Here is the plain text representation of the document:

**Provost’s Report on Assessment Activities: 2011-2012 Academic Year**

**Assessment Enhancements and Resources:** The 2011-12 year was certainly the college’s most fruitful in terms of assessment activities. Many faculty members took advantage of our assessment days and best practices in teaching workshops and took steps to improve courses, programs and pedagogy. We have devoted a great deal of attention to assessment and made substantial progress. Thank you all.

You will find that this report devotes significantly more attention to assessing student learning, the use of data and efforts to make improvements based on our assessment practices. Thanks especially to Monica Liddle, the assessment committee, and others we have made important strides in providing resources for the assessment of student learning and for improving our assessment at the course and program levels. The assessment web site has been a big help and the Assessment Resources section provides useful information for faculty, staff and administrators. These include:

- Academic Assessment Handbook
- Program Review Template
- Program Review Rubric
- Uniform Course Syllabus Template
- Institutional Effectiveness Plan Template
- Curriculum Map Template
- Curriculum Maps - Division of Applied Sciences & Building Technologies
- Curriculum Maps - Division of Business & Hospitality
- Curriculum Maps - Division of Liberal Arts & Sciences

The curricular maps that were completed were favorably noted by the Middle States visiting team.

Below are some of the many positive steps taken in the 2011-12 academic year:

- Completed adoption of student learning outcomes for all programs;
- Assessment committee adopted a rubric for evaluating program reviews;
- Completed over 10 program reviews with more extensive use of data pertaining to student learning, retention, graduation, and placement;
- Created and filled position of Coordinator of Assessment and Institutional Effectiveness;
- Nearly all course syllabi now include measurable student learning outcomes;
- Completed assessment of a number of general education areas with revised reporting in place.

Despite these efforts we are facing an unsatisfactory Middle States finding on Standard 14: Assessment of Student Learning. This was a disappointment, especially in light of the enormous steps we have taken.
General Education: Assessment and Data Gathering:
The assessment of student learning outcomes, including the new reporting format central to the updated general education plan, is serving as the model for the assessment of SLOs campus-wide. Many faculty members have already documented using the results to improve their courses.

The results in a variety of GE areas suggest that a majority of students are meeting or exceeding the standards set by our faculty. In addition, faculty members are engaged in conversations about how to improve student performance. A revised general education assessment plan will be completed this fall.

GE Assessment Summary- Basic Communication/Oral (GE10)
Consolidated results – total students assessed = 52

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>% Exceeding</th>
<th>% Meeting</th>
<th>% Approaching</th>
<th>% Not Meeting</th>
<th>% Exceeding or Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1: Students will develop proficiency in oral discourse</td>
<td>31%</td>
<td>25%</td>
<td>44%</td>
<td>0%</td>
<td>56%</td>
</tr>
<tr>
<td>Learning Outcome 2: Students will evaluate an oral presentation according to established criteria</td>
<td>42%</td>
<td>44%</td>
<td>8%</td>
<td>6%</td>
<td>87%</td>
</tr>
</tbody>
</table>

GE Assessment Summary – US History (GE4)
Consolidated Results – total students assessed = 85

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>% Exceeding</th>
<th>% Meeting</th>
<th>% Approaching</th>
<th>% Not Meeting</th>
<th>% Exceeding or Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1: Students will demonstrate an understanding of basic narrative of American history: political, economic, social and cultural including knowledge of unity and diversity in American history</td>
<td>14%</td>
<td>48%</td>
<td>25%</td>
<td>13%</td>
<td>62%</td>
</tr>
<tr>
<td>Learning Outcome 2: Students will demonstrate an understanding of common institutions in American society and how they affected different groups</td>
<td>14%</td>
<td>47%</td>
<td>26%</td>
<td>13%</td>
<td>61%</td>
</tr>
<tr>
<td>Learning Outcome 3: Students will demonstrate an understanding of America’s evolving relationship with the rest of the world</td>
<td>14%</td>
<td>33%</td>
<td>33%</td>
<td>19%</td>
<td>47%</td>
</tr>
</tbody>
</table>
GE Assessment Summary – Science (GE3)
Consolidated Results – total students assessed = 285

