

2015 Documentation Reporting Form: Carnegie Community Engagement Classification (First-time applicants)

3. Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only):

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Sova

Title

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Institution

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5. I. Foundational Indicators

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes

Quote the mission or vision:

Statement of Mission

Because the student is the most important member of the SUNY Delhi community, the college is committed to student success through academic achievement, civic engagement and experiential learning.

Institutional Goals

Awarding associate and baccalaureate degrees, Delhi combines strengths in technology with dynamic curricula in arts, sciences, and selected professions. A vibrant and diverse campus community provides an environment where living and learning flourish. Online and off-site programs provide unprecedented educational opportunities.

To this end Delhi's faculty and staff strive to:

Engage Students for Success by

- creating a student-centered campus community in which all individuals are valued and diversity is embraced;
- providing opportunities in classrooms, residence halls, and campus activities for students to realize their personal, intellectual and professional goals

Achieve Academic Excellence by

- emphasizing hands-on, experiential, and applied teaching and learning in small classes;
- defining rigorous academic and professional standards of learning and assessing the extent to which programs and students meet or exceed these standards;
- supporting scholarship and intellectual creativity.

Sustain Educational Innovation by

- supporting scholarly and creative activities and engaging in continuous professional development;
- delivering programs that overcome geographic barriers and provide students maximum flexibility in pursuing their degrees, through technology and inter-campus collaboration.

Build Strategic Partnerships by

- encouraging the development and expansion of internships and service-learning opportunities;
- assisting with local and state economic development efforts by forging stronger extensive ties with the private and non-profit sectors

Promote Environmental Stewardship by

- reducing the campus carbon footprint by applying alternative energy options wherever practical;
- teaching and promoting sustainable practices across the campus community

Accomplish Service Excellence and Operational Efficiencies by

- continuously improving the quality of academic, administrative and support services through a focus on student needs and the application of technology;
- ensuring Delhi's stature as a student-centered college in which all individuals are respected, valued and encouraged to excel.

Organizational Values

SUNY Delhi is a student-centered community that values academic achievement, diversity, integrity and service. The Delhi experience is defined by the campus community's commitment to creating opportunities for student success.

9/20/2011

6. I. Foundational Indicators

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?

Yes

Describe examples of campus-wide awards and celebrations that formally recognize community engagement:

The Chancellor's Awards for Excellence are SUNY System-level honors conferred to acknowledge and provide state-wide recognition for consistently superior professional achievement and to encourage the ongoing pursuit of excellence. These programs underscore SUNY's commitment to sustaining intellectual vibrancy, advancing the boundaries of knowledge, providing the highest quality of instruction, and serving the public good. Through these awards, SUNY publicly proclaims its pride in the accomplishment and personal dedication of its instructional faculty, librarians and professional staff across its campuses. The Chancellor's Award for Student Excellence honors State University of New York students who have best demonstrated and been recognized for their integration of academic excellence with other aspects of their lives, including community service.

The College's Co-Curricular Transcript (CCT) has been in place since the late 1990's. SUNY Delhi was one of the first campuses in the SUNY system to establish a homegrown co-curricular transcript to recognize all aspects of co-curricular engagement. This well-established and institutionalized program is an important indicator of the high value the college places on community engagement. A system for tracking and recognizing community service has been in place for nearly 15 years. A variety of service levels has been established based on the number of hours served with Community Service Leader Levels which are recorded on the co-curricular transcript. These hours must be verified through the O'Connor Center for Community Engagement (OCCE), and then correspond to the college's community service awards. The CCT is a very attractive addition to the academic transcript that clearly illustrates the College's commitment to community engagement. Students reaching high levels of service at Delhi are recognized by the Community Service Leader Awards awarded to graduates each December and May. These awards are presented at the President's Commencement Dinner the Thursday before Commencement by the director of community engagement and the president of the college. There are three levels; Merit, Excellence and Distinction. These levels are indicated on a personalized framed certificate and a bronze, silver or gold cord worn at graduation. The Leaders are asked to stand as a group to be acknowledged during the ceremony and their award level is announced as they cross the stage to receive their diploma. The Community Service Leaders are listed for 6 months on the college website.

At the annual Employee Appreciation Day held each May, faculty and staff who complete an online Service-Learning Certification developed by the college's Service-Learning Work Group are awarded a personalized framed certificate by the provost and recognized for their partnerships.

The Distinguished Alumnus Award recognizes Delhi alumni who have made a dedicated and outstanding contribution to their chosen field of endeavor, as well as exhibited service or involvement to their community/region since graduation,.

7. I. Foundational Indicators

3.a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Yes

Describe the mechanisms for systematic assessment:

The governing board of the college, The College Council, meets regularly to assess community views about the college's impact. College Council members are appointed by the governor and are local stakeholders. Other regular assessment occurs during meetings of the Academic Advisory Council. These twenty-four advisory councils are made up of 157 community members. Finally, the College Foundation Board of Trustees meetings, established with the founding of the college, includes members from a cross-section of the community (see section 7).

SUNY Delhi is located in a small, rural village in a sparsely populated county where the community and the college are intrinsically entwined. The area, within the New York City Watershed, tightly restricts and regulates existing industries and startups. As the largest employer in a county roughly the size of Rhode Island, the college has constant contact with the population.

Community needs are defined by neighbors, friends, fellow board members and business owners who have first-hand relationships with college faculty, staff and students. The monthly student-produced college newspaper is distributed to the village by Community Outreach Assistants. Many students/staff sit on local committees such as the Delaware County Community Action Network and Safe Against Violence, allowing regular opportunities for gathering data on community views, needs and ideas.

Formally, the Vice-President of Student Life works with the Village Mayor to convene the "Mayors Task Force on College and Community Relations," which meets 4 times each year. Represented on the task force are college and local enforcement personnel, local officials, the Chamber of Commerce, local business owners, landlords and the Community Outreach Assistants, the OCCE director and college staff. The group discusses matters of joint concern and interest. The minutes are publicly accessible on the college website on the Mayor's Task Force page, and meetings have been ongoing since 2008.

Staff from the OCCE regularly meet with various community entities and partners to communicate needs and perceptions of programs and ideas. Within the last academic year (2012-2013), campus representatives have served as board directors with the Chamber of Commerce, The Arc of Delaware County, Farm Catskills, Family Planning of South Central New York, Delaware Opportunities, The Office of the Aging, O'Connor Hospital, the West Kortright Centre, Catskill Area Hospice, Humane Society and more. Faculty & staff are members of the Rotary, Kiwanis, Inner Wheel, Town Boards and Planning Boards, Habitat for Humanity and others.

Every semester, classes designated as S-L courses (service-learning) are required to evaluate and assess the community partners' experience. This consists of a standard, short online survey designed to document whether goals were achieved and how to improve the experience. The link to each semester's survey is in the Moodle S-L course room and is also emailed to all approved S-L course instructors for the semester, as well as any other staff or faculty known to be participating in community engagement with partners. After large events, event-specific surveys are collected from partners to get feedback on ways to improve the experience, gauge satisfaction levels, and eliminate sections not working.

3.b. Does the institution aggregate and use all of its assessment data related to community engagement?

Yes

Describe how the data is used:

The college recently published a Community Impact Report published on the Office of Career and Business Development web page as well as a printed version which states: "SUNY Delhi is proud to be part of the rich heritage of the Village and Town of Delhi and beautiful Delaware County, New York. We strive to contribute to the social, cultural, educational, recreational and economic well being of our Community. SUNY Delhi's 600 faculty and staff and its 3,331 (2,700 on the Delhi campus) students are wage earners and consumers. 77% of the college's faculty and staff reside in Delaware County (33% in the village or town of Delhi). Of the 2,700 Delhi campus students, 85% reside within the Village or Town of Delhi." This document shares the positive impact on the economy, the record of service and support to the community made by the college.

The O'Connor Center for Community Engagement reports regularly to the College Council and submits annual reports after each academic year. At the end of each calendar year a report and grant proposal, used to garner operating monies from the local A. Lindsay and Olive B. O'Connor Foundation, is written. This significant local support has been ongoing and was highly instrumental in the founding of the OCCE in 1999.

The Vice-President for Student Life uses feedback from the Mayor's Task Force to recommend budget allocations, strategic priorities, and program improvements. For instance we added a page on the college website about the local area, with links to the village's web site. Other projects involved the development of the Community Assistant positions, the establishment of a community barbeque, and regular fall and spring visits by campus and local officials with students residing in the village and their neighbors.

The Service-Learning Work Group, formed in August of 2012, uses data collected in reflection pieces, surveys, and anecdotes for academic program enhancement, to support faculty new to civic engagement and to help change policies and perceptions related to community based learning and partnerships.

