(List other course specific policies here, ensuring that nothing in this section conflicts with the college-wide policies above)

Student Resources

PHYSICAL/MENTAL HEALTH: If you are experiencing undue personal or academic stress at any time, I encourage you to seek support as soon as possible. A variety of campus resources are available to you, including:

- [Health & Counseling](#), Foreman Hall, 607.746.4690
- [University Police](#): North Hall, 607.746.4440

ACADEMIC SUPPORT: The [Resnick Academic Achievement Center](#) (607.746.4655), located in the Library, offers the following:

- Academic Advising
- Access & Equity
- Educational Opportunity Program (EOP)
- Tutorial Services
- Math Center
- Writing Center,
- [Applied Learning & Career Center](#), 226 Bush Hall, 607.746.4590

TECHNICAL SUPPORT: Please contact the Help Desk for assistance, helpdesk@delhi.edu, 607.746.4835.

CHOSEN NAMES AND PERSONAL PRONOUNS: I am committed to addressing everyone by their chosen name and proper pronouns. Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including various pronouns such as they/them/their, etc. Our rosters do not list pronouns or chosen names, so you might be asked to indicate your chosen name and proper pronouns. In an effort to foster an inclusive and welcoming environment for all, I will ask for this information in an ongoing manner as I understand pronouns and chosen names might change. Please note you are not obligated to share any information that you do not want to share. If at any point you want to be addressed differently, please do not hesitate to let me know. Chosen names and pronouns are to be respected at all times in this classroom. Mistakes might happen, and I encourage and expect an environment that invites us all in to correction and learning. Repeated disrespectful comments toward members of our classroom that are serving as allies, or whom indicate using various pronouns and a chosen name, will not be accepted in this class.

CLASSROOM ENVIRONMENT: The faculty and staff of SUNY Delhi are committed to serving all enrolled students. We intend to create a stimulating, safe, respectful, and enjoyable atmosphere. In return, we expect our students will honor and respect the opinions and feelings of fellow students.

ONLINE COMMUNICATIONS ETIQUETTE (if applicable): The State University of New York at Delhi is committed to open, insightful and relevant dialogue in all of its courses, especially those being presented via the Internet, as that is what formulates the bulk of the course content and material. Diversity of thought, opinion, and values are created as a result of this process and, as such, we encourage all students to be respectful of that diversity, thereby refraining from inappropriate commentary. Should such inappropriate action occur, the instructor will intervene as each piece of dialogue that takes place in the course is monitored. The student making the infraction will be notified and appropriate disciplinary action will be taken. The following are sound guidelines to follow regarding communication etiquette:

- Never post, transmit, promote, or distribute content that is known to be illegal.
- Never post harassing, threatening, or embarrassing comments.
- If you disagree with someone, respond to the subject, not the person.
- Never post content that is harmful; abusive; racially, ethnically, or religiously offensive; vulgar; sexually explicit; or otherwise potentially offensive.

POWER OUTAGES/SYSTEM FAILURES (if applicable): In the event of a power outage or system failure of the Delhi systems, notification may be placed on the Delhi Logins page (<http://www.delhi.edu/mydelhi-students/index.php>) or sent to all campus users via email. It is up to each individual instructor to decide whether certain activities will have extended time or additional attempts following such an outage. If a student experiences a local outage in her or his service area, the student will be expected to complete course work on time or communicate with the instructor to make alternative plans.

Class Schedule of Topics/ Course Calendar:

(Include a complete or partial class schedule here and the location or link to a full schedule of activities)

General Education Assessment Plan

SUNY Delhi

**Prepared by the Faculty of
School of Liberal Arts and Sciences**

Linnea Goodwin Burwood, Dean

Revised January 2020



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SUNY DELHI

GENERAL EDUCATION ASSESSMENT PLAN

Revised, Fall 2019

Since 2001, SUNY Delhi has developed and implemented a strong University-overseen-and-approved plan for assessing student learning outcomes in 10 knowledge and skills areas that constitute the SUNY General Education (GE) requirement: Mathematics, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, the Arts, Foreign Language, and Basic Communication. In addition, two crucial competencies - critical thinking and information management, have been infused throughout the General Education program and are also assessed.

SUNY Delhi's *General Education Assessment Plan* was revised by the Liberal Arts and Sciences (LA&S) faculty to adhere to the SUNY General Education Requirements proposed by the Provost's Advisory Task Force on General Education. It was approved by the College Senate in 2012, initially implemented for the 2012-2013 academic year, and has been continuously improved upon through the present. The central feature of the plan is the identification of campus-selected measures and criteria for assessing specific student learning outcomes for the ten knowledge and skills areas and the two competencies identified above.

In some areas, additional learning outcomes were adopted; these are consistent with the SUNY General Education outcomes.

SUNY Delhi General Education Requirements

In accordance with SUNY General Education requirements, students pursuing a Bachelor's degree are required to complete 30 GE credits comprised of at least 10 GE areas. SUNY Delhi requirements are as follows:

If you enter SUNY DELHI in fall 2011 or later as a beginning or transfer student, to earn a SUNY DELHI bachelor's degree, you must meet the following requirements:

PART 1. Earn 30 credits in courses in the following 10 SUNY-GER areas:

Four required areas:	Basic Communication (GE 10)* American History (GE 4)	Mathematics (GE 1) Natural Sciences (GE 2)
At least one of these areas:	Social Sciences (GE 3)	Western Civilization (GE5)
At least one of these areas:	Humanities (GE7)	The Arts (GE 8)
At least one of these areas:	Foreign Language (GE9)	Other World Civilizations (GE 6)

***Students are strongly encouraged to include additional coursework in Basic Communication**

Similarly, students pursuing an AA or AS degree are required to complete 21 GE credits comprised of at least 7 GE areas. SUNY Delhi requirements are as follows:

If you enter SUNY DELHI in fall 2012 or later as a beginning or transfer student, to earn a SUNY DELHI AA or AS degree, you must meet the following requirements:

PART 1. Earn 21 credits in courses in the following 10 SUNY-GER areas:

Four required areas:	Basic Communication (GE 10)* American History (GE 4)	Mathematics (GE 1) Natural Sciences (GE 2)
At least one of these areas:	Social Sciences (GE 3)	Western Civilization (GE5)
At least one of these areas:	Humanities (GE7)	The Arts (GE 8)
At least one of these areas:	Foreign Language (GE9)	Other World Civilizations (GE 6)

PART 2. Demonstrate competency in the following two SUNY-GER areas in ways permitted by your campus:

2 required areas	Critical Thinking	Information Management
------------------	-------------------	------------------------

Process for the Approval of Courses Intended to Satisfy General Education Requirements:

Courses proposed for inclusion on the list of the College's General Education courses are to be submitted to Dean of Liberal Arts and Sciences.

For Courses Offered Within the School of Liberal Arts and Sciences: A course within the School of Liberal Arts and Sciences (LA&S) must receive the approval of the Liberal Arts and Sciences Dean and the appropriate faculty in the School of LA&S. For example, courses proposed for inclusion on the list of mathematics courses acceptable for General Education must have the approval of a majority of the school's math faculty; those courses submitted in anticipation of meeting a natural science requirement must be approved by a majority of the science faculty, etc.

For Courses Offered Within Other Divisions: A course from outside the School of LA&S should be approved by the program director or dean and by the appropriate division faculty before it is referred to the School of LA&S for action consistent with the process described above. Once the appropriate approvals are received, the course will then be submitted by the faculty member who proposes acceptance of the course to the College Curriculum Committee for action.

Following approval by the School of Liberal Arts and Sciences, the appropriate forms will be submitted to SUNY Provost's office for approval.

Assessment Measures

Faculty who teach General Education courses design the assessment tools used to directly measure the General Education Learning Outcome (GELO) for the respective knowledge area of that course. For each knowledge/skill area, faculty have defined a level of student performance that is agreed to be satisfactory to “meet” reasonable collegiate standards. Beyond this, faculty have established standards considered as “exceeding”, “approaching” or “not meeting” their standards.

Faculty in all knowledge/skill areas created scoring rubrics by which student performance are assessed. The creation of agreed upon scoring rubrics maximize the reliability of the assessment process.