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>% Exceeding</th>
<th>% Meeting</th>
<th>% Approaching</th>
<th>% Not Meeting</th>
<th>% Exceeding or Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1: Students will demonstrate an 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</td>
<td>32%</td>
<td>35%</td>
<td>9%</td>
<td>23%</td>
<td>68%</td>
</tr>
<tr>
<td>Learning Outcome 2: Students will demonstrate application of scientific data, concepts, and models in one of the natural sciences.</td>
<td>54%</td>
<td>20%</td>
<td>13%</td>
<td>13%</td>
<td>74%</td>
</tr>
</tbody>
</table>

GE Assessment Summary - Basic Communication (GE10)
Consolidated Results – Total students assessed = 362

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>% Exceeding</th>
<th>% Meeting</th>
<th>% Approaching</th>
<th>% Not Meeting</th>
<th>% Exceeding or Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1: Students will locate, evaluate, and synthesize information from a variety of sources</td>
<td>19%</td>
<td>41%</td>
<td>28%</td>
<td>12%</td>
<td>60%</td>
</tr>
<tr>
<td>Learning Outcome 2: Students will understand and use basic research techniques to research a topic</td>
<td>17%</td>
<td>33%</td>
<td>30%</td>
<td>20%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Program Reviews:

The program review process was substantially strengthened in 2011-12. Many reviews were completed, some of which had been quite delinquent. The assessment committee successfully implemented a program review template, a detailed rubric, and an updated schedule. This is a huge help in substantially improving many program reviews.
Program Review Activities in Applied Sciences and Building Technologies:

Many program areas completed reviews and, with the help of the assessment committee, began to incorporate significantly more data within these reviews:

- Completed assessment reports in the following areas: Plumbing, Heating, Air Conditioning, and Welding. External Review panel visits are complete with final report.

- Completed the Natural Resource, Recreation and Sports program assessment report. A revised set of learning outcomes was adopted for the program area as a whole and for each of the program options. Measurement criteria were also established. External Review panel visits are complete with final report.

- Completed the Architectural Technology program assessment report. This included a set of five student learning outcomes, a curricular map and assessment rubrics. External Review visits are complete with final report submitted.

The following programs completed a revision of their program level student learning outcomes: Architectural Technology, Carpentry, Electrical, HVAC, and Plumbing and Heating.

Program Review Activities in Business and Hospitality:

Thanks to the Business and Hospitality faculty who undertook by far the most thorough set of reviews in the history of our business programs. The programs engaged in pre and post testing in many courses. Accounting made significant use of the pre and post-test which showed appreciable gains in students’ knowledge and skills. In a number of Business and Accounting classes, data for student performance on individual questions were presented. There was a direct correlation between questions on the pre-test and post-test and results from specific questions on individual tests. CITA classes tested the proficiency of entering students in specific areas and demonstrated improvement in their knowledge from taking the course. A shared drive has been established so all business faculty can access assessment information for the business area. Scoring rubrics were used in a number of BUSI, CITA and PGMB classes. The review also presented retention and graduation data for each of the several program areas.

Program Review Activities in Liberal Arts and Sciences:

Our reviewers noted that “SUNY Delhi has made great strides in the six years since the 2005 Program Review of the Liberal Arts and Sciences programs (LAS). Not only has the faculty become much more integrally involved in the review process, but one of the two central issues of the former review – that of not following the SUNY guidelines for program reviews – has been met in an exceptional way. Also recommended in the 2005 review was the development of LAS program goals arising out of the College mission and institutional goals. The 2011 LAS Self-Study now incorporates five goals specific to Liberal Arts and Science, which focus on LAS programs attaining the overall campus mission and institutional goals.”
The latest Liberal Arts and Sciences Program Review (2011) made four recommendations concerning the culture of assessment at SUNY Delhi:

- With the support of faculty, faculty governance, administration, and professional staff, establish a sustainable, standard operating procedure for the assessment of student learning.

- Formally develop measurable program learning outcomes for each academic degree program. The College-Wide Assessment Committee should facilitate this process with workshops or training to establish a community of experts in assessment.

- The College-Wide Assessment Committee should create a local assessment handbook. This handbook should be endorsed by local faculty governance and approved by the Provost. This handbook could describe the local assessment cycle, define assessment terms or concepts, give local examples of success stories, and give links to SUNY or scholarly resources. This handbook should be electronic and stored on the college website or a local shared drive.