In January, 2014 the SLWG and the Coordinator of Institutional Effectiveness & Assessment designed and implemented a new formal assessment tool within the college's existing platform for assessment, Compliance Assist. This new section allows for institutional tracking of community engagement activities, with an emphasis on High Impact Programs (HIPs). SUNY Delhi maintains various accreditations, including:

- Middle States Commission on Higher Education (MSCHE)
- Accreditation Commission for Education in Nursing (ACEN)
- American Council for Construction Education (ACCE)
- American Culinary Federation (ACF)
- American Design Drafting Association (ADDA)
- American Veterinary Medical Association (AVMA)
- Automotive Service Excellence (ASE)
- National Automotive Technicians Education Foundation (NATEF)

To maintain these accreditations, intense self-studies are performed and many community engagement activities and partnerships are utilized, assessed, and celebrated.

8. I. Foundational Indicators

4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

Yes

Describe the materials that emphasize community engagement:

Community Engagement is prominently emphasized in the marketing of the college. There are links to the Community Engagement pages from the Provost's, Student Life and Community sites. The OCCE maintains excellent web resources that include volunteer opportunities, community partners, special events, and training activities. This website also highlights awards and achievements including: The President's Higher Education Community Service Honor Roll; The Arc of Delaware County "Partner of the Year Award"; American Red Cross Awards; Outstanding Student Affairs Program for Community Engagement; True Hero Award of \$2000 for Help Haiti video; and NYS Assembly Certificate of Merit.

The Office of Enrollment highlights the college's community engagement in many ways. Service-learning information sheets are included in both the Open House and Accepted Student Day event packets for all prospective students. As the admissions office completes a redesign of their recruiting materials, they are creating a tri-fold brochure to be included with other recruitment efforts.

At each Open House and Accepted Student Day, the OCCE staffs a table allowing prospective students to learn about the ways they can become involved with the community, and to speak with a current student involved with volunteerism and service-learning. Prospective students and their families can take home brochures, business cards and giveaways promoting engagement. Student Ambassadors lead campus tours for prospective students and their families. During campus tours, they emphasize the importance of service-learning, point out the community engagement office, explain how to become involved in volunteering, and talk about recent accomplishments, upcoming projects and events.

The Office of College Relations consistently provides area media with press releases highlighting partnerships, internships, overseas service-learning programs, and other ways the college is deeply involved with the community. This office promotes community engagement through the college alumni magazine, Horizons, the monthly publication of Delhi People, daily email notices and in editorials sent to the newspapers. For example, President Vancko authored a piece for a local College Guide on how students at Delhi have a tradition of service. A photograph and article about students who dedicated their 2013 mid-winter break to help rebuild an area hard-hit by Superstorm Sandy was published in the New York Daily News and USA Today. The OCCE produced a color photo book of the trip, which was given to each of the 50 volunteers and is displayed in many offices across campus and is available in the college library.

Media coverage is often directed by the community partner. For example, a local hospital selected the community of Delhi to engage in a health initiative related to the obesity epidemic. A video documentary of the project in it's first year celebrated the collaboration of many college classes and clubs with community groups, local school children, and healthcare providers. Now in it's second year, a local cable provider will broadcast a set schedule of locally-produced spots entitled "Lifestyle Minutes". Student and community members are invited to produce these public service "Minutes" to promote the initiative's goals. The selected spots will also have links distributed via websites, Facebook and email.

9. I. Foundational Indicators

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes

Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:

Chancellor Nancy Zimpher has included community engagement in the State University of New York's Strategic Plan for 2010 and beyond in the Six Big Ideas; SUNY and the Vibrant Community, SUNY and an Energy Smart New York, SUNY and an Entrepreneurial Century, SUNY and a Seamless Education Pipeline, SUNY and a Healthier New York, SUNY and the World. SUNY Delhi President Candace Vancko serves as co-chair of SUNY's Vibrant Community Committee whose goal is: "To revitalize New York's economy and enhance the quality of life for all its citizens."

The Power of SUNY Report Card states "Strong communities are at the heart of economic revitalization. They foster investment, improve quality of life, and grow stronger citizens. As anchor institutions, our influence is widely felt. Our scholars can quantify our contributions to the well-being of our communities, and our SUNY family can provide significant impact." Community engagement resides in the heart of each of the Six Big Ideas.

SUNY Delhi's leadership promotes community engagement as a college priority in the President's annual addresses at orientation and commencement, during biannual campus-wide meetings, during periodic campus coffee hours and at Enrollment Services events. President Vancko has a strong personal commitment to community engagement and is an active member on the board of the New York Campus Compact, Family Planning of South Central New York and Catskill Area Hospice.

President Vancko has been the guest speaker for various community organizations, and always stresses SUNY Delhi students' strong level of participation in community engagement. She also honors community service leaders at recognition ceremonies prior to commencement at the end of each semester.

Delhi's Provost charged the Service-Learning Work Group to "design a SUNY Delhi service-learning (S-L) program that is credit-bearing and integrates service into academic course content so that each significantly informs and enhances the other". The process of institutionalizing service-learning across campus formally began in 2012. Prior to this, a Service-Learning Fellow program was in place from 2006, providing a stipend and support from the office of Community Engagement to instructors using S-L pedagogy. Faculty awarded the Service-Learning Fellowship were highlighted in campus publications and reports. They were also required to serve as mentors to other faculty interested in S-L teaching methods.

10. I. Foundational Indicators

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?

Yes

Describe the structure, staffing, and purpose of this coordinating infrastructure:

For fifteen years the O'Connor Center for Community Engagement has increased and enhanced the quality of student engagement with its partners in the Delhi area and beyond by focusing on civic service and community based learning. Beginning in 1999, when the program started with only a part-time coordinator, the O'Connor Center is the only office in Delaware County dedicated to providing information and coordination of service opportunities and events.

The office is staffed by a full-time director and supported by a minimum of five part-time student assistants who assist the campus and greater community by providing volunteers, transportation, locations and publicity for service opportunities. Student Assistants record service hours into a database, attend Student Senate and Greek Council meetings to publicize events, write articles about events or projects for the campus newspaper, and plan and carry out their own service projects. One student is dedicated to support the challenges of transportation and documentation for service-learning students and partner sites.

The director serves as co-chair of the Service-Learning Work Group and communicates regularly with both academic and student life divisions. The mission of the center is to "serve as a clearinghouse for community service and volunteerism, benefiting students, non-profit organizations, and the citizens of Delaware County and beyond. Recruitment, screening, placement and training of volunteers will be coordinated through the campus-based center. The Center will also function as a resource for the development of service-learning partnerships between faculty members and community organizations, promoting an ethic of civic engagement and public service. The Center will help prepare students as socially responsible citizens, who can become leaders and decision makers in their chosen fields continuing the volunteerism they experienced at SUNY Delhi. The value of volunteerism is promoted through the campus co-curricular transcript and annual commencement awards for individuals and clubs."

The College has been on the President's Honor Roll for Community Service each year since its inception in 2006. It was included as a pilot campus for the SUNY Systems Service-Learning initiative, was awarded the SUNY-wide Outstanding Student Affairs Community Engagement Program in 2010. Many other awards have been given for partnerships and outstanding achievement including numerous American Red Cross awards, the Father Eugene Willis Good Neighbor Award from the Arc in 2005, Unicef, CROP Walk, Mercy Corps and United Way Certificates of Appreciation and a Certificate of Congressional Special Recognition by John Sweeney, Member of Congress.

As part of the process of institutionalization of service-learning at SUNY Delhi, mission and vision statements for the Service-Learning Work Group have been developed.

The Service-Learning Work Group's Mission Statement:

Continuing a tradition of student-centered education at SUNY Delhi, the Service-Learning Work Groups is committed to the development and facilitation of service-learning opportunities for our students and our communities.

The Service-Learning Work Group's Vision Statement:

Service-learning makes education meaningful by connecting real-life service experiences to course learning objectives. The policies and practices at the college must reflect this value by offering quality service-learning opportunities and rewarding faculty and staff who take part in this process.

11. I. Foundational Indicators

2.a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes

Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:

The primary investment for the OCCE came from the office of the VP, Student Life and funding from the O'Connor Foundation. Seventy-five percent of the OCCE director's salary and benefits is provided by the college as part of a matching grant. During the fifteen years of the OCCE's existence, the college's allocations dedicated to supporting the OCCE have totaled over \$530,000. Additionally, office space has always been provided, and an office suite has recently been dedicated to the OCCE in the new Student and Community Center valued at approximately \$5,600 per year. The Student Life budget also allocates funding for supplies and professional development for the OCCE each year (\$1500). The OCCE Director has also received annual professional development grants of \$500 through the office of Human Resources.

The College Foundation has administered approximately \$20,000 in Campus Compact membership dues since the establishment in 1999 of New York Campus Compact, demonstrating the institution's commitment and belief that community engagement is a vital part of students' undergraduate education.

From 2008 to 2012 there were eleven service-learning fellows totaling \$5,500 during the five years the program was administered, and mini-grants are still offered. Reimbursement to students for personal costs to complete S-L projects were \$1,429 in 2012-13.

The full-time VISTA member, described in section 2B was given housing (\$6000.00) parking (\$200.00), facilities usage (\$1,500) office space (\$1,800.00) and other in-kind support by various departments at the college.