In compliance with SUNY expectations, SUNY Delhi faculty assess GELOs using a representative sample of students taking a GE identified course in the knowledge or skill area.

General Education student learning outcomes are included on the course syllabi of courses that satisfy GE requirements along with corresponding assessment measures.

Persons Responsible

Faculty who teach General Education courses administer the GELO assessments and report results via Campus Labs Planning and Outcomes. The campus Assessment Coordinator maintains the schedule for General Education assessment, and the Dean of Liberal Arts & Sciences notifies program directors of the GE competencies to be assessed each academic year. The Dean of Curriculum, Instruction and Assessment oversees all assessment efforts.

Assessment Cycle

Student learning outcomes are assessed over a three-year cycle and reported to the Dean of LA&S by the Dean of Curriculum, Instruction & Assessment. The three-year assessment cycle is posted on the college website and is as follows:

2019-20/22-23/25-26

Humanities
Other World Civilizations
Information Management
Basic Communication (outcomes 5 and 6)

2020-21/23-24/26-27

The Arts
Natural Science
American History
Basic Communication (outcomes 1-4)
Information Management (outcomes 1 and 2)

2021-22/24-25/27-28

Foreign Language
Western Civilizations
Social Science

Mathematics
Critical Thinking
Information Management (outcome 3)

Data Collecting and Reporting

Faculty collect assessment data and report via Campus Labs Outcomes and Planning. The campus Assessment Coordinator aggregates data and shares it with the School of LA&S at semi-annual Assessment Days. Faculty discuss results and complete action plans which are reported via Campus Labs Planning. Action plans are aggregated by the Dean of Curriculum, Instruction and Assessment and forwarded to the Dean of LA&S who will have input to the faculty as to whether the findings warrant further curricular changes.

Analysis and Action Plan

LA&S faculty will meet at least twice a year, typically at campus-wide Assessment Days, to work closely with colleagues in their subject area to discuss results and possible changes. Documentation of the analysis and action plan is completed by faculty in the subject area and submitted in Campus Labs Planning. As needed, action plans are carried out by the faculty in the subject area under the supervision of the program director and Dean of LA&S.

General Education assessment results are communicated to the campus community via the *Annual Report on Assessment*.

In addition, at the time of the analysis of assessment results, a review of the assessment plan and process will occur, thus ensuring that a review occurs at least once on a three-year cycle.

GENERAL EDUCATION ASSESSMENT, MATHEMATICS

SUNY and SUNY Delhi Learning Outcomes:

Students will demonstrate:

1. the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics;
2. the ability to represent mathematical information symbolically, visually, numerically and verbally;
3. the ability to employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;
4. the ability to estimate and check mathematical results for reasonableness; and
5. the ability to recognize the limits of mathematical and statistical methods.

Assessment Measures:

The above student learning outcomes will be assessed using student performance on exams and quizzes. For each exam/quiz for the course, one or more problems addressing each learning outcome will be included (if possible) for a total of at least ten questions for each outcome throughout the semester.

Assessment Criteria:

For each problem, it will be determined if the student has satisfied the outcome based on the subsequent tables that outline the criteria for which a student has either met or did not meet the learning outcome. There are five tables – one for each of the five learning outcomes that comprise the Mathematics GELO. If the student satisfied the outcome on at least 90% of the questions then they will be deemed “exceeding the standard.” Student performance levels will be further categorized as follows: “meeting the standard” between 70% and 89%, “approaching standard” between 60% and 69%, and “not meeting the standard” less than 60%.

Assessment Methodology:

The work of all students enrolled in sections taught by full-time faculty will be evaluated, unless this approach does not yield a sufficient sample size for a particular course. If the sample size is not large enough, work of students in sections taught by adjuncts will be included.

All courses (MATH 106, MATH 110, MATH 120, MATH 128, MATH 138, MATH 150) will be assessed in the 2018-2019 academic year. An action plan will be developed and implemented for the next two years, and all courses re-assessed in the 2021-22 academic year. This schedule will continue so that all Mathematics GE courses are assessed on a tri-annual basis. All courses will be assessed in the Fall semester, except MATH 106 which will be assessed in the Spring.

Courses in the Calculus sequence are approved for general education credit for mathematics, however, they are not included in the sample because enrollment in these courses is low. Additionally, mathematics faculty agreed that students who had met the standards to enroll in these courses would have met the standards for mathematics general education purposes.

Use of Results:

The goal of the math faculty is that 65% of the students will meet or exceed the standards. Trends in results will be tracked and suggestions made for improvement. These suggestions will be determined and discussed by the mathematics faculty as a group. Faculty, with the support of the Dean of LA&S, will further consider whether student performance and the results of the assessments warrant curricular changes. The results of each year's assessment process will be distributed to appropriate offices on campus.

Mathematics Rubrics/Tables

Learning Outcome #1: Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.	
Level	Criteria
Satisfied	<ul style="list-style-type: none"> • The student demonstrates the ability to interpret the variables, parameters, and/or other specific information given in the model. The interpretation may or may not contain minor flaws. • The student uses the model to draw inferences about the situation being modeled in a manner that may or may not contain some minor flaw(s). • The interpretation(s) and/or inference(s) are completely accurate or are incomplete or inaccurate due to a minor flaw, such as a computational or copying error or mislabeling.
Not Satisfied	<ul style="list-style-type: none"> • The student makes no appropriate attempt to interpret the variables, parameters, and/or other specific information given in the model due to major conceptual misunderstandings. • The student attempts to use the model to make the required inference(s) and/or interpretation(s) but lacks a clear understanding of how to do so. • The interpretation(s) and/or inference(s) are incomplete or inaccurate due to a major conceptual flaw. • There is no response at all.

Learning Outcome #2: Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.	
Level	Criteria

Satisfied	<ul style="list-style-type: none"> • The representation of the given information is correct and accurate or there is a misrepresentation of the information due to a minor computational/copying error. The student uses the correct format, mathematical terminology, and/or language. Variables are clearly defined, graphs are correctly labeled and scaled. The representation may be incomplete in some minor way. • The student understands most or all of the important aspects of the mathematical information and employs the appropriate representation(s) to display the mathematical information with possibly minor flaws such as a simple misreading of the problem or copying error or mislabeling. • The student correctly and accurately employs most of the appropriate and required aspects of the representation to display the information. The representation may be lacking in a minor way such as a simple misreading of the problem or copying error or mislabeling.
Not Satisfied	<ul style="list-style-type: none"> • The student does not fully understand the important aspects of the mathematical information and employs the appropriate representation(s) to display the mathematical information with major conceptual flaws. • The student shows some knowledge of how to employ most of the appropriate and required aspects of the representation to display the information. The representation is lacking in a major way. • The representation(s) show some reasonable relation to the information but contains major flaws. The student uses some correct format, mathematical terminology, and/or language. Variables are clearly defined, graphs are correctly labeled and scaled, but the representation is incomplete in some major conceptual way.

Learning Outcome #3: Students will demonstrate the ability to employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems.	
Level	Criteria
Satisfied	<ul style="list-style-type: none"> • The student demonstrates full or some understanding of the problem and/or can identify the specific arithmetic, algebraic, geometric or statistical method(s) needed to solve the problem.

	<ul style="list-style-type: none"> • The student uses the method(s) to solve the problem. The plan for the solution is clear, logical and evident but may be lacking in a minor way such as a simple misreading of the problem or copying error. • The solution is correct or may contain a minor flaw(s).
Not Satisfied	<ul style="list-style-type: none"> • The student demonstrates only a slight or no understanding of the problem. The student has difficulty identifying the specific arithmetic, algebraic, geometric or statistical method(s) needed to solve the problem. • The student attempts to use a method(s) that will solve the problem, but the method itself or the implementation of it, is generally incorrect. The plan is not evident or logical, or no attempt is made. • The solution contains some correct aspects though there exists major conceptual flaw(s). • The student's response does not address the question in any meaningful way. • There is no response at all.