- An assessment web-site should be created to store documentation, allow access to local resources, and serve as the primary internal communication tool for faculty and staff on assessment related activities.

These recommendations were taken seriously and significant progress has been made in these areas. In addition, the review made five global recommendations:

**Recommendation 1:** Create or strengthen the institutional research function at the College.

**Recommendation 2:** Faculty hiring is a priority, and the over-reliance on contingent faculty must be re-evaluated.

**Recommendation 3:** Assessment of student learning—and appropriate training of faculty to enable this as the culture of assessment develops through appropriate governance mechanisms—needs to take pride of place.

**Recommendation 4:** As the assessment of student learning progresses, all faculty should engage in extended curricular review of courses, prerequisites, general education attributions and other course- and program-related activities.

**Recommendation 5:** Since a stated mission of the College and Division commits the institution to preparing students for potential transfer, the academic advisement and transfer counseling functions of the College must be strengthened.

Here, too, SUNY Delhi has made impressive progress.

**Freshman Seminar:**

There continues to be a large difference (.67) in the GPA.s of veterinary science students who take the freshman seminar versus those who do not. This finding has been consistent for a number of years.
Course Evaluation Results:
The Fall 2011 course evaluation results were extremely similar to the 2010 results. Here are some key areas where results were almost the same in both years.

Course helped me adjust:
Fall 2010 - 86% agreed. Fall 2011 - 80% agreed.

Would recommend course:
Fall 2010 - 86% agreed. Fall 2011 - 82% agreed.

Helped ease transition to Delhi:
Fall 2010 - 71% agreed. Fall 2011 - 74% agreed.

As usual, the ratings of the instructors were excellent. 98% of all students said that their instructors were knowledgeable. 99% said that their instructors were well-prepared and encouraged discussion.

The grade point average of students taking UNIV 100—indeed of first semester freshmen generally—remains a real concern.

**UNIV 101: Student Success vs. UNIV 100:**

John Sandman completed our first thorough assessment of the UNIV 101 course. These data include first-time freshmen enrolled in a Liberal Arts program in Fall of 2011. It excludes students who withdrew from college.

<table>
<thead>
<tr>
<th></th>
<th>UNIV 100</th>
<th>UNIV 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number who took course</td>
<td>225</td>
<td>35</td>
</tr>
<tr>
<td>High School Average</td>
<td>81.93</td>
<td>80.62</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>2.14</td>
<td>2.01</td>
</tr>
<tr>
<td>Credits Earned in First Semester</td>
<td>12.23</td>
<td>11.26</td>
</tr>
<tr>
<td>Number dismissed</td>
<td>30 (13%)</td>
<td>5 (14%)</td>
</tr>
</tbody>
</table>

Note: In Fall 2011, 45 students took UNIV 101. Two withdrew from college, seven were not freshmen, and one was not a student in a Liberal Arts program. The remaining 35 students were first-time freshmen in a Liberal Arts program.

**Accreditation and External Assessments:**

We earned reaccreditation in two key program areas: the associate degree Nursing program and the Veterinary Science Technology AAS program. In both cases, it is clear that external accreditors are becoming increasingly stringent in enforcing requirements. The programs did
very well in both the self-study and review panel phases. In both instances, the college/program will be taking steps to more fully satisfy some of the accreditation requirements.

The School of Nursing will be required to attract and retain master’s prepared faculty for the associate level program. This is an area on which accreditors and regulators have focused. It also underscores the need for graduate level programs for prospective nurse educators.

The Construction Technology program submitted additional documents pertaining to its assessment efforts and the program received commendation for its completed detailed assessment report required for sustaining ACCE accreditation in Construction Technology.

We also gained IREC reaccreditation for photovoltaic offerings. This will be helpful as we seek to build our Integrated Energy Systems program.

The Computer Aided Drafting and Design program used a national assessment tool in the first-year CADD program to administer the ADDA “CD” competency exam. It was administered to 10 test takers in May 2012 and 80%, or 8 out 10, passed and are now Certified Drafters (CD’s) through ADDA.

The NATEF reaccreditation for our Automotive Technology program will be an academic year long process, starting in September and concluding in May of 2013.