The College Association at Delhi, Inc. (CADI) is a 501 c-3 organization governed by a Board of Directors at the College, providing auxiliary services for SUNY Delhi. CADI provides dining services, Barnes & Noble Book Store operations, and other support services for SUNY Delhi students and the campus community. CADI financially supports a number of important local non-profit organizations. For example, CADI makes annual donations to the local hospital, donating \$30,000 over the last decade. CADI makes an annual donation to the local Fire Department, and more than \$22,000 over the last decade. Most recently, CADI also donated \$1,000 to the longstanding swimming pool project. CADI supports the OCCE annually with \$2500 to support the annual Community Service Day. Oversized color posters on service-learning and volunteer opportunities are additional in-kind support from CADI, valued at about \$550 per year. The organization also annually donates \$1,000 to the ACS Relay for Life.

In 2012-13, the CADI Board of Directors established a Community Relations Committee and a mini-grant program for the local community with a fund of \$2500 available annually for local non-profit groups to apply. Applications are reviewed by the committee, made up of faculty, staff and students. Philanthropic decisions are made on the requests which often provide important seed money for worthy initiatives and activities. A wide range of community organizations have benefited, including the local humane society, a summer youth basketball tournament, the local 10K road race, the Catskill Film Festival, fire departments, the food bank, and the local child care center.

2.b. Is there external funding dedicated to supporting institutional engagement with community?

Yes

Describe specific external funding:

SUNY Delhi's financial commitment to the community is extensive. For instance, the College Foundation took an undeveloped, donated property in the village, had students and faculty design and build a home, and then sold it, adding \$181,000 in property value to the tax roll in a community where more than 75% of the properties are tax exempt. Students have built new sidewalks, parks, and walking trails, and completed a tree inventory and replacement plan for the Village of Delhi. When the Village of Delhi's Wastewater Treatment Plant had reached its maximum capacity, business and residential housing expansion were brought to an immediate halt. A significant investment by the college in its wastewater lines brought the Wwtp back under its permitted capacity and allowed development to resume.

Recently, the college secured nearly \$2 million in state and federal funding for a Subsurface Disposal/Irrigation system that will allow the Village to better serve the expansion needs of Delhi's two largest industrial employers. The college has also secured a \$5 million grant through Governor Cuomo's SUNY 2020 program to form a public-private-municipal partnership to build a regional biodigester. This will also support the Governor's Start-UP New York economic development initiative by paving the way for a major dairy manufacturer to expand operations and generate energy credits, nearly \$300,000 in revenues annually for the municipality.

In 1998 the college received a large (\$100,000.00 plus) AmeriCorps grant which allowed the college to develop land owned by the college for an Outdoor Educational Center in the town of Delhi that is open to the public. A \$15,000 gift from the O'Connor Foundation assists with maintenance of the park. This foundation also provides \$20,000 in annual scholarship support for local nursing students and \$20,000 each year to increase a scholarship endowment for students in technical programs with the goal of providing them with the knowledge and skills to seek employment locally. Since 1999 the college has received an average of \$25,000 per year for the OCCE operating expenses from the O'Connor Foundation.

Through New York Campus Compact, the college received a full-time VISTA member from AmeriCorps for 2010-2011 who was supervised by the OCCE while working on a Farm to Table project for the college and surrounding area, and this project is ongoing.

During the 2012-13 year, SUNY Delhi received four grants through a local initiative administered by Bassett Healthcare, to encourage healthy lifestyles. One of the grants was called "Creative Chefs". SUNY Delhi service-learning students developed recipes to increase the consumption of fruits and vegetables for students at the local school. "Peer Educators Rock" was another program designed to provide healthy outreach programs in the community. "Spring Swimming at SUNY Delhi" allowed all community members free use of the aquatics center throughout May and the purchase of toys and floatation devices. Another program was "5210 Road to 100" service-learning activity fair, an event for 350 local elementary students and their teachers from 4 different districts.

2.c. Is there fundraising directed to community engagement?

Yes

Describe fundraising activities directed to community engagement:

SUNY Delhi supports the United Way through an annual SEFA (State Employees Federated Appeal) campaign. The Office of Career & Business Development collects pledges and donations. Employees who contribute are invited to a special thank you event hosted by the president.

The offices of College Advancement, Alumni and other institutional Foundations' missions are to raise funds to support student scholarships and to support the operations and priorities of the college. At SUNY Delhi, approximately 78% of our students receive financial aid; our students and their families have extensive unmet financial needs. The College's highest priority for fundraising is to provide additional scholarship support for needy students to make their education more affordable. SUNY Delhi has seen its level of state support reduced greatly over the last two decades. Fundraising also occurs in support of student retention activities such as peer tutoring, library collections, the freshman seminar program, and updating lab equipment.

College Advancement regularly administers donations to the OCCE made by student groups, clubs, and Greek organizations. Students drive these efforts on their own, and spontaneously make these contributions when they are inspired to do so. This is one of the most rewarding acknowledgments of the positive role the OCCE has on the student body.

Student groups regularly fundraise for charity throughout the year. Each of the sixteen recognized Greek organizations has at least one chosen philanthropy for which they advocate and raise dollars. Every year, fundraising occurs campus-wide for specific tragic events such as floods, injuries and fires. These responses are a direct reaction to identified need. For example, when Hurricane Irene severely impacted our neighboring towns and villages, the campus community raised \$5,500 and sent food to a local FEMA site, sent hundreds of volunteers to muck and clean during the first weeks of classes. The efforts to rebuild continue, with the latest alt-break effort at a historic church, cementing the basement and reinforcing the framing. This was work the local volunteers did not have the skills to do, so they were very grateful for our student's skills and time. Most recently, when a home in the village where 4 students live off-campus had a major fire, the office of College Advancement administered \$2,000 in donations made by faculty and staff to help offset the student's loss and the college provided them with laptops, books, housing and meal plans. There is also a very active Relay for Life event that is somewhat unique, in that it is a real town/gown effort that has been in the top percent of total money raised per capita, with teams made up of various groups from the college and area organizations.

Teams of students in service-learning classes routinely identify social causes, organizations, and local families in their projects and include fundraising as part of their service experience. All student-driven donations are deposited in a holding account, and disbursed to the charities, along with a letter explaining the source of the donation, through the OCCE.

2.d. Does the institution invest its financial resources in the community for purposes of community engagement and community development?

Yes

Describe specific financial investments:

The campus invests in the community in many ways. Transportation to service sites is provided by campus vans and transportation expenses are reimbursed when transportation has been requested but is not available. During 2012-13 the Provost allocated \$3000 for this, as well as for Stipends, Mini-Grants, Professional Development and materials for the promotion of Service-Learning.

The College Association at Delhi Inc. (CADI) regularly donates computers to local non-profits. The most recent donations were laptops for the Chamber of Commerce to give computer classes through the Office of the Aging and desktops, monitors and keyboards to Rehabilitation Support Services. In support of the students' efforts to raise money for charity through an activity-based event, CADI annually contributes a total of \$5,000 toward fundraising events orchestrated by Student Activities and the OCCE, by providing \$5.00/hr. (up to \$5,000) for every hour of community service logged through the OCCE. Called the CADI Challenge, the funds go to support a charity selected by the Student Senate. Additionally, CADI donates to local organizations as sited in question 2a.

Another example is the support the campus provides the annual Delaware County Relay for Life. Food and beverage services, entertainment, and help with luminaries are provided and voluntarily staffed by the campus community. The Business and Hospitality school provided dozens of volunteers that served food for 10 hours at the refreshment concession during the last Relay, garnering almost \$2000 for the American Cancer Society. Annually, college teams raise approximately \$10,000 each year.

The Office of Career and Business Development provides training to various firms in upstate NY, primarily through the use of SUNY Delhi faculty. CBD has also hosted the BEST Program on the Delhi campus for many years, making our facilities, faculty, and staff available to this training program for the long-term unemployed. This is done in conjunction with the local Department of Social Services to assist the hard-to-employ population by improving their employability. CBD has attracted the New York State Summer School of the Arts for Theater to campus. TNYSSA offers free high quality entertainment and cultural activities to the broader community. They also made SUNY Delhi the host of the Catskill Film Festival.

The college is engaged in two important economic development projects that will serve the needs of the local economy and protect the local water supply, a part of the NYC Watershed. One is a project to off-load treated effluent from the Village of Delhi Waste Water Treatment Plant (Wwtp) to holding ponds that will irrigate college property without drawing water from the Delaware River. This offloading will allow the Wwtp to accept additional wastewater from local firms, and allow this firm to expand. The second project involves building a biodigester in conjunction with the Village of Walton, permitting the expansion of one of the area's largest employers. The biodigester will also provide energy for local use. It is anticipated that the energy generated as a by-product from the biodigester will be utilized by a public entity, resulting in decreased energy costs.