Learning Outcome #4: Students will demonstrate the ability to estimate and check mathematical results for reasonableness	
Level	Criteria
Satisfied	<ul style="list-style-type: none"> • The student can estimate and justify a mathematical result to a problem. The estimate or justification may contain a minor flaw such as a simple misreading of the problem or computational or copying error or mislabeling. • The student can articulate a justification for the estimate. The student's justification and/or estimate may be found to be lacking in some minor way. • The student's response addresses all aspects of the question. It may be lacking in some minor way.
Not Satisfied	<ul style="list-style-type: none"> • The student can estimate and justify a mathematical result to a problem. The estimate or justification contains a major conceptual flaw or the student cannot estimate or justify a result to a problem. • The student can articulate a justification for the estimate but the student's justification and/or estimate has been found was lacking in some major conceptual way.

	<ul style="list-style-type: none"> • The student's response addresses some aspect of the question correctly but is lacking in a significant way or the student's response does not address the question in any meaningful way or there is no response at all.
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Learning Outcome #5: Students will demonstrate the ability to recognize the limits of mathematical and statistical methods.	
Level	Criteria
Satisfied	<ul style="list-style-type: none"> • Student articulates all or most of the assumptions/simplifications made in developing a mathematical/statistical model or implementing method(s) or technique(s). • Student provides a generally or completely correct description of how the results from the model might differ from the real life situation it models.
Not Satisfied	<ul style="list-style-type: none"> • Student articulates only some or none of the assumptions/simplifications made in developing a mathematical/statistical model or implementing method(s) or technique(s). • Student indicates that the conclusions drawn from the model differ from real life but is unable to articulate the cause(s). • Student fails to realize that the results are not contextually appropriate. • There was no response at all.

GENERAL EDUCATION ASSESSMENT, THE NATURAL SCIENCES

SUNY and SUNY Delhi Learning Outcomes:

Students will demonstrate:

1. understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and
2. application of scientific data, concepts, and models in one of the natural sciences.

Assessment Measures:

The above student learning outcomes will be assessed using student performance on exams, laboratory assignments, projects, papers, and/or other relevant assignments that directly test student proficiency in the natural sciences. Faculty members identify the assignment or part of an assignment used to measure performance to determine if the learning outcome has been satisfied.

Assessment Criteria:

Faculty will record scores for each outcome using the tools identified in the list of assessment measures. Student outcomes will be scored using the subsequent Natural Sciences rubric.

Assessment Methodology:

For the course under assessment (every GE 2 course each semester), each instructor will identify the assignment used to evaluate student performance in meeting these outcomes. Each instructor (including adjuncts) will record a distinct score for each of the learning outcomes for every student. The instructor must apply the GE Natural Sciences rubric to the assignment or assignments. After gathering their data and determining the strong and weak aspects of the students' performance, the instructor will determine what changes should be made to the course as a result of the assessment.

Use of Results:

The goal of the natural sciences faculty is that 70% of students will meet or exceed the standard. After discussing /results as a group, each instructor will be responsible for making the changes to the course as needed. The results of each year's assessment will be distributed to the appropriate offices on campus.

Natural Sciences Rubric

Natural Sciences Rubric (example)	SLO 1: Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis	SLO 2: Application of scientific data, concepts, and models in one of the natural sciences.
Exceeding 4	The student demonstrates an understanding of scientific observation methodology used to explore natural phenomena. The work is superior quality, which is indicated by understanding all 6 of the methods scientists use to explore natural phenomena.	Student demonstrates an exemplary ability to apply scientific data, concepts, and/or models in one of the natural sciences. Work in this category is indicated when course concepts are consistently mastered.
Meeting 3	The student demonstrates an understanding of scientific observation methodology used to explore natural phenomena. The work is standard quality, which is indicated by understanding 4-5 of the methods scientists use to explore natural phenomena.	Student demonstrates a proficient ability to apply scientific data, concepts, and/or models in one of the natural sciences. Work in this category is indicated when course concepts are usually mastered.
Approaching 2	The student demonstrates an understanding of scientific observation methodology used to explore natural phenomena. The work is a developing quality, which is indicated by understanding 2-3 of the methods scientists use to explore natural phenomena.	Student demonstrates a developing ability to apply scientific data, concepts, and/or models in one of the natural sciences. Work in this category is indicated when course concepts are sometimes mastered.
Not Meeting 1	The student demonstrates an understanding of scientific observation methodology used to explore natural phenomena. The	Student demonstrates a deficient ability to apply scientific data, concepts, and/or models in one of the natural

	work is sub-standard quality, which is indicated by understanding 0-1 of the methods scientists use to explore natural phenomena.	sciences. Work in this category is indicated when course concepts are rarely mastered.
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GENERAL EDUCATION ASSESSMENT, SOCIAL SCIENCES

SUNY and SUNY Delhi Learning Outcomes:

Students will demonstrate:

1. understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and
2. knowledge of major concepts, models and issues of at least one discipline in the social sciences.

Assessment Measures:

Student learning outcome 1 will be assessed using a research project in which students are asked to identify the research questions, hypothesis, methods and results. Additional measures may include individual, original research projects and/or exam questions.

Student learning outcome 2 will be assessed using an average of all exam scores. Additional measures may include reflective essays and/or in-class assignments.

Assessment Criteria:

Faculty will record scores for each outcome using the tools identified in the list of assessment measures. Student outcomes will be scored using the subsequent Social Sciences rubric.

Assessment Methodology:

Based on course enrollment, a representative sample will be selected. All social science student learning will be assessed at least once in a three-year cycle.

Use of Results:

The goal of the social sciences faculty is that 70% of students will meet or exceed the standard. The benchmark will be based on the number of students who complete an assessment assignment, as there are always students who do not turn in some assignments. If an adjunct wishes to participate, their data will be forwarded to an appropriate full-time faculty course counterpart.

The faculty in this GE area will meet to review the data. Results will then be reviewed at the division and area levels and distributed to the appropriate offices on campus. Decisions will be made at those levels, and improvement will be made by an appointed person based on the consensus of the group.

Social Sciences Rubric

	Student Learning Outcome 1: Understanding of the <u>methods</u> social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis	Student Learning Outcome 2: Knowledge of major <u>concepts</u>, models and issues of at least one discipline in the social sciences.
Exceeding 4	Recognizes and has a sophisticated understanding of the methods social scientists employ and is able to identify appropriate techniques related to a specific issue/topic or the field as a whole with an awareness of their limitations. Demonstrates accurate and comprehensive understanding while contributing new and novel ideas, insights, or perspectives.	Restates major concept, major model, or major issue in his/her own words, applies this information to the issue under study, AND provides some analysis and evaluation of the concept, model, or issue.
Meeting 3	Recognizes and understands the methods social scientists use, provides some explanation and is able to identify appropriate techniques related to a specific issue/topic or the field as a whole. Described clearly and in detail, using all relevant information necessary to explain the issue accurately and comprehensively.	Restates major concept, major model, or major issue in his/her own words, applies this information to the issue under study.
Approaching 2	States the methods social scientists use without explanation and demonstrates some understanding of the methods social scientists employ related to a specific issue/topic or the field as a whole. A basic explanation with some clarity, but not all aspects of the issue are accurately explained.	States major concept, major model, or major issue in its original wording, incomplete understanding of how it relates to the issue under study.

Not Meeting 1	No demonstrated recognition or understanding of the methods social scientists employ related to a specific issue/topic or the field as a whole. Details related to comprehension are incorrect or absent.	No mention of major concepts, major models, or major issues in this field in relation to the issue under study.
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GENERAL EDUCATION ASSESSMENT, AMERICAN HISTORY

SUNY and SUNY Delhi Learning Outcomes:

Students will demonstrate:

1. knowledge of a basic narrative of American history: political, economic, social and cultural, including knowledge of unity and diversity in American society;
2. knowledge of common institutions in American society and how they have affected different groups; and
3. understanding of America's evolving relationship with the rest of the world

Assessment Measures:

The student learning outcomes will be assessed by individual faculty based on specific exams, papers or projects identified and designed by the instructor.

Assessment Criteria:

Faculty will record scores for each outcome using the subsequent American History rubric for a particular assigned piece of assessment.

Assessment Methodology:

The American History courses will be assessed on a tri-annual basis. All full-time instructors in American History will participate in the assessment process, and all students enrolled in courses satisfying this GE requirement at the time of the assessment will be included in the sample.

Use of Results:

There is an expectation that 65% of all students will meet or exceed the standard. This benchmark was developed collaboratively by the faculty teaching in this GE area.

