



To: Faculty and Staff
From: John Nader
RE: Annual Summary Report on Assessment 2010-11
Date: 12-12-11

Each year the Office of Academic Programs and Services reports on our various assessment efforts. Some of the results provided below may be familiar; others are probably new to many of you. Please take the time to review this memo. Although we can and should do better in our assessment activities, we have certainly made much progress. A pressing question, of course, is what we do with our results, i.e., how do we use these for improvement? As you'll see, we have made some progress in this area. This memo provides a somewhat more detailed report focused on overall student academic performance. I hope that you will take the time to read it.

General Assessment Activities:

The last academic year was one of increased assessment activity. Academic areas that had not completed program reviews strengthened their efforts to do so. Among the highlights are:

- *the formation of a college-wide assessment committee which has begun to assist with the program review process;

- *a significantly revised general education program for baccalaureate students that provides greater flexibility;

- *a successful accreditation follow-up report for our Construction Technology program was commended for its use of assessment data;

- *our first (annual) assessment days produced new or revised student learning outcomes in many courses. The further incorporation of SLOs in our uniform course syllabus was a major result of our assessment days and a College Senate action. Some program areas have continued to meet with faculty members who have assessment experience;

- *a close examination and review of our writing program by Dr. Lynn Domina. This contributed to a change in our ELL placement policy to better serve students;

- *after determining that the college offers a number of high credit degree programs, several programs took steps to modestly reduce credit requirements;

- *a revision in general education documentation and reporting in liberal arts and sciences is in effect this year;

- *improved program reviews are leading to specific steps toward program improvement and improved documentation. In some instances, specific steps have been taken as a result of these activities. A number of program reviews made significantly greater use of data.

On a college wide level, we also issued the first Strategic Plan Status Report that tracks and records progress in attaining institutional goals. The goals from this strategic plan have been incorporated into our unit plans and our process for awarding discretionary increases. Additional steps were taken to make data available through the creation of a data repository and assessment

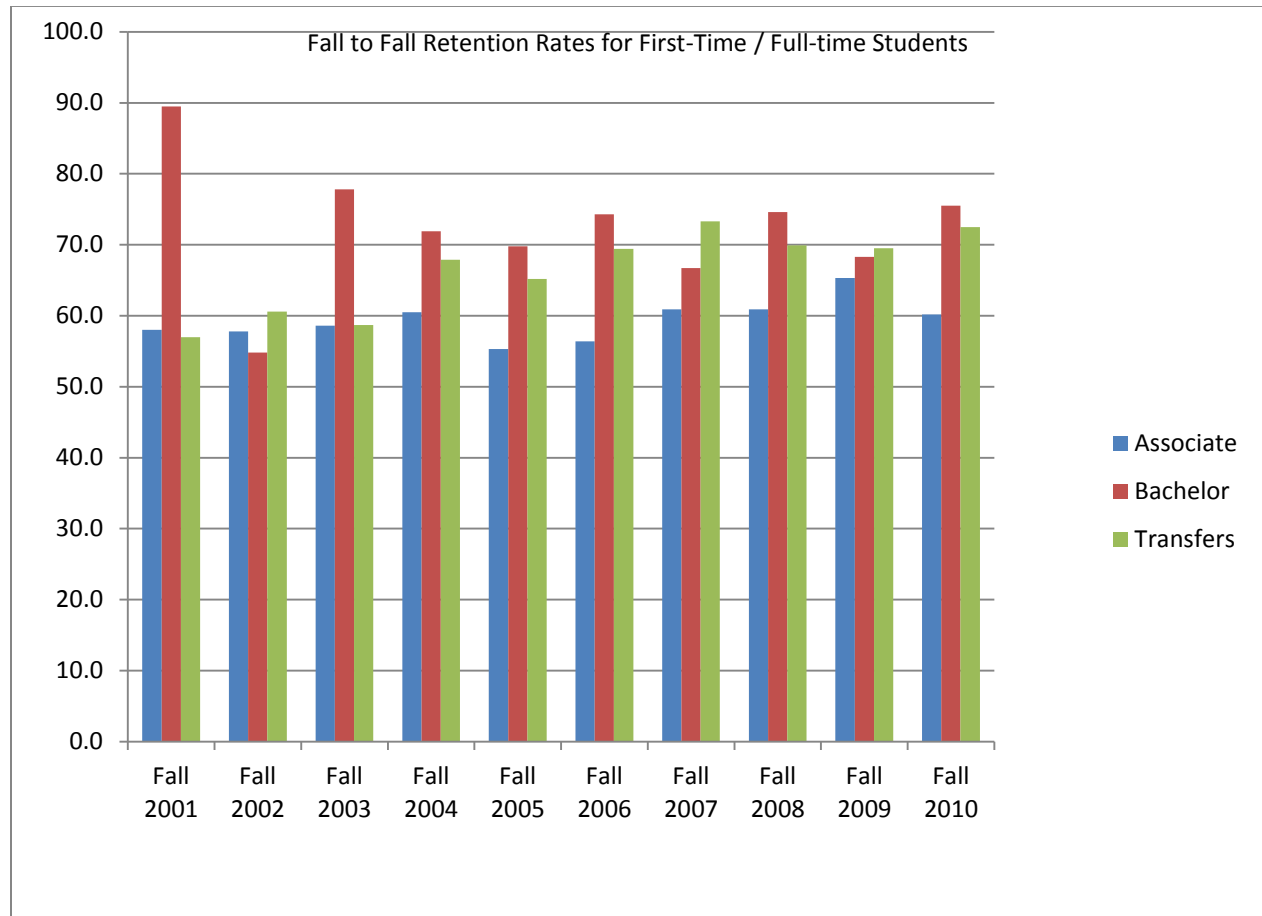
web site. We still have a lot of room for improvement. There can be no doubt as to the need to do better in accumulating and using data.