12. I. Foundational Indicators

3.a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

Yes

Describe systematic campus-wide tracking or documentation mechanisms:

Community engagement events, partnerships, volunteers, service-learning and alternative breaks are all documented in a database maintained by the O'Connor Center for Community Engagement. After students perform verified community service, either on their own or arranged through the college, they fill out a 'Summary of Community Service' form that can be downloaded from the website. This form is the foundation of our documentation of volunteer and service-learning hours. The event, beneficiary, organization or service-learning designated course, date and number of hours served are recorded in the database, allowing us to tabulate the total service hours students and their organizations have performed during their time at the college, and to report on the impact service-learning projects have made during the semester. Students receive a copy of their hours when requested or when compiled for the co-curricular transcript. The database was started in the fall of 2009. Records of prior data have been documented and saved on excel sheets from 2004 - 2009. This is the primary tool for tracking all community engagement done by students.

In 2011, SUNY Delhi made a significant investment in an assessment database to track institutional assessment results across campus. In addition to the database described above, a Civic Engagement section has been added to the campus assessment software, Compliance Assist. In this section of the assessment software, faculty and staff members are able to add the name of the project, type of engagement, the community partner, number of students participating, number of hours, the impact area, the learning outcomes and the impact on economic development. The Service-Learning Work Group (SLWG) recently offered a workshop during the campus wide assessment day to faculty and staff members to help familiarize them with the process. SLWG members further promote the process in their own department and division meetings. During the next Assessment Day, SLWG members will review the process in an open forum to the entire campus community. The Compliance Assist software will be used as the primary data gathering tool for tracking all civic engagement done by faculty and staff. This data will be accessible to the entire campus.

Internships, preceptorships, practicums and other experiential educational experiences are documented within departments: Nursing, Hospitality, Veterinary Science, Golf Management and the Applied Sciences all have strong programs. Currently internships, preceptorships, practicums, or any other experiential educational experiences are tracked through each program area, and documenter in the Banner system database that generates the Academic Transcripts. This is done primarily because each program area has their own experiential educational requirements. At the end of each semester or academic year, the OCCE requests standard Banner reports from Computer Information Services about all academic courses and credit-bearing courses that have these attributes attached to them to more accurately report the impact our students directly make in the community.

3.b. If yes, does the institution use the data from those mechanisms?

Yes

Describe how the institution uses the data from those mechanisms:

Data on the number of community service hours completed each year are reported by the President at graduation, at the President's Opening Forum to faculty and staff, and are utilized as a recruiting tool for prospective students by Enrollment Services. Service projects are highlighted in various publications including local newspapers and "Delhi Horizons," a tri-annual magazine published by the Office of College Relations and Advancement.

Student learning assessment data for internships, preceptorships, practicums and other experiential learning are used to make course and program changes and improvements. Specific data is used to complete the annual system-wide SUNY Report Card which includes an extensive section on internships, Co-ops, practicums, clinicals, field studies, service-learning and volunteerism. The data is also used to complete surveys for Campus Compact and other organizations examining civic engagement, grant applications and annual reports from the OCCE to the College Council. Service-learning program growth is another area where this information is used, to identify faculty who may be receptive to using the pedagogy.

13. I. Foundational Indicators

4.a. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

Yes

4.b. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on Students*:

Assessment of student learning is conducted across campus on a three-year cycle. All program student learning outcomes (SLOs) are assessed at least once every three years. In many cases, internships are utilized as a capstone project to assess all program SLOs prior to graduation. For example, student in the Professional Golf Management program are required to complete an internship. SLOs are assessed based on a student portfolio and employer evaluations. The percentage of students exceeding, meeting, approaching and not meeting the standard are analyzed and improvements are made based on predetermined benchmarks.

The college administers the ACT SUNY wide Student Opinion Survey to a large random sample of students every three years. For many years, the college has been tracking self-reported community service and engagement on the part of respondents. Participation rates have increased steadily over the last decade. This survey has also measured student satisfaction with opportunities for community service. In 2012 Delhi was ranked second highest in the SUNY technology sector for satisfaction. Students also rated how frequently they have been involved in community service or service learning, and Delhi ranked first in the SUNY technology sector based on student responses.

Students who register for a course with a service-learning attribute complete an assessment instrument at the beginning and end of the course. The purpose of the assessment is to examine the nine elements and principles of service-learning (purpose, preparation & orientation, community partnership & service, reflection, assessment & evaluation, principle of engagement, principle of reflection, principle of reciprocity, principle of public dissemination, value of the S-L experience) and perceived value as executed in the course, and experienced by both students and community partners.

The impact on students has been best demonstrated through reflection projects in service-learning courses. Review of these projects typically indicate increased awareness of major social issues, changes in academic and career goals, and an appreciation for the impact of civic engagement activities across campus. Preliminary comparisons of three semesters of introductory psychology courses taught at Delhi by the same instructor indicate that students in service-learning courses were happier with the class, more satisfied with the professor, and more likely to actively seek civic engagement and service-learning opportunities in the future. These results are in alignment with other reflections submitted by students to other faculty in other divisions.

Sample reflections:

After bringing ideas for healthy snacks to the local secondary school, "We, as college students and soon to be workers in the food industry, now have a great background on a topic that could possibly change the opinions of others and open their eyes - a chance to change the world."

"The different Service-Learning Projects in this online course (2009) actually did make a difference for the students' communities. For example, one student helped translate materials for elderly Haitians in Queens, New York, that explained what the Obama administration's proposed health care policy changes would mean for them, because this group had been receiving misleading information that was causing fear in the community. "

4.c. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on Faculty*:

Faculty complete the Faculty Annual Report/Performance Program, promotion dossier, and tenure dossier detailing their accomplishments in five areas: Mastery of Subject Matter, Effectiveness of Teaching, Scholarly Ability, Effectiveness of University Service, and Continuing Growth.

Beginning in 2014 the Provost is modifying the Faculty Annual Report/Performance Program to better document the impact of service-learning and engaged scholarship, "to better reflect and recognize the importance of service learning and community or public service related to faculty members' academic disciplines."

In September 2013, the O'Connor Center for Community Engagement sponsored a campus-wide survey to gather as much information as possible about civic engagement activities across campus. It was an attempt to assess and evaluate engagement we knew was occurring, but had not previously confirmed with formal documentation. Regarding faculty, a key impact that was confirmed through this survey is that at least 36 faculty (out of 145 full-time faculty at the college) are actively using community engagement activities in the classroom, and these same faculty also report very high levels of community engagement on an individual level. Not surprisingly, faculty who value engagement activities that involve students tend to be even more highly involved in their communities outside of the classroom. The comments from faculty about community engagement activities indicate they find these actions meaningful for themselves, the students, and the campus as a whole. The relatively new online service-learning module was identified as a useful and valuable tool. This survey process will be repeated at regular intervals, to gather information that isn't readily captured by other assessment activities.

The Compliance Assist system of data collection is completely transparent. Anyone on campus may review how others are including the community in their courses. As a result, faculty may adopt similar strategies for use in their classroom. Similarly, best practices workshops including semi-annual Assessment Days and Sharing Teaching Ideas programs provide an educational tool for faculty to learn more about civic engagement. Many faculty reported that they had not realized the significance of, or importance of, recording their civic engagement activities. One senior faculty member was amazed that we were interested in hearing about his students work assisting the elderly with their federal tax returns as part of their coursework. The members of the service-learning work group were amazed they didn't know about his work in the community. Clearly, the impact the assessment has on faculty is not only to inspire them, but to credit them for valuable work.

4.d. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on Community*:

The mechanisms used to measure the impact on the community have varied from interviews with focus groups, to surveys given to college committees and advisory boards. Assessment results have been analyzed on a case-by-case basis, and improvements made accordingly. Formal assessment instruments like surveys are used at a number of campus/community events such as Little Delaware Chamber Concerts and the "Day at Delhi" event, when children, parents and grandparents enjoy the facilities we offer. Examples of changes as a result of this assessment include creating a college web page about the town, adding community members to our student email listserve, increasing pool hours and keeping the sauna open, and creating the "Day at Delhi" when the public is invited to participate in workshops with faculty, with childcare and free lunch.

The campus is open to the public and members of the community are encouraged to take advantage of its facilities. First and foremost, the campus is used daily as a walking and running route. The College's track is always open to the public, as are its outdoor basketball courts and tennis courts. These are used by community members of all ages. Additionally, the college pool is available to all members of the community for a minimal fee. Swim lessons for children, teens and adults in the community are offered throughout the year. First-run movies during the academic year are free to the public, a benefit in a village where the nearest movie theater is nearly 30 miles away.

The College has two parks which are free and fully open to the community. The first, the College's Outdoor Education Center, was fully established by the year 2000, when it was officially opened. The 50 acre park was originally developed and funded through an AmeriCorps grant, and has become a vital part of the college and community recreational spaces and assets. The College's Parks and Recreation students and faculty continue to maintain and develop the park, offer activities and programs for local groups such as the Arc of Delaware County and grade school classes who learn about topics such as survival techniques, native plant conservation and maple sugaring. The general public is offered similar programs. Similarly, the 280-acre college arboretum located on the college's lower campus provides trails for hikers, naturalists, and snowshoeing.