The faculty member will consider the students overall performance, strengths and weaknesses, and make decisions whether the outcomes warrant a curricular change. The faculty will discuss the findings as a group, looking at outcomes and considering possible changes depending on overall results. Each individual instructor will be responsible for implementing curricular and course changes with the support of administration. The results of each year's assessment process will be distributed to the appropriate offices on campus.

American History Rubric

Standards	Basic narrative of American History	Knowledge of common institutions in American society and their effects	America's evolving relationship with the world
Exceeding	The student demonstrates a well-rounded understanding of the narrative of American history. Mechanics of grammar and critical thinking are applied	The student demonstrates a major understanding the common institutions of American history. Mechanics of grammar and critical thinking are applied.	The student demonstrates a major understanding of America's evolving relationship with the world. Mechanics of grammar and critical thinking are applied
Meeting	The student demonstrates an adequate, although incomplete, understanding of the narrative of American history. Substantive grammar and some critical thinking applied	The student demonstrates an adequate, although incomplete, understanding of the common institutions of American history. Substantive grammar and some critical thinking applied.	The student demonstrates an adequate, although incomplete, understanding of America's evolving relationship with the world. Substantive grammar and some critical thinking applied.
Approaching	The student demonstrates some understanding of narrative of American history. Lacks grammar skills and small evidence of critical thinking	The student demonstrates some understanding of the common institutions of American history. Lacks grammar skills and small evidence of critical thinking.	The student demonstrates some understanding of America's evolving relationship with the world. Lacks grammar skills and small evidence of critical thinking.
Not Meeting	The student has little to no ability to demonstrate an understanding of the narrative of American history. Lacks fundamental grammar and critical thinking skills.	The student has little to no ability to demonstrate understanding of the institutions of American history. Lacks fundamental grammar and critical thinking skills.	The student has little to no ability to demonstrate understanding of America's evolving relationship with the world. Lacks fundamental grammar and critical thinking skills.

GENERAL EDUCATION ASSESSMENT, WESTERN CIVILIZATION

SUNY and SUNY Delhi Learning Outcomes:

Students will demonstrate:

1. knowledge of the development of the distinctive features of the history, institutions, economy, society and culture of Western Civilization; and
2. relate the development of Western civilization to that of other regions of the world

Assessment Measures:

The student learning outcomes will be assessed by individual faculty using research papers, focus questions, discussion based questionnaires, exams, movie reviews, annotated bibliographies, and/or quizzes.

Assessment Criteria:

For a particular assigned piece of assessment, faculty will record scores for each outcome using the subsequent Western Civilization rubric.

Assessment Methodology:

The Western Civilization courses will be assessed on a tri-annual basis by full-time faculty. The instructor will assess a representative sample of the student work based on the assignment for assessment.

Use of Results:

There is an expectation that 65% of all students will meet or exceed the standard. This benchmark was developed collaboratively by the faculty teaching in this GE area.

The faculty member will consider the students' overall performance, strengths and weaknesses, and will make decisions whether the outcomes warrant a curricular change. Full-time faculty will discuss the findings as a group, looking at outcomes and considering possible changes depending on overall results. Each individual instructor will be responsible for implementing curricular and course changes with the support of administration. The results of the process will be forwarded to the appropriate offices on campus.

Western Civilization Rubric

Standards	Knowledge of the development of the distinctive features of the history, institutions, economy, society and culture of Western Civilization	Relate the development of Western civilization to that of other regions of the world
Exceeding	The student demonstrates a well-rounded understanding of Western civilization. Mechanics of grammar and critical thinking are applied.	The student demonstrates a major understanding of the relationship of Western civilization to other regions of the world. Mechanics of grammar and critical thinking are applied.
Meeting	The student demonstrates an adequate, although incomplete, understanding of Western civilization. Substantive grammar and some critical thinking applied.	The student demonstrates an adequate, although incomplete, understanding of Western civilization to other regions of the world. Substantive grammar and some critical thinking applied.
Approaching	The student demonstrates some understanding of Western civilization. Lacks grammar skills and small evidence of critical thinking.	The student demonstrates some understanding of the relationship of Western civilization to other regions of the world. Lacks grammar skills and small evidence of critical thinking.
Not Meeting	The student has little to no ability to demonstrate an understanding of Western civilization. Lacks fundamental grammar and critical thinking skills.	The student has little to no ability to demonstrate understanding of the relationship of Western civilization to other regions of the world. Lacks fundamental grammar and critical thinking skills.

GENERAL EDUCATION ASSESSMENT, OTHER WORLD CIVILIZATIONS

SUNY and Delhi Learning Outcomes:

Students will demonstrate:

1. knowledge of either a broad outline of world history, or
2. knowledge of the distinctive features of the history, institutions, economy, society, culture etc., of one non-Western civilization.

Assessment Measures:

The student learning outcomes will be assessed by individual faculty using research papers, focus questions, discussion based questionnaires, exams, movie reviews, annotated bibliographies, and/or quizzes.

Assessment Criteria:

For a particular assigned piece of assessment, faculty will record scores for each outcome using the subsequent Other World Civilizations rubric

Assessment Methodology:

For the course under assessment, each instructor will assess a representative sample of the student work based on the assignment for assessment. The faculty member will record a score for the outcome for each student.

Use of Results:

There is an expectation that 65% of all students will meet or exceed the standard. This benchmark was developed collaboratively by the faculty teaching in this GE area.

The faculty member will consider the students' overall performance, strengths and weaknesses, and make decisions whether the outcomes warrant a curricular change. Full-time faculty will discuss the findings as a group, looking at outcomes and considering possible changes depending on overall results. Each individual instructor will be responsible for implementing curricular and course changes with the support of administration. The results of the process will be forwarded to the appropriate offices on campus.

Other World Civilizations Rubric

Standards	Broad outline of World History	Distinctive Features of one non-Western civilization
Exceeding	The student demonstrates a well-rounded understanding of World history. Mechanics of grammar and critical thinking are applied.	The student demonstrates a major understanding the multi-faceted history of a non-Western civilization. Mechanics of grammar and critical thinking are applied.
Meeting	The student demonstrates an adequate, although incomplete, understanding of World history. Substantive grammar and some critical thinking applied.	The student demonstrates an adequate, although incomplete, understanding of a non-Western civilization's history. Substantive grammar and some critical thinking applied.
Approaching	The student demonstrates some understanding of World history. Lacks grammar skills and small evidence of critical thinking.	The student demonstrates some understanding of a non-Western civilization's history. Lacks grammar skills and small evidence of critical thinking.
Not Meeting	The student has little to no ability to demonstrate an understanding of World history. Lacks fundamental grammar and critical thinking skills.	The student has little to no ability to demonstrate understanding of a non-Western civilization's history. Lacks fundamental grammar and critical thinking skills.

GENERAL EDUCATION ASSESSMENT, HUMANITIES

SUNY and SUNY Delhi Learning Outcomes:

Students will:

1. demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.

SUNY Delhi Outcomes:*

Students will:

1. show proficiency with the specialized vocabulary, historical context and/or breadth of the field (*measures the conventions of one area of the humanities*);
2. develop an interpretation and / or argument in response to a text or texts (*measures the conventions and methods of one area of the humanities*).

* These outcomes were adopted by SUNY Delhi to be inclusive of the SUNY GE outcome for Humanities.

Assessment Measures:

The above student learning outcomes will be assessed using faculty-designed assignments, thus assuring the validity of the assessment measures. These measurements may include but are not limited to objective and written exam questions, paper assignments, multimedia projects, speeches, creative projects, and so on.

Assessment Criteria:

Faculty will record scores for each outcome using the subsequent faculty-designed rubrics. For Outcome 1, the Vocabulary and Historical Context rubrics will be utilized, and for Outcome 2, the Interpretation rubric will be utilized.

Assessment Methodology:

The Humanities GE will be assessed every third year; both learning outcomes will be assessed at this time. All full-time humanities instructors will participate in the assessment process.