Program Reviews:

In conjunction with the assessment committee, I have pushed for better and more useful program reviews. Too often these have been perfunctory with little data and less analysis. The assessment committee began working with some programs to enhance these reviews. Although this creates more work in the near term, it should help many programs in making adjustments and improvements.

Retention and Selectivity Data:

Over the past several years the college wide retention rate for first-time/full-time students has demonstrated steady improvement. In fall 2009 the rate for associate degree students reached 65%, although it dropped slightly in the last year. Our recent progress in boosting retention can be tracked through the table below. Although there was a slight decline in associate level retention, rates for bachelor’s level and transfer students continue to be very high. This contributes directly to our efforts to improve selectivity. The college’s overall level of selectivity continues to improve. Accepted students as a share of applicants ranged between 67%-68% in fall 2006 and 2007. In 2009 and 2010 the college accepted about 55-56% of applicants.



Probation and Dismissal:

After experiencing a steady decline over the prior four academic years in the percentage of students who are academically dismissed, the percentages showed little change for the fall '10-spring '11 academic year as compared to the prior academic year. Somewhat similar results are seen for the percentage of students on probation in 2010-11. However, there was a spike in the number of students on probation after the fall 2010 term. At the same time there continues to be a steady increase in the percentage of bachelor's degree students enrolled to an all-time high of 35%. Relatively few of these students are found among the ADs and probation students. Below are the numbers of students on probation and dismissed over the past three years.

*Probation: Fall 2008 = 358 Fall 2009 = 297. Fall 2010=334
Spring 2009 = 208 Spring 2010= 215 Spring 2011=222*

*Dismissals: Fall 2008=202. Fall 2009=171 Fall 2010=184
Spring2009=135 Spring 2010=125. Spring 2011=129*

As a campus we need a conversation about how to better the performance of probation students. As you may know, I have removed a small number from the college for failure to comply with the probation contracts. It should be noted that in recent semesters, less than half of AD students have submitted an appeal and less than half of the dismissed students who appealed have been readmitted. Only about 12-15% of dismissed students actually submit a successful appeal.