The College Golf Course at Delhi, in addition to serving as a learning laboratory for golf management majors, is the area's premier tourist destination, generating more than \$500,000 in revenue annually. It hosts more than 10 fund-raising events that benefit area nonprofits and educational institutions annually. The course also serves as the site for cross country skiing and snowshoeing in the winter, as well as cross country races and golf competitions in the spring, summer, and fall. The golf course is utilized by area school districts at no cost, and many junior golf clinics are offered for area children who would otherwise not have access to this life sport.

4.e. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on the Institution*:

The annual SUNY Report Card asks each of the 64 campuses to submit data on students doing formal and informal internships, co-ops, service-learning, volunteering, clinicals and field studies. One third of the report focuses on The Power of SUNY's Six Big Ideas, which represent areas where SUNY, with focused resources and expertise, can make a tangible difference for the State. President Candace Vancko is a chair of one of the Six Big Ideas, SUNY and the Vibrant Community. This section of the report contains the newly developed community well-being index. The index reports on campus commitment to service-learning and signature community engagement projects. It also attempts to quantify the impact of volunteerism performed by SUNY students, faculty and staff. SUNY states "A form of deep learning that encourages citizenship and engages in experiential learning, service-learning is the new frontier of a well-rounded education. Campuses will be asked to form service-learning plans to allow SUNY students the opportunity to participate in a service-learning experience, making it a hallmark of a SUNY degree. Critically aligning community needs with campus capacity, each campus will begin developing a long term, scoped Signature Campus Engagement Project to which volunteerism and service-learning initiatives will align with. Focusing as a campus on critical issues in each community will ensure SUNY can begin to move the dial on important public issues."

As documented in the mission and strategic goals, community engagement is a high priority at Delhi. Assessment of institutional engagement is conducted in two ways: (1) through the completion of an Inventory of Assessment Activities by each area of the college and (2) through the assessment of student learning.

Completed annually, the Inventory of Assessment Activities utilizes assessment results to update campus-wide goals and tracks the effectiveness of functional areas. Each inventory includes departmental goals, unit goals, and objectives tied directly to an identified SUNY Delhi Strategic Plan goal; the type of assessment tool used to measure each goal or objective; the assessment cycle schedule; the results of the most recent assessment; and an action plan. This structure ensures that planning, budgeting and institutional assessment are all tied to the Strategic Plan.

A key finding of these assessments is that although many projects occur through academic training programs, the benefits are tangible for the community. For example, Applied Building Technology students work on places like the historic Town Gazebo, the Delhi Town Hall, and the County owned 4-H Camp Shankitunk. As stated on the Shankitunk website, "Shankitunk has been a place for many SUNY Delhi students to learn their trade. By donating their time, Shankitunk saves a lot of money, and the students gain valuable learning experiences. Many of the buildings around camp were built by aspiring architects, wired by aspiring electricians, and plumbed by aspiring plumbers. This is a way for the students to get hands-on experience doing what they want to be doing for the rest of their lives."

4.f. Does the institution use the data from the assessment mechanisms?

Yes

Describe how the institution uses the data from the assessment mechanisms:

Assessment data from Unit Plans led to the establishment of the Provost's Service-Learning Work Group (SLWG), which was charged with institutionalizing service-learning. Initially, the SLWG developed an online course open to faculty, staff, and students to make sure the campus community understood the pedagogy as defined at Delhi and developed procedures for S-L course designation in the Course Listings and on Academic Transcripts.

The latest campus-wide assessment mechanism, Compliance Assist, was introduced in 2012. A campus-wide community engagement assessment process through Compliance Assist was developed and launched in January 2014. Assessment data is due to be collected for the SUNY Delhi Assessment Day at the end of each semester. The SLWG also submits twice yearly reports to the Provost, President, and Cabinet to help map out future goals and document progress.

Since the inception of the President's Higher Education Community Service Honor Roll established by President George W. Bush in 2006, SUNY Delhi has been named for the community service contributions of its students, faculty, and staff in meeting critical community and national needs through volunteerism and service-learning. We are now in the eighth round of the application which serves as an annual assessment tool for our Signature Campus Engagement Project as part of the SUNY and the Vibrant Community cohort.

The "Signature Project" of the college is the annual Community Service Day, which has been held a minimum of once per year for 15 years. The O'Connor Center for Community Engagement receives a great deal of feedback about the volunteers and projects completed, helping to determine what will be repeated. Many requests from the community are received, asking for volunteers for specific projects each time the Community Service Day is announced, and the assessment data helps staff to make decisions about which projects to accept.

Assessing the impact of our more recent series of skilled volunteer projects has recently become a priority. For instance, since 2008, nursing students work at an eye clinic in the Dominican Republic for a week as part of a course. Additionally, construction majors doing skilled volunteer work rebuilding after hurricanes and floods like framing, electrical, pouring concrete and sheetrocking spend many days of their breaks to help flood and hurricane rebuilds. The college is currently assessing the sustainability for these projects, as they depend heavily on faculty support by seeking ways to allow projects to occur with faculty and staff from other concentrations.

A survey administered to the community over a period of three years resulted in mixed results on a private-public partnership between the college and area businesses. Assessment data from this report determined that an annual Holiday Bazaar for local businesses and the community should continue being held in the Farrell Student and Community Center, while an Indoor Farmer's Market we held for four years in October should be discontinued.

14. I. Foundational Indicators

5. Is community engagement defined and planned for in the strategic plans of the institution?

Yes

Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:

SUNY Delhi's current Strategic Plan references several goals relates to community engagement. These goals include statements such as "offering students expanding options for civic engagement and public service, both on and off campus" and "encouraging the development and expansion of service-learning opportunities" that are clearly outlined in the Strategic Plan. Recently, the Service-Learning Work Group set definitions of "community engagement" and other service-related terms to guide the campus community as a way of encouraging the inclusion of these terms, and their definitions, in future implementation and assessment plans. These definitions are tied to the terminology currently used in SUNY-wide surveys, like the SUNY Report Card, in order to maintain consistency.

Community engagement continues to be a key point in campus leadership's statements regarding the future of the college. For example, President Vancko continually references the accomplishments of the O'Connor Center for Community Engagement, as evidenced by the president's Spring 2014 opening presentation found at the Strategic Plan section of the campus website. She often says "Community Service is a hallmark of a Delhi education."

15. I. Foundational Indicators

6. Does the institution provide professional development support for faculty and/or staff who engage with community?

Yes

Describe professional development support for faculty and/or staff engaged with community:

SUNY Delhi provides numerous opportunities for professional development for faculty and staff in the area of civic engagement. Through the institution, faculty and staff who want to participate in local, regional, and national conferences can apply for monies up to \$500 through a formal process whereby a request that demonstrates how the activity helps to meet the college's strategic plan is outlined. Through the United University Professions union, faculty and staff can apply for an Individual Development Award up to \$1,000 every year we have a contract.

The director of the OCCE has attended national, regional and statewide conferences regularly, as well as presented with faculty at gatherings like the Third Annual Eastern Regional Campus Compact: Aligning Civic and Community Engagement with Mission and Institutional Effectiveness in Philadelphia and the New York Metropolitan Area Partnership for Service-Learning 4th Annual Symposium on Ethics and Service-Learning: Best Practices for Empowering Community Partners and Educating Students in Manhattan. Valuable ideas and partnerships occur during workshops and sessions at conferences like the National Conference for Volunteering and Service in New York and Chicago, the New York Campus Compact and St. John's Faculty Institute on Academic Service-Learning, New York Campus Compact Roundtables on Databases and Alternative Breaks, and the Pennsylvania/New York Campus Compact Consortium on Service-Learning. The most recent presentation was at the SUNY Cobleskill Technology and Student Affairs Conference on March 6, 2014 on "How a Community Service Office Uses a Moodle Classroom" to introduce the teaching method known as service-learning to faculty and students.

Faculty and staff are also encouraged to share best practices. John Nader, the provost of the college presented a paper at the 7th Silk Road International Conference held in the Republic of Georgia in May 2012 titled "Structural Change in Higher Education: Disintegration or Reintegration?" which was co-sponsored by the International Black Sea University, Batumi State University and the Georgian Ministry of Economy Sustainable Development.

On campus, workshops for service-learning are held at least twice a year during faculty development days. Each workshop usually consists of a one or two hour long discussion/ lecture on service-learning development, assessment, and fellowship program opportunities. These workshops may be given during a sharing teaching ideas day, assessment day, or as stand alone workshops. Topics covered in recent years include: "Incorporating Service-Learning into Your Curriculum", "Service-Learning Information, Strategies, Assessment Protocols, Common Challenges and Their Solutions", "How to become a Service-Learning Fellow" and "Spice it Up - Create Interactive Service-Learning Activities to Engage Students."

The OCCE offers a Service-learning mini-grant to interested faculty for further development and community connections in the area of service-learning. Interested faculty also have the opportunity to learn about service-learning and receive a service-learning certification designation for their class through an online course room. This online certification gives background on the pedagogy of service-learning and requires interested faculty to develop an appropriate service-learning syllabus as part of their certification.

16. I. Foundational Indicators

7. Does the community have a "voice" or role for input into institutional or departmental planning for community engagement?