Each instructor will apply the relevant rubrics to the assignment(s) identified on the course assessment form. Faculty will have the flexibility to assess both learning outcomes in one assignment or to divide them among more than one. After gathering their data and determining the strong and weak aspects of the students' performance, the instructor will determine what changes should be made to the course as a result of the assessment. In addition, faculty will meet within 30 days of the end of the semester to collectively discuss overall outcomes and possible actions as a result of the assessment.

Use of Results:

Faculty in this GE area expect that at least 75% of students will meet or exceed the standard in this area. Faculty will meet at least twice a year to discuss assessment data and develop a plan of action for improvement. Faculty will be responsible for implementing the changes and assessing their effectiveness with necessary support from administration. The results of the process will be forwarded to the appropriate offices on campus.

Humanities: Vocabulary Rubric

Exceeding Standard	Meeting Standard	Approaching Standard	Not Approaching Standard
Specialized vocabulary is correctly understood and applied either in written work or in objective measures 90% or more of the time.	Specialized vocabulary is correctly understood and applied either in written work or in objective measures between 80 and 89% of the time.	Specialized vocabulary is correctly understood and applied either in written work or in objective measures between 65 and 79% of the time.	Specialized vocabulary is correctly understood and applied either in written work or in objective measures less than 65% of the time.

Humanities: Historical Context of the Field Rubric

Exceeding Standard	Meeting Standard	Approaching Standard	Not Approaching Standard
Student work demonstrates a thorough understanding that the text under consideration was composed within a specific context, responding to particular circumstances.	Student work acknowledges historical context but may not thoroughly discuss its significance.	Student work historical context but contains minimal discussion of significance and/or makes anachronistic assumptions, for example presuming that contemporary concerns were or ought to have been concerns of the text under consideration.	Student work displays no awareness of context.

Humanities: Interpretation Rubric

Exceeding Standard	Meeting Standard	Approaching Standard	Not Approaching Standard
The student's work provides an identifiable, comprehensive, and clearly focused interpretation of or argument in response to a text that goes beyond interpretations already covered in class.	The student's work provides an identifiable and clearly focused interpretation of or argument in response to a text. The response is adequately but may not be fully developed.	The student's work provides an identifiable interpretation of or argument in response to a text. The response is inadequately developed and may lack focus.	The student's work provides no identifiable interpretation of or argument in response to a text. The work may, instead, opt for lower-order tasks such as mere summary or exclusively personal responses.

GENERAL EDUCATION ASSESSMENT, THE ARTS**SUNY Learning Outcome:**

Students will:

1. demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.

SUNY Delhi Learning Outcomes *:

Faculty will assess at least one of the following outcomes that is suited to the type of art course being assessed (i.e.: studio courses may assess outcome one, while history courses may assess outcome two).

Students will:

1. demonstrate an understanding of the principles and elements used in the art form under study to produce a creative work in the chosen medium.
2. analyze and interpret the art form under study.

* These outcomes were adopted by SUNY Delhi to be inclusive of the SUNY GE outcome for The Arts.

Assessment Measures:

The above student learning outcomes will be assessed using faculty-designed assignments, thus assuring the validity of the assessment measures. These measurements may include but are not limited to written exam questions, paper assignments, multimedia projects, and creative works such as formal poetry, short stories, paintings, drawings, 2D designs, multi-media projects, ceramics, and performances.

Assessment Criteria:

Faculty will record scores for each outcome using the subsequent Arts scoring rubric.

Assessment Methodology:

The Arts outcomes will be assessed every three years. All full-time and adjunct instructors in the arts will participate in the assessment process by assessing at least one section of each art course offered in the fall and spring semesters of year three.

Each instructor will apply the relevant rubrics to the selected assignment(s). Faculty will have the flexibility to assess the learning outcome that fits the type of Arts course offered. After gathering their data and determining the strong and weak aspects of the students'

performance, the instructor will determine what changes should be made to the course as a result of the assessment. In addition, faculty will meet twice a year to collectively discuss overall outcomes and possible actions as a result of the assessment.

Use of Results:

Faculty in this GE area expect that at least 75% of students will meet or exceed the standards in this area. Faculty will meet at least twice a year to discuss assessment data, develop a plan of action for improvement, and to identify the resources needed to support improvements. Faculty will be responsible for implementing the changes and assessing their effectiveness with necessary support from administration. The results of the process will be forwarded to the appropriate offices on campus.

Arts Rubric

	Technical Proficiency	Knowledge of Form
Exceeding 4	The student demonstrates an exemplary understanding of the principles and elements used in the art form under study, and a sensitivity to and creativity with the medium chosen. The work produced is of high quality, and is presented in a professional manner.	The student demonstrates an exemplary ability to analyze and interpret the art form under study.
Meeting 3	The student demonstrates an understanding of the principles and elements used in the art form under study, and a sensitivity to and creativity with the medium chosen. The work produced is of acceptable quality, and is presented in a near-professional manner.	The student demonstrates a proficient ability to analyze and interpret the art form under study.
Approaching 2	The student demonstrates a basic understanding of the principles and elements used in the art form under study, and some sensitivity to and creativity with the medium chosen. The work produced is of developing quality, and is presented in a somewhat professional manner.	The student demonstrates a developing ability to analyze and interpret the art form under study.
Not Meeting 1	The student demonstrates occasional understanding of the principles and elements used in the art form under study, but has difficulty demonstrating sensitivity to and creativity with the medium chosen. The work produced is of sub-standard quality, and is presented in an unprofessional manner.	The student demonstrates deficiencies in their ability to analyze and interpret the art form under study.

GENERAL EDUCATION ASSESSMENT, FOREIGN LANGUAGE

SUNY and SUNY Delhi Learning Outcomes:

Students will demonstrate:

1. basic proficiency in the understanding and use of a foreign language; and
2. knowledge of the distinctive features of culture(s) associated with the language they are studying.

Assessment Measures:

The above student learning outcomes will be assessed using faculty-designed assignments, thus assuring the validity of the assessment measures. These measurements may include but are not limited to objective and written exam questions, paper assignments, multimedia projects, speeches, creative projects, and so on.

Assessment Criteria:

Faculty will record scores for each outcome using the subsequent faculty-designed rubrics. For Outcome 1, the Basic Proficiency rubric will be utilized. For this rubric, students scoring 10-12 points are considered to be “exceeding the standard,” those scoring 7-9 points are considered to be “meeting the standard,” those scoring 4-6 points are “approaching the standard,” and not scoring less than 4 points are considered to be “not meeting the standard.”

For Outcome 2, the Knowledge of Culture rubric will be utilized (adapted from American Association of Colleges and Universities).

Assessment Methodology:

Foreign Language will be assessed every third year in the fall semester; both learning outcomes will be assessed at this time. All full-time foreign language instructors will participate in the assessment process.

Each instructor will apply the relevant rubrics to the assignment(s) identified on the course assessment form. Faculty will have the flexibility to assess both learning outcomes in one assignment or to divide them among more than one. After gathering their data and determining the strong and weak aspects of the students’ performance, the instructor will determine what changes should be made to the course as a result of the assessment. In addition, faculty will meet within 30 days of the end of the semester to collectively discuss overall outcomes and possible actions as a result of the assessment.

Use of Results:

Faculty in this GE area expect that at least 75% of students will meet or exceed the standard in this area. Faculty will meet at least twice a year to discuss assessment data and develop a plan

of action for improvement. Faculty will be responsible for implementing the changes and assessing their effectiveness with necessary support from administration. The results of the process will be forwarded to the appropriate offices on campus.