Early Warning:

The early warning system continues to be used and remains effective. Most students who received early warnings either passed or withdrew from the course they were taking. In fall '10 46% of students receiving the EW passed the course and 36% withdrew. In spring, 55% passed and 21% withdrew. This is fairly consistent with previous years. As usual, the number of EWs declined from fall to spring semester. This was also true in the 10-11 AY. However, there was an increase in the number of EWs for disruptive behaviors 52 were issued in the fall and 59 in the spring.

Freshman Seminar:

The 2010 UNIV 100 results are more mixed than we would like. The GPA and credits earned by students who take UNIV 100 remains around 2.25 and 12.5, respectively. While the GPA for first semester LA&S students remained largely unchanged from the previous year, the percentage of freshman students who were academically dismissed increased. Students, however, continue to rate the classes highly in terms of its role in helping them make the transition to college. On a more positive note, there continues to be a large difference (.34) in the GPAs of veterinary students who take the seminar versus those who do not. It should be noted that other program areas do not submit a formal assessment of their orientation courses.

Developmental Math and Math 128:

The math faculty has been assessing the 4th hour extended version of College Algebra for about four years. The course resulted from some concerns about the effectiveness of Math 095. The extended version seems to be a success. As part of their program review, the math faculty included the following data:

Grade	Extended Version MATH 128 N = 43 Fall 2007-Fall 2009	Traditional MATH 128 N = 81 Fall 2008 –Spring 2009	MATH 095 N = 48 Fall 2006, Fall 2007
A	12%	10%	10%
B	21%	20%	19%
C	24%	19%	12%
D	13%	8%	21%
F	18%	25%	19%
W	12%	18%	19%

In fall 2010 there were two four hour sections of Math 128. A total of 41 students were enrolled. 47% of these students received a grade of C or higher in the course. 27% of enrolled students received a W or F. These results, again, were not far different than those in the traditional Math 128 classes. 49% of students received grades of C or above and 29% of those enrolled in the traditional College Algebra sections received a W or an F.

EOP Success:

SUNY data show that the success rate for Delhi EOP students (persistence, graduation, transfer) is 75.3%. This is above the average for all SUNY two-year institutions and the sector average of 68%. These data are for the cohort entering in fall, 2006 effective as of the fall, 2009 term.

SUNY Student Success Data:

Last year SUNY shared student success data for the first time. Success is measured as the sum of persistence, graduation and transfer. Delhi students performed relatively well. These numbers are, however, a bit dated as they are for students entering in 2003 (bachelor level) and 2006 (associate level). The data show Delhi to have an associate degree student success rate of 75.2% which is higher than most schools in our sector. At the baccalaureate level, our success rate is 88.6% which is also slightly above the sector average. Keep in mind that the bachelor level numbers are based on a very small sample.

Online Success:

Clark Shah-Nelson provided a detailed multi-year analysis (fall 2005 through fall 2010) of student success (as measured by course completion with a grade of D or above) in our online courses. The data are broken down by division and by course. The level of success in general Liberal Arts and Sciences courses seems somewhat lower than in those taught in other divisions (VETS, Business and Hospitality). Nursing courses seem to have the highest success rates. A more detailed picture can be seen on a course by course basis. There are very significant differences in success rates between courses. It's time for a more systematic assessment of the comparative success rates of online vs. face to face courses.

Math Center:

The Math Center continues to remain active. 308 students visited the Center in fall 2010 and 184 visited in spring 2011. Although the number of student users fell compared to the 2009-10 AY, the number of actual visits and hours increased in each semester in 2010-11. Students visited for

help in eight math courses and 19 non-math courses. Of students who visited the Math Center in spring '11, only 27 dropped their course. Of 172 final grades, 104 (60.5%) earned a C or better and 57 (33.1%) earned a B or better.