Yes

Describe how the community's voice is integrated into institutional or departmental planning for community engagement:

The College Council, consisting of nine members appointed by the Governor and one member elected by the students, governs the overall operations of the college. Their responsibilities include representing the local community and region while reviewing and providing input to the campus regarding major plans and activities. The College Council is also involved with the development of and appointment of Academic Advisory Councils as per New York State Law. These Advisory Councils are an important voice. There are advisory groups for respective academic departments consisting of 8 to 12 members, who include alumni, educators, and leaders in each field. There are currently 157 advisory members serving on one of 24 advisory councils. These groups meet regularly, and play an active role in both the development of academic programs through consultation on academic quality, the curriculum, and currency. They work on the development of and placement of student internships, and assist with funding and resource development.

The College Foundation Board of Trustees is another avenue of campus and community engagement. The Foundation board represents the perspectives of a cross-section of constituencies served by SUNY Delhi, including community residents and alumni. Trustees have both fund-raising and friend-raising responsibilities and are advocates for the college in the local community.

When community partners present awards to faculty, staff, or students, there is clear indication to committees doing departmental planning that those activities and/or programs are valued, worthwhile, and should continue. Awards and commendations are also a clear indicator that faculty should be rewarded by the institution for their exemplary performance. Awards and recognition presented to the institution and faculty/staff include:

- American Red Cross Outstanding Support Award
- Outstanding Student Affairs Program for Community Engagement by SUNY Council of Chief Student Affairs Officers and the Office of University Life & Enrollment Management
- NYSAPERD Central South Zone Amazing Person Award
- Certificate of Appreciation from the Friends of the Catskills and NYDEC for their involvement with the Interpretive Center Project
- Larry Appel SUNY New Professional of the Year for outstanding performance and achievements among new SUNY professionals
- Awarded Humanitarian Medal on two different occasions
- Boy Scouts of America "Venturing Leader of the Year" Youth Bureau Leader award
- Professional Excellence award from The Arc of Delaware County
- The Arc of Delaware County's "Partner of the Year" award
- Commendation for service on the board of director's non-profit arts organization
- Award for serving on Executive Board for Heart of the Catskills Humane Society
- Faculty Rank of "Distinguished Service Professor" by the Chancellor and SUNY
- Commendation for 5 years of service as a trustee for a municipal library
- YMCA Adult Volunteer of the Year
- Girl Scouts of the United States of America recognition
- BOCES Administrator of the Year as Walton School Board member
- Delhi Chamber Business Advocate of the Year
- National Awards from HRSA

17. I. Foundational Indicators

8. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

Yes

Describe these specific search/recruitment policies or practices:

SUNY Delhi's job announcements, typically listed at major academic job sites such as The Chronicle of Higher Education and HigherEdJobs.com, have traditionally referenced the college's "About" page located on the website (<http://www.delhi.edu/about/index.php>). This page contains the college's mission statement, which includes the campus focus on "civic engagement and experiential learning."

During the phone and campus interview process, interview questions often focus on candidate experience with service-learning and community engagement. This focus comes up especially often during "open sessions" where campus members from throughout the college are allowed to attend candidate presentations and pose questions for the candidates. As the campus values service-learning and community engagement experience and ideas, candidates who are able to provide these qualities gain an advantage in the hiring process over others who do not.

The college's organizational values are stressed during the HR portion of each campus interview. "The faculty and staff of SUNY Delhi believe that the student is the most important person on campus. As a college with over forty academic programs, Delhi serves New York State and its community by ensuring that its students are afforded every opportunity to define, pursue, and achieve their diverse educational goals. As a residential college, Delhi aggressively seeks to link its mission as an educational institution with programs that enhance the intellectual, emotional, and social development of its students. Accordingly, efforts to promote and create opportunities for student growth should animate every member of the campus community. SUNY Delhi strives to create a culture of assessment that promises constant (continuous) self-evaluation and improvement. Programs, services, students and staff should aspire to make the learning and living experience one that advances knowledge and enhances skills." Additionally, HR personnel state to potential employees, that advancement depends on "not just your regular job duties but what you contribute to the college or community"

18. I. Foundational Indicators

9. Are there *institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?*

Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work:

SUNY's Academic Mission is "To Learn, To Search, To Serve", and SUNY Delhi has always taken this very seriously. These values are key components of the college's mission, and service to the campus and community is an important factor in the discretionary award process when funding is available through labor management contracts. Discretionary awards to faculty and staff are based on criteria related to exceptional performance in support of the college's strategic plan. These criteria are communicated to the campus community annually by the campus president and include the following excerpts from the college's strategic plan:

- Delivering academic and co-curricular programs that embrace experiential learning, build a campus community, and prepare students as productive, socially responsible citizens, who can become leaders and decision makers in their chosen fields;
- Assisting with local and state economic development efforts by forging stronger extensive ties with the private and nonprofit sectors; offering students expanding options for civic engagement and public service, both on and off campus.

Additionally, these same criteria are considered during annual performance reviews, promotions, and salary reviews. There are institution-wide promotion and continuing appointment (known as tenure at most institutions) policies that award both promotion and tenure based on specific procedures. Faculty prepare a file consisting of a short paper evaluating potential to the college and career objectives, evaluations from peers, students, and the dean, and classroom visitations. This file is reviewed by a continuing appointment committee, the promotion committee, the provost and finally the president.

Evaluation criteria for continuing appointment and promotion is based on information documented in the following categories: Mastery of Subject Matter; Effectiveness of Teaching; Scholarly Ability; Effectiveness of University Service; Continuing Growth; Positive and Effective Leadership; Other.

Exceptional service is also recognized through a number of campus awards. In addition to the most prestigious SUNY Chancellor's Awards which strongly weight engagement, scholarship and service, other campus based awards include the Resnick Learning Center Awards, Student Life Leadership Awards, the College Association's Awards for Exceptional Service, and the Alumni Association Awards for Exceptional Service.

19. I. Foundational Indicators

10.a. Is community engagement rewarded as one form of *teaching and learning*?

Yes

Please cite text from the faculty handbook (or similar policy document):

Faculty who encourage community engagement are recognized in several ways. For example, faculty members who complete a Moodle course on Service-Learning receive a plaque at the college's Employee Appreciation Event. Project-based learning in the community is a core component in Nursing, Applied Sciences, Veterinary Science, and Culinary, and Hospitality programs. Due to this, the efforts of faculty in this area of teaching and learning are recognized and rewarded.

As noted above, the "Effectiveness of Teaching" is an area of the Faculty Annual Report in which faculty are encouraged to report Civic Engagement activities that are used in classroom settings and courses. Annual Reports are required documents for faculty renewal and continuing appointment decisions. The "Effectiveness of Teaching" section is referenced in both the college's Faculty Handbook and in the Faculty Annual Report document:

Quoted from the faculty handbook:

"II. Effectiveness of Teaching/Librarianship: How well have you imparted your mastery of subject matter to all students and others?"

Describe any techniques or innovations you have devised or gained from attending workshops, seminars and field conferences and your success with them. In the addendum, exhibit administrative, peer (colleague and specialist), and student evaluations. Examples may include, but are not limited to, computer based simulations or applications, a design of or unique use of audio, visual aids, the utilization of related books and publications, the utilization of special speakers or forums, the development of labs or special homework. Length of service to SUNY Delhi in a faculty position may also be a consideration."

Quoted from faculty annual report:

"B. Effectiveness of Teaching - as demonstrated by such things as engagement in the assessment of student learning outcomes, gathering data for program reviews, judgment of colleagues, development of teaching materials or new courses and student reaction (as determined from surveys, interviews and classroom observation) and academic advisement (as determined by student reaction, development of new advisement strategies, number of advisees and attendance at advisement updates)."

10.b. Is community engagement rewarded as one form of scholarship?

Yes

Please cite text from the faculty handbook (or similar policy document):

Community engagement as related to scholarship is rewarded and faculty may report this in the Faculty Annual Report under the category "Scholarly Ability."

Quote from faculty handbook regarding continuing appointment:

III. Scholarly Ability: How well have you imparted your mastery of subject matter to your colleagues?

Indicate the ways in which you maintain your enthusiasm for teaching and your love of your academic discipline or technical specialty. In the addendum, report research and published or discipline-related work in a public or private setting as a consultant; hold a major office in discipline-related local, state, or national professional organization; develop knowledge of state-of-the-art developments in the technology areas by participating or working in a public or private setting; update teaching and professional competence through the reading of an extensive bibliography of works at the cutting edge of the discipline as part of a preplanned program.

Quote from faculty annual report:

C. Scholarly Ability - as demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contribution to the arts, publications and reputation among colleagues.