Foreign Language: Basic Proficiency Rubric

	Exceeding (3 pts)	Meeting (2 pts)	Approaching (1 pt)	Not Meeting (0 pts)
Speaking	Fluid speech, excellent pronunciation, accuracy and variety of vocabulary and grammatical structures	Fluid speech, good pronunciation, a few errors in vocabulary and/or grammatical structures	Speech is relatively fluid with some hesitation, some effort on pronunciation, frequent errors in vocabulary and/or grammatical structures	Speech is frequently hesitant and/or incomprehensible, little effort on pronunciation, frequent errors in vocabulary and/or grammatical structures that interfere with comprehension
Writing	Well organized, excellent spelling and punctuation, accuracy and variety of vocabulary and grammatical structures	Good organization, a few errors in vocabulary, and/or spelling and punctuation, and/or grammatical structures	Some organization evident, frequent errors in vocabulary, and/or spelling and punctuation, and/or grammatical structures	Lack of organization, frequent errors in vocabulary, and/or spelling and punctuation, and/or grammatical structures that interfere with comprehension
Listening	Very good understanding of vocabulary and information, completes all responses, correct information provided with specific details	Good understanding of vocabulary and information, completes all responses, mostly correct information provided with details	Some understanding of vocabulary and information, some responses not completed, some correct information provided with limited details	Lack of understanding of vocabulary and information, incomplete responses, information is incorrect with no details
Reading	Very good understanding of vocabulary and information, completes all responses, correct information provided with specific details when necessary	Good understanding of vocabulary and information, completes all responses, mostly correct information provided with details when necessary	Some understanding of vocabulary and information, some responses not completed, some correct information provided with limited details	Lack of understanding of vocabulary and information, incomplete responses, information is incorrect with no details
Score				

Foreign Language: Knowledge of Culture Rubric

	Exceeding	Meeting	Approaching	Not Meeting
Cultural Knowledge	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

GENERAL EDUCATION ASSESSMENT, BASIC COMMUNICATION

SUNY Learning Outcomes:

Students will:

1. produce coherent texts within common college-level written forms;
2. demonstrate the ability to revise and improve such texts;
3. research a topic, develop an argument, and organize supporting details;
4. develop proficiency in oral discourse; and
5. evaluate an oral presentation according to established criteria.

SUNY Delhi Learning Outcomes*:

Students will

1. produce coherent, college-level written texts;
2. demonstrate the ability to revise and improve their own college-level written texts;
3. locate, evaluate, and synthesize information from appropriate sources;
4. develop well-reasoned arguments with supporting details;
5. develop proficiency in oral discourse; and
6. evaluate an oral presentation according to established criteria.

* These outcomes were adopted by SUNY Delhi to be inclusive of the SUNY GE 10 outcomes.

Assessment Measures:

The above student learning outcomes will be assessed using faculty-designed assignments, thus assuring the validity of the assessment measures. These measurements may include but are not limited to objective and written exam questions, paper assignments, multimedia projects, speeches, creative projects, and so on.

Assessment Criteria:

Faculty will record scores for each outcome using the subsequent faculty-designed rubrics. There are six rubrics – one for each of the learning outcomes that comprise the Basic Communication GELO.

Assessment Methodology:

The written and oral components of Basic Communication will be assessed separately within the 3-year General Education assessment cycle. The four written learning outcomes (outcomes 1-4) will be assessed together and 5 & 6 (oral) are assessed on a different cycle. All full-time English/Communications instructors will participate in the assessment process.

Each instructor will apply the relevant rubrics to the assignment(s) identified on the course assessment form. Faculty will have the flexibility to assess both learning outcomes in one

assignment or to divide them among more than one. After gathering their data and determining the strong and weak aspects of the students' performance, the instructor will determine what changes should be made to the course as a result of the assessment. In addition, faculty will meet within 30 days of the end of the semester to collectively discuss overall outcomes and possible actions as a result of the assessment.

Use of Results:

We expect that at least 75% of students will meet or exceed the standard in this area. Faculty will meet at least twice a year to discuss assessment data and develop a plan of action for improvement. Faculty will be responsible for implementing the changes and assessing their effectiveness with necessary support from administration. The results of the process will be forwarded to the appropriate offices on campus.

Basic Communication Outcome 1 Rubric

- Students will demonstrate the ability to produce coherent college-level written texts.

Exceeding:

Writer presents an easily identifiable, focused, original, and thought-provoking controlling purpose or thesis. The paper moves coherently, logically, and even creatively from an engaging introduction to a well-demonstrated conclusion. Paragraphs fit within this structure coherently and present pertinent examples and evidence to support central and subsidiary ideas. Sentence structure displays sophistication and variety; transitions add to the logical development of the topic. The essay exhibits a solid command of word variety and a tone and diction appropriate for the subject and its implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) are nearly flawless.

Meeting:

Writer presents an identifiable and focused controlling purpose or thesis. The paper moves coherently and logically from a satisfying introduction to a solid conclusion. Paragraphs fit within this structure and present examples and evidence to support the ideas presented. For the most part, sentences are well constructed and transitions are sound—though the sequence of ideas may occasionally be awkward. The essay exhibits some degree of control over the tone and diction appropriate for the subject and its implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) are mostly accurate.

Approaching:

Writer presents a wandering, vague, or unfocused controlling purpose or thesis. The paper moves awkwardly from a weak introduction to a conclusion that does not adequately represent the body of the paper. Basic paragraphing exists, but often fails to support or even recognize a central idea, and the use of evidence and examples is inadequate. Sentence and paragraph transitions are often unclear, awkward, indirect, and/or illogical. Tone and diction are often inconsistent and/or inappropriate for the subject and its implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) are not well executed and may, at times, obscure meaning.

Not Meeting:

Writer fails to present a controlling purpose or thesis; consequently it is difficult to identify exactly what the thesis is. The essay moves from an unsatisfactory introductory paragraph to an ending that does not serve as a conclusion, thus conveying the sense that much of what has been presented is unresolved. Sentence structure is often awkward and transitions are ineffectual and/or abrupt or simply missing. Diction, tone, and word choice are not appropriate for the subject or for the implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) disrupt reading and often obscure meaning.

Basic Communication Outcome 2 Rubric

- Students will demonstrate the ability to revise and improve their own college-level written texts.

Exceeding:

Writer demonstrates clear evidence of an ability to revise by altering content and approach, by reorganizing material, or by clarifying and strengthening the coherence of ideas. Alterations may include the addition of new material, the deletion of unhelpful material, the substitution of more relevant material for less relevant material, the strengthening of transitions, introductions, and conclusions, and the rewriting of individual sentences. The mechanics (grammar, punctuation, spelling and documentation, if needed) of the final revision are nearly flawless.

Meeting:

Writer demonstrates the ability to revise by refining the content, sharpening the focus, and improving structure, clarity, and coherence. Refining content may include clearer presentation of evidence, shifting of emphasis to foreground the most relevant material, providing improved transitions that keep the focus evident, and reworking the introduction or conclusion as well as rewriting individual sentences. The mechanics (grammar, punctuation, spelling and documentation, if needed) are mostly accurate and rarely impede meaning.

Approaching:

Writer demonstrates a lack of ability to revise in any substantial way. Whatever revision has been done has not been sufficient to improve the content, focus, structure, clarity, and coherence of an earlier draft. Such revision may very well be limited to sections of the essay and demonstrate a lack of awareness of how even small changes can affect the entire paper.

Mechanics (grammar, punctuation, spelling and documentation, if needed) have either not improved significantly or appear to be the only focus of the revision.

Not Meeting:

Writer demonstrates a lack of ability to revise at the level of content or structure. Either changes do not improve these features or are focused almost solely on mechanics.

Basic Communication Outcome 3 Rubric

CITATIONS:

Exceeding Standard	Meeting Standard	Approaching Standard	Not Approaching Standard
<p>Parenthetical citations:</p> <ul style="list-style-type: none"> • Appear after quotations, summaries, and paraphrased material drawn from sources when called for • Contain the appropriate information • Use the correct formatting • Are punctuated correctly (i.e. punctuation appears after citation except in cases of indented quotations) 	<p>Parenthetical citations:</p> <ul style="list-style-type: none"> • Appear after quotations, summaries, and paraphrased material drawn from sources when called for • Contain the appropriate information • May deviate from the correct formatting by using abbreviations (e.g. p., pp., pg) or inappropriate commas • May not be punctuated correctly (i.e. punctuation appears before citation) 	<p>Parenthetical citations:</p> <ul style="list-style-type: none"> • Appear after most quotations, summaries, and paraphrased material drawn from sources when called for • May be missing some of the appropriate information, though a good faith effort has been made to indicate the source. • May add unnecessary information. 	<p>Parenthetical citations:</p> <ul style="list-style-type: none"> • Do not appear in the paper or are missing from significant portions of the paper. • Appear after only quotations drawn from sources; summarized and paraphrased material is not cited. • Contain inappropriate information (e.g. only a website address)
<p>Works Cited Lists:</p> <ul style="list-style-type: none"> • Are alphabetized • Contain every source used in the paper • Contain all pertinent information for each source • Order all information correctly within individual entries • Are properly capitalized • Contain appropriate formatting (i.e. underlining or italics, quotation marks, etc.) • Contain proper punctuation between elements (periods, commas, colons, etc.) 	<p>Works Cited Lists:</p> <ul style="list-style-type: none"> • May not be alphabetized • Contain every source used . • Contain all pertinent information for each source • Order all information correctly within individual entries • May not be entirely properly capitalized, such as there might be missing capitalization in titles • Contain appropriate formatting (underlining or italics, quotation marks, etc.) 	<p>Works Cited Lists:</p> <ul style="list-style-type: none"> • Contain every source used in the paper. • May not contain all of the pertinent information for each source • May not provide some information in the correct order within individual entries • Contain many or major errors in punctuation between elements. 	<p>Works Cited Lists:</p> <ul style="list-style-type: none"> • Does not exist • Does not contain every source used in the paper • Does not provide pertinent information for the source (e.g. provides only a URL address)