The NCLEX-RN pass rate for 2011 nursing graduates = 88.57%. In 2010, the pass rate was 84.6% which was just above the NY State mean and just below the national mean. In 2009, Delhi students passed at a 92.3% rate, which was above both state and national averages.

The Veterinary Technician National Exam (VTNE) Pass Rate in July 2011= 86% (first-time test-takers). This was the highest pass rate since June 2008.

**Retention and Selectivity:**

The college’s retention and selectivity rates remain steady. Fall 2011 to Fall 2012 retention for first-time/full-time students (returning in any program) was 64.3%. The college’s overall level of selectivity held steady at 58%. In Fall 2011, 57% of applicants were admitted. In 2009 and 2010, the college accepted about 55-56% of applicants.

**EOP:**

95% of students who attend EOP, Disabilities, and International Transition programs before college begins end up attending and completing their first semester of college. More importantly, we recently received updated data about the graduation rates among our EOP students. **Based on data from 2006-10, Delhi has the highest EOP degree completion rate among the colleges of technology.**
Probation and Dismissal:

The Registrar’s Office provided a history of academic probation and dismissal activity from fall 2006 through spring 2012. The share of students dismissed reached a low point in Spring ’12 with 4.54% of students dismissed. This is largely due to the growing share of our students enrolled in baccalaureate programs. Similarly the share of students subject to probation reached a low of 7% in Spring 2012. Again, relatively few bachelor level students were placed on probation. Needless to say, there are significant differences in the dismissal and probation rates by program/major. Some associate-level academic areas (Business, Hospitality/Culinary Arts, Technology) show high rates of freshman probation and dismissal. In these instances around 50% of first semester students are subject to probation or AD.

At times faculty members express frustration about probation students who return and show no discernable improvement. In some instances, I have removed students who failed to comply with their probation contract or neglected to attend class.

Early Warning:

In the Spring of 2012, 1,251 early warning notices were sent. 77% of students avoided an "F" in courses they received an early warning notice in; 59% students who received notices passed; 18% withdrew from either the course or college; 21% failed the course.

In 2011-12, I also began to send letters to the families of students who have received multiple early warnings. Over 100 such letters were sent. It is easier to make an academic ally of a parent while the student is still here than after a dismissal letter is sent. We do not have any clear way to know if such letters have an impact. However, on balance the EW process seems to work.

Math Center:

In Fall 2011, there were 1,356 visits to the Center. Of those students seeking help with a course, 31.3% completed the course with a B or higher; 64.1% completed courses with a C or higher; 88.9% completed courses with a passing grade.

The number of students using the Math Center in Spring 2012 was 191. They recorded 1,003 visits lasting 1,083.0 hours. The Center provided help for students in 10 math courses and 12 non-math courses. College Algebra, again, was the course for which the most students (59) sought help, made the most visits (372) and logged the most hours (465). The 48 students (25%) in the non-math courses logged about 20% of visits and 22% of hours. Ten students sought help for two courses.

Twenty-four students dropped their course. Of the 177 final grades, 121 (68.4%) were Cs or better and 71 (40.1%) were B or better. Nineteen students spent at least 15 hours in the Center and 12 visited at least 20 times in the semester.
MATH 128 Assessment:

For several years we have enrolled students in both three and four hour sections of College Algebra. We initiated this in an effort to find a better way to work with students who needed some assistance in mathematics after we determined that MATH 095 had limited success. The results that follow are from Fall 2011.

<table>
<thead>
<tr>
<th></th>
<th>4-hour 128</th>
<th>3-hour 128</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass with &quot;C&quot; or Better</td>
<td>64%</td>
<td>48%</td>
</tr>
<tr>
<td>D or F</td>
<td>28%</td>
<td>37%</td>
</tr>
<tr>
<td>Withdraw</td>
<td>6%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Student Involvement and Academic Success:

The Office of Student Life reviewed the academic performance of some of our most involved students. As many of us suspected, it appears that students engaged in campus events, services and activities are also relatively strong students. Data are from Fall 2011.