Quote from the Academic Program Review of Liberal Arts and Sciences AA Programs for General Studies AA, Humanities AA, Social Science AA and Individual Studies AAS:

III. Scholarly Ability: How well have you imparted your mastery of subject matter to your colleagues?

Indicate the ways in which you maintain your enthusiasm for teaching and your love of your academic discipline or technical specialty. In the addendum, report research and published or submitted papers in your field or to professional conferences. Include all items that are directly related to your field. Examples are: conduct or complete the scholarship and writing for a paper or publication; prepare or complete a work of scholarly synthesis or opinion; participate in performing discipline-related work in a public or private setting as a consultant; hold a major office in discipline-related local, state, or national professional organization; develop knowledge of state-of-the-art developments in the technology areas by participating or working in a public or private setting; update teaching and professional competence through the reading of an extensive bibliography of works at the cutting edge of the discipline as part of a preplanned program. Community services for compensation will not be considered major promotion criteria.

10.c. Is community engagement rewarded as one form of service?

Yes

Please cite text from the faculty handbook (or similar policy document):

The faculty generally use the Faculty Annual Report (FAR) to report their work with S-L, community based research, applied learning and other forms of high-impact programs in the section "Effectiveness of University Service." This is the section of the FAR (referenced in section 4.c.) under review by the provost that will specifically clarify to faculty that the college is asking about community-based research, partnerships and community engaged teaching. It is well known that civic engagement enhances economic development in the greater community, and this is the area in which the SLWG has requested revision of the FAR, by adding the concept of University Service as it relates to community engagement and includes partnerships that are actively created and maintained with community organizations.

From faculty annual report:

D. Effectiveness of University Service - as demonstrated by such things as college and University public service, committee work, administrative work and work with students or community in addition to formal student-teacher relationships.

Proposed change: Effectiveness of University Service --as demonstrated by such things as college and University public service, committee work, administrative work and work with students or community in student-teacher relationships such as service-learning and other civic engagement activities.

From faculty handbook:

IV. Effectiveness of University Service: What do you do for the College and University other than teach?

Document this by listing those committees, etc. on which you serve or have served. In the addendum, place evidence of effective, capable, operative, dynamic, causative, efficient, active, and adequate service. Evaluation of committee service will include consideration of the nature of the committee with regard to the work and time expended. Length of service to SUNY Delhi in a faculty position may also be a consideration.

20. I. Foundational Indicators

11. Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

Which colleges/school and/or departments? List Colleges or Departments:

Applied Science and Recreation
Veterinary Science
Golf Course Management
Business Management
Hospitality
Applied Technology
Technology
Liberal Arts and Sciences
Nursing and Health

What percent of total colleges/school and/or departments at the institution is represented by the list above?:

100%

Please cite three examples of colleges/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods:

The Dean's Council, representative of all the Departments on campus, uses the Faculty Annual Report to award discretionary pay increases. The reporting of Service-Learning and community engagement activities are a large contributing factor in the decision to award discretionary allowances.

The FAR is the same policy of required annual documentation addressed on the institutional level, as it is signed off by management level supervisors at the administrative and department level. Community engagement activities should be included under the category "Scholarly Ability" as they relate to any form of engaged scholarship. To enhance fair evaluation of faculty involved in community engagement scholarly activities, these may be reported here:

Quote from faculty annual report:

C. Scholarly Ability - as demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contribution to the arts, publications and reputation among colleagues.

Quote from faculty handbook regarding continuing appointment:

III. Scholarly Ability: How well have you imparted your mastery of subject matter to your colleagues?

Indicate the ways in which you maintain your enthusiasm for teaching and your love of your academic discipline or technical specialty. In the addendum, report research and published or discipline-related work in a public or private setting as a consultant; hold a major office in discipline-related local, state, or national professional organization; develop knowledge of state-of-the-art developments in the technology areas by participating or working in a public or private setting; update teaching and professional competence through the reading of an extensive bibliography of works at the cutting edge of the discipline as part of a preplanned program.

Quote from SUNY Delhi Professional Development Form:

Please briefly identify how the proposed Professional Development Grant relates to one or more areas of the specific areas of the Strategic Plan

1. Engaging Students for Success
2. Achieving Academic Excellence
3. Sustaining Educational Innovation
4. Building Strategic Partnerships
5. Promoting Environmental Stewardship
6. Accomplishing Service Excellence and Operational Efficiencies

21. I. Foundational Indicators

12. If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

If yes, describe the current work in progress:

Yes. A proposal was written and originally forwarded to the Provost In February 2014. This proposal involves the Faculty Annual Report, which has been described above. The proposal has been revised and is currently under consideration by the administration.

The College is already collecting some community engagement data via the faculty annual report, in which faculty report engagement in the areas of teaching, scholarly work, and university service. The proposal under consideration by the provost and the president, suggests that within the template of the report, service-learning and other high impact civic engagement be specifically indicated in the report under the "University Service" section. Having this specific terminology in the template will encourage and reward faculty for documenting these activities, enhancing fair evaluation of faculty.

For instance, S-L activities have historically had three orientations that overlap and have fallen into three different categories at the same time:

- I. Teaching (S-L is an innovative pedagogy used to enhance experiential learning opportunities)
- II. Scholarly Activities (S-L projects, partnerships, processes and approaches are being actively researched and written about for presentations and publication as both professional development and community based research.)
- III. University Service (Partnerships are actively created with community organizations, and S-L representatives on committees are increasing cross-campus awareness of the value of S-L.)

In addition to P & T rewards, there are other reasons for encouraging faculty to report these activities:

- It is well known that civic engagement enhances economic development in the greater community.
- Documenting how much effort is put into these activities is important to the institution. High quality S-L activities take time to plan, carry out, and assess. The college wants to accurately tell the story of the impact the institution has on the community.

23. I. Foundational Indicators

1. Is community engagement noted on student transcripts?

Yes

Describe how community engagement is noted on student transcripts:

Community engagement is noted on our transcripts through several different mechanisms.

Internships, preceptorships, and clinical courses are documented individually as course work completed on academic transcripts.

Hours that are submitted for service-learning, verified by partners and student assistants, are tracked through a section of the OCCE classroom, in our online course management system. Courses that have been given the S-L attribute (designated as such at the course level by going through a formal certification process) are given a notation on the student's academic transcript upon successful completion of the course.

There is also an option for instructors who do not have the S-L Designation for the class, to offer an academic S-L course option to individuals that propose and successfully complete a service-learning project which ties in to the course learning objectives. At the end of the semester, the faculty member forwards those student names to the registrar, requesting that they be placed in a new CRN that has the S-L course attribute, and shows as such on the academic transcript. This option was piloted by nursing faculty and students during online summer courses, and has proved to be successful.

General community service hours are also documented through our co-curricular transcript (CCT). Students submit hours that are verified by community partners. The O'Connor Center for Community Engagement re-verifies the hours and records them in a database that is later used to report the level of engagement, in increments of 25 hours, for entry on the CCT at the request of the student. The CCT is required for all campus scholarships, and promoted for use during job and internship searches, transfer and graduate school applications etc.

24. I. Foundational Indicators

2. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

Yes

Please provide examples:

Diversity and inclusion work begins at orientation and continues with academic and co-curricular programs, including student led clubs (which require community engagement hours). One example of this is "Campus Pride - It Gets Better", a student led campus branch of the national "It Gets Better" project.

Think College is a program model the college has been using for five years, and continues to successfully evolve. The program developed through the special partnership with a local nationally renowned agency whose mission states "The Arc of Delaware County exists so that people with disabilities will live personally fulfilling lives." The inclusion of individuals identified from this population in the college classroom and culture has allowed student attitude change while providing exceptional community learning opportunities for traditionally marginalized individuals. There are many psychology, art, and culinary courses that have successfully incorporated this specific type of service-learning into their classes. These inclusive classrooms offer community engagement opportunities not only for all of our students in the courses, but for individuals with disabilities who have typically been denied college experiences.

The O'Connor Center for Community Engagement coordinates student led fundraising and awareness events in response to natural disasters such as the "Help Haiti" campaign which sent over \$5,000 to a 501c3 in Haiti after the earthquake in 2009, for rebuilding schools and the "Japan Relief" campaign that sent a similar amount to AmeriCares after the tsunami. These campaigns give a voice to our students from those countries to help other students recognize their customs, culture, and religion in a more tangible way.

The Black Student Union (BSU) is involved with community engagement activities, such as when they organized fundraising to provide holiday gifts to children in foster homes in the Bronx, NY. BSU raised over \$1,000, purchased and wrapped the gifts chosen for specific children and then delivered them to the group foster homes. The West Indian Coalition and the Latin American Student Organization also raise funds to contribute to organizations like Toys for Tots, and Give-a-Gift. The Multicultural Club has frequent field trips to experience the performing arts, as well as annual "Taste the World" evenings of food prepared by student from recipes given them by their families from places like Korea, China, Germany and Greece.

In an effort to share their culture, international and English Language Learner (ELL) students have visited classrooms at the local elementary school, Delaware Academy, and the campus affiliated day care center, DC-4 for the last several years. Examples of cultural exchange include storytelling, circle games, translating and reading English picture books into another language, and answering basic questions concerning food, family, and traditions for holidays. Often the presenter will wear a costume to reflect her country's heritage. Students from Japan, Columbia, Korea, the Dominican Republic, and Guinea have participated. Preparation time is required to determine age appropriate books and activities and students can report these hours as community engagement to the OCCE to be recorded on the CCT.