	<ul style="list-style-type: none">• Contain minor errors in punctuation between elements.		
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INTEGRATING SOURCES:

Exceeding Standard	Meeting Standard	Approaching Standard	Not Approaching Standard
<ul style="list-style-type: none"> • It is clear where source material begins and ends • All material drawn from sources is introduced by a signal phrase or transition when necessary. • Relevance, significance, and comprehension of source material is apparent. • Each source's legitimacy and/or credibility is established • Connections <i>between</i> sources are discussed and analyzed • Each source is integrated with the student's own thinking 	<ul style="list-style-type: none"> • It is clear where source material begins and ends • Most material drawn from sources is introduced by a signal phrase or transition when necessary. • Relevance, significance, and comprehension of source material is apparent. 	<ul style="list-style-type: none"> • It is not clear where source material begins and/or ends • Material drawn from sources is not introduced by a signal phrase or transition. • Relevance and/or comprehension of source material is not apparent though some attempt has been made to discuss the source. 	<ul style="list-style-type: none"> • Sources are not used. • "Hit and run" quotations, summaries, and paraphrases appear (i.e. source material is dropped in without any explanation at all)

Basic Communication Outcome 4 Rubric

Standards in Critical Thinking: Research Paper

Standard	Develop well-reasoned arguments	Identify, analyze and evaluate arguments as they occur in their own or others' work.
Exceeding:	Theme or thesis presented and developed in a distinctive original style. Arguments and opinions are analyzed and evaluated by the student and presented in a sophisticated manner.	Student articulates a detailed mastery and understanding of the topic, and of arguments and evidence pertaining to specific issues being addressed.
Meeting:	Theme or thesis clearly articulated and substantiated. Student presents arguments of others in good context.	Demonstration of an acceptable mastery of the topic and related arguments. Student supports arguments with evidence and some analysis.
Approaching:	Theme or thesis stated. Student presents arguments without analysis or good context.	Demonstration of some mastery of the topic. Work lacks good usage of evidence.
Not meeting:	No theme or thesis stated. Student does not demonstrate engagement with the topic and work lacks analysis	Student does not use evidentiary materials, or does not use evidence well and relies on assertions to make their point.

Basic Communication Outcome 5 Rubric

Oral Communication Value Rubric

Definition: Oral communication is a prepared, purposeful presentation, designed to increase knowledge, foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

	Exceeding 4	Meeting 3	Approaching 2	Not meeting 1
Organization (Introduction, Arrangement of topics, Transitions between topics, Conclusion)	Organizational components <ul style="list-style-type: none"> Are clearly observable and skillfully planned to enhance the effectiveness of the presentation 	Organizational components <ul style="list-style-type: none"> Are openly observable within the presentation. 	Organizational components <ul style="list-style-type: none"> Are partially observable within the presentation (missing one or more organizational component) 	Organizational components <ul style="list-style-type: none"> Are mostly lacking or not observable within the presentation.
Language (Vocabulary, Grammar, Terminology)	Language choices <ul style="list-style-type: none"> Consistently use the correct terminology and grammar. Are appropriately sophisticated and powerful to enhance the effectiveness of the presentation 	Language choices <ul style="list-style-type: none"> Are understandable but with slight errors possible in terminology or grammar. Generally support the effectiveness of the presentation. 	Language choices <ul style="list-style-type: none"> Are not well developed and contain multiple errors in grammar and terminology. Partially support the effectiveness of the presentation. 	Language choices <ul style="list-style-type: none"> Are unclear with many significant errors in terminology and grammar. Minimally support the effectiveness of the presentation.
Guidelines (Consideration of audience, Time, External parameters)	The presentation <ul style="list-style-type: none"> Is precise and consistently appropriate for the audience. Effectively uses time and stays within other given parameters. 	The presentation <ul style="list-style-type: none"> Is generally appropriate for the audience. Meets time guidelines and other given parameters. 	The presentation <ul style="list-style-type: none"> Is sometimes inappropriate for the audience. Falls slightly outside time and other given parameters. 	The presentation <ul style="list-style-type: none"> Is mostly inappropriate for the audience. Falls well outside time guidelines and other given parameters.

Delivery (Posture, Gesture, Eye contact, Vocal expression, Appearance)	Delivery techniques <ul style="list-style-type: none"> • Are professional, engaging, and convincing to enhance the effectiveness of the presentation. • Make the speaker appear polished and confident 	Delivery techniques <p>Are clear and not distracting to support the presentation.</p> <ul style="list-style-type: none"> • Make the speaker appear comfortable 	Delivery techniques <ul style="list-style-type: none"> • Are distracting or unconvincing which slightly detracts from an effective presentation. • Make the speaker appear tentative 	Delivery techniques <ul style="list-style-type: none"> • Are distracting, unconvincing and lack energy which detracts from the presentations effectiveness. • Make the speaker appear uncomfortable
Central Message (Main Idea, Purpose, Thesis)	The central message <ul style="list-style-type: none"> • Is clearly stated and is appropriately sophisticated. 	The central message <ul style="list-style-type: none"> • Is stated clearly and understandable. 	The central message <ul style="list-style-type: none"> • Is mostly understandable, but lacking depth. 	The central message <ul style="list-style-type: none"> • Is not well thought out and vague
Supporting Content (Explanations, Examples, Illustrations, Statistics, Analogies, Quotations, Demonstrations)	Supporting content <ul style="list-style-type: none"> • Is relevant and compelling and significantly supports the central message. • Is consistently cited appropriately. 	Supporting content <p>Is relevant to support the central message.</p> <ul style="list-style-type: none"> • Is cited with minimal errors. 	Supporting content <ul style="list-style-type: none"> • May lack relevancy and only partially supports the central message. • Is inconsistently cited. 	Supporting content <ul style="list-style-type: none"> • Is mostly not relevant, Insufficient, or inaccurate, not supporting the central message. • Is not cited or cited incorrectly with major errors.

Adapted from: Association of American Colleges and Universities. (2009). *Oral Communication VALUE Rubric*. Retrieved from <https://www.aacu.org/value/rubrics/oral-communication>.