A&B (half) Session Success:

Both students and faculty continue to report that A&B session classes are a valuable option and should be continued. I reviewed a selection of seven A&B session courses (CITA 110, LITR 100, VETS 115, BUSI 120, COMM 100, HUMN 101) and compared student performance with the full semester version of these classes. Overall, the pass rates (D or above) of six out of seven half session courses were lower than the full semester version. This does not compare favorably to 2009-10 when half of the A&B session classes had pass rates above those of the full term versions. Further, the share of students receiving higher grades (a grade of B or above) was higher in five of the seven full term courses than in the half semester version. This is something of a change from last year when the *A and B* range **grades** were higher in the half semester courses.

Summer School:

Last summer (2011) we had a record number of students in our summer classes. We added about 300 students in comparison to the previous summer. It's worth noting that we did this even though we had only one session for our BSN students. Our assessment from summer 2010 suggested that two summer sessions were very demanding and a single session was favored by our online nursing students.

External/Licensure exams:

Our students continue to perform reasonably well on national normed external exams. Once again our CADD students passed the May 2011 ADDA exam at a 100% rate.

The BSN program was accredited by the National League for Nursing Accrediting Commission in June 2010; the site visitors identified exemplary performance in the area of online course design and instruction, and faculty scholarly activity. In 2011 84.6% of our students passed the NCLEX PN exam. Better yet, 88.2% of our RN students passed the exam. This pas rate exceeds both state and national averages. The long run performance of our nursing students on NCLEX exams continues to be strong.

NCLEX-PN® Success Rates.

Year	1st attempt	Attempt/Pass	NYS Mean	National Mean
2008	84.6 %	39/33	78.9 %	82.62%
2009	76.7 %	30/23	80.8 %	85.73%
2010	80.0 %	35/28	82.38 %	87.06 %

NCLEX-RN® Success Rates

Year	1st attempt	Attempt/Pass	NYS Mean	National Mean
2008	71.8 %	39/28	84.8 %	86.2 %
2009	92.3 %	39/36	85.3 %	87.6 %
2010	84.6 %	39/33	84.3 %	86.5 %

The results for the Veterinary Technology National exam are also quite solid. Please see the table below.

Exam Date	Delhi Results			National Results
		Number of Students Taking Exam	Pass Rate (%)	Pass Rate (%)
July '11	Total	43	74%	76%
	First Time	36	86%	81%
	Repeat	7	14%	37%
March '11	Total	22	77%	60%
	First Time	16	81%	72%
	Repeat	6	67%	31%
November '10	Total	10	50%	57%
	First Time	2	50%	66%
	Repeat	8	50%	35%
July '10	Total	51	65%	67%
	First Time	50	64%	70%
	Repeat	1	100%	24%
January '10	Total	39	80%	61%
	First Time	28	79%	69%
	Repeat	11	82%	44%
June '09	Total	56	75%	65%
	First Time	45	80%	74%
	Repeat	11	55%	28%
January '09	Total	37	62%	59%
	First Time	27	78%	70%
	Repeat	10	20%	35%
June '08	Total	49	78%	64%
	First Time	41	88%	72%
	Repeat	8	25%	24%

Going Forward:

Unlike previously assessment reports, this one includes relatively little on General education assessment. That's because the LA&S faculty in a number of areas are revising their submissions to place more attention on proposed closing the loop activities. I expect to report some results early in the spring semester.

In an effort to strengthen our assessment efforts, Dr. Monica Liddle has agreed to serve as Coordinator of Assessment and Institutional Effectiveness. Monica has been instrumental in creating and maintaining our new assessment web page (please check this out) and has already begun to meet with some faculty members as they work to improve their assessment efforts. Monica is also organizing our assessment days set for January 16 and 17, 2012. We will also continue the best practices in teaching workshops that Monica and Dr. David Brower have organized. Thanks to all who've submitted data for this report. Since the 2010-11 year we have made progress in a number of areas. The feedback about the assessment and teaching sessions has been very favorable. I've also been advised that there should be food available. In order to close the loop, I have made this adjustment for January 2012.