Involved Students Cumulative GPAs

- Resident Assistants (57) 3.0
- Fall athletes (165) 2.62
- Orientation Leaders (33) 2.94
- Student Senators/Exec. Board (45) 2.88
- Community Service awardees (13) 2.66
- Peer Educators & Community Assistants (9) 2.99
- Recognized Greeks (220) 2.6

Resnick Library:

The Library Assessment Team completed its triennial program review and hosted an external review team in October. Reviewers came away with a very positive perspective on the student-centered focus of the information commons and the efforts of library staff to provide quality instruction and services. Recommendations centered on improving assessment and information literacy initiatives, involving students more in evaluation and feedback, and working more closely with Learning Center and CIS staff. An action plan was developed to follow up on the team findings.

Specific recommendations from reviewers:

1. Shift the library assessment triennial report to a five-year cycle, and include annual assessments of smaller projects in between full reviews.
2. Create a culture of information literacy and information literacy assessment. Implement a campus-wide, curriculum-based information literacy assessment plan.
3. Evaluate scheduling and use of the Library computer lab (Bush 226).
4. Expand the bibliography analysis of students’ work to include the whole paper, involve more librarians in the workload, and share results with teaching faculty.
5. Utilize the Callas Teaching & Learning Center for more collaborative faculty/staff development.
6. Implement systematic procedures and benchmarks for assessing effectiveness of library resources and instruction within Vancko Hall. (This was said recognizing the limited availability of library staff.)
7. Formalize relationships with other departments within the Library building (CIS, Learning Center) and evaluate the shared service points.
8. Involve students (advisory board, student assistants, student senate) in planning and providing feedback of new initiatives and services. Include CIS when demoing and testing new electronic databases and other products.
9. Recognize service as a functional and integral part of Resnick Library collections and assessments. Constituents praised the Library’s services, but these findings were not reflected in the assessment report.
10. Utilize qualitative data in future assessment reports. Get beyond surveys and SOS data.
11. Leverage staff outside the Resnick Library to assist with outreach. Evaluate the Library’s efforts in faculty orientation programs.
12. Explore future collections related services: SUNY IDS project (already in progress), work with division faculty liaisons to better understand curricular needs of the collection; investigate alternatives to print book collection.

The use of the library remains very impressive. In 2011-12 the library:

- checked out over 8,400 books, films and other materials (17.6% increase over AY2010-11)
- performed a whopping 2.5 million searches in research databases, and downloaded almost 130,000 online journal articles (68% increase in searching, and 24.5% increase in article downloads over 2010-11 - June 2012 data not included)
- laptop loan program recorded 1,544 uses of 10 notebooks

**B Session classes:**

Grade and withdrawal data from our half session courses seems to suggest that, although many students attain grades of B or better, the rate of failure is slightly higher in the half session classes. For example, all 21 students who started the Fall 2011 half term LITR 100 class finished the course. Six of these students received a grade of B or above and four students (19%) failed. The data from the full semester sessions show that 38 of 102 students received a grade of B or above and 14 students failed the course (14%).

In the VETS 115 course (Medical Math), 73 of 75 students completed the half term course. 45 of these students received a grade of B or above and 29 students (26%) failed. For the full term
sections, 18 of 39 students received a B or better grade. Two students withdrew and 8 received an F (20%).

**Summer Enrollment:**

Summer classes and internships continue to grow. These seem to be both an academic and financial success. Clearly students find this a helpful way to catch-up, keep-up or speed-up. Enrollment grew from 795 students in 2001 to 916 in 2012.

**New Initiatives:**

A new campus wide work group on Student Success reviewed recent research, analyzed campus data and trends, set new goals, instituted initiatives and strengthened current practices to increase student success, retention, and graduation rates. New initiatives implemented for the Fall 2012 semester include a pilot peer supplemental instruction program, a pilot peer advisor program, the addition of five Freshman Seminar sections for business students, and a focus on institutionalizing service learning. I anticipate that these will improve both the success and the experience of our students.

We are also moving MATH 115 (Statistics) to a three credit course with smaller sections. I will be reporting on the results from this change. A couple of programs are undergoing a review of the curriculum. This includes our nursing program at the associate level. In Liberal Arts we are moving away from the Math option which enrolled few students while requiring some upper level courses that had very limited enrollment. We are also experiencing growing interest in our Science option. This program has also reviewed and revised its curriculum during the program review process.

As you can see, we have accomplished a lot and we are in position to address the Middle States findings. We will need to continue our assessment activities on an even larger scale this semester and will need to review and take action on those results in the second semester.