Basic Communication Outcome 6 Rubric

(Tool used by students to evaluate oral communication)

Oral Presentation Rubric

	Organization	Expression	Presentation
Exceeds (3)	I followed the ideas easily. The main point was very clear. Individual points were well developed.	The speaker used language that was vivid, clear, and appropriate. The presentation was highly articulate.	I found the speaker very engaging. The speaker's delivery was fluent. The speaker frequently looked up from notes.
Meets (2)	I followed the ideas. The main point was reasonably clear. Individual points showed some evidence of development.	The speaker used language that was reasonably clear and appropriate. The presentation was moderately articulate.	I found the speaker moderately engaging. The speaker's delivery was reasonably fluent. The speaker looked up from notes often enough that he/she did not seem to be simply reading.
Approaches (1)	I had moderate difficulty following the ideas. The main point was somewhat obscure. Individual points sometimes lacked development.	The speaker used language that was occasionally unclear or inappropriate. The presentation was occasionally awkward.	I found the speaker only somewhat engaging. The speaker's delivery was occasionally halting. The speaker relied excessively on notes.
Not Meet (0)	I had much difficulty following the ideas. The main point was very obscure. Individual points generally lacked development.	The speaker used language that was frequently unclear or inappropriate. The presentation was frequently awkward.	I did not find the speaker engaging. The speaker's delivery was halting. The speaker seemed to be merely reading.
SCORES	Organization:	Expression:	Presentation:
COMMENTS			

Evaluation of Oral Presentation Rubric

Using the Oral Presentation Rubric, the student evaluator...	
Exceeds (3)	Noticed and commented appropriately upon the relevant aspects of organization, presentation, and expression for this speech, and could articulate why the speech did or did not work well.
Meets (2)	Noticed and commented upon most of the relevant aspects of organization, presentation, and expression for this speech, though he/she may have missed a few points. Could articulate at least some of the ways the speech did or did not work well.
Approaches (1)	Could comment upon only a portion of the relevant aspects of organization, presentation, and expression for this speech, missing many important points. Was not able to articulate many reasons for the success or failure of the speech.
Does Not Meet (0)	Was unable to identify the relevant aspects of organization, presentation, and expression for this speech; did not articulate cogent reasons for the success or failure of the speech.
SCORE	
COMMENTS	

GENERAL EDUCATION ASSESSMENT, INFORMATION MANAGEMENT SUNY and SUNY Delhi Learning Outcomes:

Students will:

1. perform the basic operations of personal computer use;
2. understand and use basic research techniques; and
3. locate, evaluate and synthesize information from a variety of sources.

The information management competency is imbedded in courses across all programs of the college. Assessment of this GELO will occur as a part of the assessment of two different Institutional Learning Outcomes (ILOs): Technology (outcomes 1 and 2) and Critical Thinking (outcome 3).

Assessment Measures:

The above student learning outcomes will be assessed using faculty-designed assignments, thus assuring the validity of the assessment measures.

Assessment Criteria:

Faculty will assess student work using a common rubric (adapted from the Association of American Colleges & Universities VALUE rubric).

Assessment Methodology:

Each ILO is assessed once on a three-year cycle ensuring that the Information Management GE learning outcome is assessed and analyzed on that same time frame.

Applicable courses from all schools of the college are included in the assessment sample. Each instructor will apply the relevant rubric to the assignment(s). The data will be uploaded into Compliance Assist Outcomes and Planning, and the Dean of Curriculum, Instruction, and Assessment will aggregate the data.

Use of Results:

Results will be shared with the Assessment Committee, and a subgroup of the Assessment Committee will be responsible for analyzing the results and developing an action plan. A benchmark of at least 75% of students meeting or exceeding the standard in this area is expected. The subgroup of the Assessment Committee will be responsible for implementing and assessing the changes determined in the action plan. The results of each year's ILO assessment process will be shared with the campus at semi-annual Assessment Days.

GENERAL EDUCATION ASSESSMENT, CRITICAL THINKING

SUNY and SUNY Delhi Learning Outcomes:

Students will:

1. identify, analyze, and evaluate arguments as they occur in their own or others' work;
and
2. develop well-reasoned arguments.

The critical thinking competency is embedded in courses across all programs of the college. Assessment of this GELO will occur as a part of the assessment of the Critical Thinking Institutional Learning Outcome (ILO).

Assessment Measures:

The above student learning outcomes will be assessed using faculty-designed assignments, thus assuring the validity of the assessment measures.

Assessment Criteria:

Faculty will assess student work using the subsequent Critical Thinking rubric (adapted from the Association of American Colleges & Universities VALUE rubric).

Assessment Methodology:

Each ILO is assessed once on a three-year cycle ensuring that the Critical Thinking learning outcome is assessed and analyzed on that same time frame.

Applicable courses from all schools of the college are included in the assessment sample. Each instructor will apply the Critical Thinking rubric to the assignment(s). The data will be uploaded into Compliance Assist Outcomes and Planning, and the Dean of Curriculum, Instruction, and Assessment will aggregate the data.

Use of Results:

Results will be shared with the Assessment Committee, and a subgroup of the Assessment Committee will be responsible for analyzing the results and developing an action plan. A benchmark of at least 75% of students meeting or exceeding the standard in this area is expected. The subgroup of the Assessment Committee will be responsible for implementing and assessing the changes determined in the action plan. The results of each year's ILO assessment process will be shared with the campus at semi-annual Assessment Days.

Critical Thinking Rubric

Definition: Critical thinking is characterized by the comprehensive exploration of issues, ideas and events before accepting or formulating an opinion or conclusion. Please take into account the complexities of an issue, while acknowledging any limitations.

Measurement and Standards:	Exceeding (Distinguished in fulfillment of standards) 4	Meeting (Fulfillment of all standards or close to fulfilling them) 3	Approaching (Close to but not meeting the standards) 2	Not meeting (Needs significantly more work) 1
Explanation of the Issue/Problem	Issue/problem to be considered is <ul style="list-style-type: none"> • A clear, logical, and substantive explanation of the issue that includes a synthesis and evaluation of all relevant information. 	Issue/problem to be considered is <ul style="list-style-type: none"> • Described clearly and in detail, utilizing all relevant information necessary to explain the issue in a substantive and logical manner. 	Issue/problem to be considered is <ul style="list-style-type: none"> • A basic explanation of the issue with some clarity, but not all aspects of the issue are understandable or logically explained. 	Issue/problem to be considered is <ul style="list-style-type: none"> • Stated briefly, unclearly or poorly described, stated without description or clarity, with little substantive information, lacking full understanding of the issues.
Evidence (Selecting and using information to investigate a point of view or conclusion, to solve the problem)	Information taken from source(s) is <ul style="list-style-type: none"> • Evaluated and synthesized in new and novel ways, while noting a variety of extant opinions/assumptions and providing a new opinion or perspective on the issues. 	Information taken from source(s) is <ul style="list-style-type: none"> • Interpreted and evaluated adequately with analysis, noting a variety of opinions/assumptions about the issues. 	Information taken from source(s) is <ul style="list-style-type: none"> • Interpreted and evaluated to develop a logical analysis, while some elements are incomplete or missing to create a comprehensive, analytic solution for the problem or issue under 	Information taken from source(s) is <ul style="list-style-type: none"> • Used incorrectly or lacking interpretation and evaluation. An analytic solution for the problem or issue under consideration is missing or incorrect.

			consideration.	
Student's Position (perspective, thesis/hypothesis)	The student's position <ul style="list-style-type: none"> • Presents the complexities, limitations, and multiple viewpoints surrounding the issue, and also introduces a new or novel position as a result of evaluating and synthesizing information on the topic. 	The student's position <ul style="list-style-type: none"> • Presents the complexities of an issue, acknowledging limitations, while integrating multiple viewpoints in evidence presented. 	The student's position <ul style="list-style-type: none"> • While clear and straightforward, does not acknowledge fully complexity, limitations or multiple viewpoints of evidence presented. 	Student's position <ul style="list-style-type: none"> • The issue is stated simplistically and obvious, failing to acknowledge complexity, limitations or multiple viewpoints of evidence.
Conclusions and Related Outcomes (implications and consequences)	Conclusions and related outcomes <ul style="list-style-type: none"> • Are discussed thoroughly, and logically reflect student's informed evaluation. • Place evidence and perspectives in order of importance, emphasizing the strongest positions, but balancing those with an exploration of differing views • Also includes suggestions or proposals of new ways to approach or understand or solve the issue based on synthesis and evaluation of extant literature 	Conclusions and related outcomes <ul style="list-style-type: none"> • Clearly stated, and are logically tied to a range of information. • Includes opposing viewpoints with a measured analysis of consequences and implications 	Conclusions and related outcomes <ul style="list-style-type: none"> • Are logically tied to information (because information is chosen to fit the desired conclusion). • Identifies some related outcomes, but differing perspectives are not explored 	Conclusions and related outcomes <ul style="list-style-type: none"> • Are inconsistently tied to some of the information discussed. • Were not identified and/or possible implications and consequences were minimized or not addressed

	and opposing views			
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Adapted from: Association of American Colleges and Universities. (2009). *Critical Thinking VALUE Rubric*. Retrieved from <https://www.aacu.org/value/rubrics/critical-thinking>

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