25. I. Foundational Indicators

3. Is community engagement connected to efforts aimed at student retention and success?

Yes

Please provide examples:

Student involvement through sports, clubs, organizations and other activities is promoted to all students starting at Open House and Accepted Student Days. Engaged students are more likely to be academically successful and it is clear that students who are engaged in both learning and serving are more connected to the college and the community. Delhi has over 60 clubs and organizations and each one is required by Student Senate to have a community engagement component. The Student Senate controls club budgets, and the number of service hours reported by each group are an important piece in overall yearly budget allocations as well as special requests. Greek organizations are particularly concerned with members' participation in service. Their success and retention rates have allowed the college to assess ways to further retention and success to the rest of the student population.

In recent years, a major effort to increase student success has been to require orientation courses for all first semester freshmen. In these courses all students are introduced to The O'Connor Center for Community Engagement, and most students participate in a community service project as part of the class. In all of the Veterinary Science Freshman Seminar classes, students spend at least one session working at the Delaware County Humane Society. In Liberal Arts and Sciences Freshman Seminar classes, recent community service projects have included spending the day at a local orchard picking apples for the Delaware County Food Bank, tending the Delaware County Community Garden and raking leaves for elderly citizens in the village of Delhi. During orientation courses, the importance of community engagement is stressed to all first year students, which may be part of the reason the college has such a high percentage of participation with community engagement during their time at Delhi. Service projects that occur through the Freshman Seminar related classes lead to student success and student engagement.

26. II. Categories of Community Engagement

1.a. Does the institution have a definition, standard components, and a process for identifying service learning courses?

Yes

Discuss how your institution defines service learning, the standard components for designation, and the process for identifying service learning courses:

SUNY Delhi has a formal definition for service-learning that was approved by leadership and stakeholders in the fall of 2012. The definition is:

"Service-learning engages students for life-long success and promotes academic excellence and builds strategic partnerships through civic engagement and experiential learning. Service-learning is a combination of classroom instruction and community service with a focus on critical, reflective thinking. Students are able to become active participants in the learning process by applying what they learn in the classroom to solve real-life problems. SUNY Delhi defines service-learning as:

- a) A course-based, academic credit-bearing educational experience in which
- b) Students participate in an organized service activity that meets community needs as identified by our partners and is facilitated by the instructor to meet set learning goals and
- c) Reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and
- d) Are able to become active participants in the learning process and gain an enhanced sense of civic responsibility."

The definition is a required component in all service-learning designated course syllabi. It is marketed by the OCCE, the Provost's Office and Enrollment Services on websites and promotional materials. As described in a previous section (1) above, a class does not have to be designated as an S-L course in order to include service-learning. However, if the instructor wants the S-L designation in the course schedule, allowing the S-L attribute to be searched, the following steps must be completed:

1. The instructor submitting the application for S-L course designation must have completed the S-L certification process (completed an online course with a 70% or above on all tasks).
2. The instructor must submit the S-L course designation application AND syllabus for the proposed S-L course by the deadline (usually early in the semester PRIOR to the semester the S-L course will be taught).
3. The syllabus must clearly meet the requirements outlined later in the course, and include the SUNY Delhi definition of service-learning.
4. To receive S-L course attribute, service-learning is REQUIRED, not optional.

After the requirements listed above are met, the application is submitted with syllabus to the SLWG which reviews the application using a rubric and approves or approves conditionally (if there are some required revisions) the course for S-L designation. The instructor provides the course number to the SLWG who alerts the registrar, who then adds the S-L attribute to the course for the semester approved.

- The SLWG will promote and educate the campus community about the list of approved S-L courses for the following semester.
- After completing instruction of the course, the instructor will provide assessment and evaluation data to the SLWG and enter data into the Civic Engagement Form in Compliance Assist.

S-L course designation is noted on the following:

- In the college course schedule and descriptions for the semester
- As a Banner attribute
- On the academic transcript

1.b. If you have a process for designating service learning courses, how many designated, for-credit service learning courses were offered in the most recent academic year?

34

What percentage of total courses offered at the institution?:

2.1%

1.c. How many departments are represented by those courses?

5

What percentage of total departments at the institution?

56%

1.d. How many faculty taught service learning courses in the most recent academic year?

17

What percentage of faculty at the institution?

7%

1.e. How many students participated in service learning courses in the most recent academic year?

574

What percentage of students at the institution?

2%

1.f. Describe how data provided in 1. b-e above are gathered, by whom, with what frequency, and to what end:

All courses with a service-learning (S-L) course designation have a S-L course attribute in our Banner system. At the end of each semester the OCCE requests a standard report from the registrar about S-L designated courses. This is a recent method of accurately tracking completed hours and numbers of students and faculty using the pedagogy for assessment, and used by the provost in reports, grants etc.

Because there was no S-L course designation process in Fall 2012, the academic year 2013-2014 was used to report the data above. Spring 2013 marks the first semester of the official S-L course designation, and those numbers are detailed below:

There were eight S-L designated, for-credit service-learning courses offered in Spring 2013.

These S-L courses represented 1.1% of total courses offered.

4 different departments were represented by these courses. This is representative of 33.33% of total departments at the institution.

6 different faculty members taught service-learning courses in the Spring 2013. This represents 2.6% of the faculty at the institution during the semester.

163 students participated in service-learning courses in Spring 2013, representing 1.2% of total enrollment in courses at the college.

Beginning in fall 2009, S-L hours are tracked along with volunteer hours in the OCCE database by course, partner, event and date for students reporting those hours. This data is frequently used to report for the SUNY Report Card, Campus Compact, the President's Honor Roll and grant applications and other reports to the College Council etc. The College Foundation frequently requests the information for media and promotional material throughout the year.

Each year, a report from Compliance Assist will be generated detailing all of the civic engagement activities that have been conducted across campus. The Director of the OCCE will analyze the report, noting opportunities for improvement and collaboration, best practices that can be shared and duplicated, and overall success.

To utilize the system, faculty and staff complete an online form which includes a project description, program area and course information, community partner information, the number of students participating, the number of service hours, the impact area (economic development, poverty, education, etc.), the learning outcomes addressed, how the activity impacts economic development in the community, and how the community was engaged. After completing the form it may then be linked to the SUNY Delhi Strategic Plan or to program area assessment plans, thereby demonstrating the interconnectivity of civic engagement with the classroom and the goals of the institution.

The forms are completed semi-annually, and reviewed at college-wide Assessment Days offered each January and May. These days include workshops not only on program level issues, but also on special topics ranging from service-learning to using internships as capstone assessment tools. Immediately following Assessment Day, the campus hosts a Sharing Teaching Ideas program at which faculty share best practices and make presentations on how to improve teaching. Many ideas of how to include the community in the classroom have been shared. Sharing Teaching Ideas programs occur monthly while classes are in session.

27. II. Categories of Community Engagement

2.a. Are there *institutional (campus-wide)* learning outcomes for students' curricular engagement with community?

Yes

Please provide specific examples of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

SUNY Delhi has formalized civic engagement specifically as a valued college-wide learning outcome across campus, in item #4 below:

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 exposed to the relationships between environmental and economic trends and the impact on their cultures and communities.

Within divisions, programs and courses, specific methods of defining and measuring these outcomes are articulated in course syllabi. Example excerpts from syllabi illustrate this. For instance, with the S-L Designation:

HUMN 205 : "The course SLOs being met by S-L include "develop community engagement and service learning [measured by guest speaker reflection, "The Outrage" project, and "The Outrage" reflection]"

Guest Speaker Reflection and "The Outrage" Reflection: This is a service learning (or S-L) designated course, which means that a core component of the course will be focused on community engagement. Our service learning partner is the Delaware Opportunities organization Safe Against Violence, a community resource that offers support to victims of domestic abuse, sexual assault, and other types of abuse. As part of this partnership, staff members from SAV will be coming to speak to our class about these issues in Delaware County and as part of this service learning, we will be organizing and performing the short play "The Outrage," which aims to raise awareness about relationship violence, especially as it affects young adults. There will be several different types of opportunities to participate in this service learning project.... Following each of these service learning components, you will write a reflection on your experiences with and responses to each; assignment details and a rubric outlining grade requirements will be posted on Vancko Hall and discussed in class for each of these reflections."

Without the S-L Designation:

VETS 171: "Our class will be partnering with Cornell Cooperative Extension (CCE) to perform on-farm fecal sampling of farm animals this semester. CCE will be setting us up with certain farms within the New York City Watershed program. Some of the main concerns of CCE on farms in the Watershed are the health of animals. They are looking for ways we can help farmers create a better, healthier environment for their animals with minimal changes to the farm itself. Sometimes the answers to problems are a simple fix, while other times major changes are necessary to ensure a healthier environment."

2.b. Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

Yes

Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

The SUNY Delhi Assessment Committee, comprised of members representing all areas of campus, developed the above college-wide student learning outcomes (SLO's) during the spring 2013 semester. Across the institution faculty are expected to enter the course learning objectives and departmental/program student learning outcomes that are aligned with the institution's SLO's, including civic engagement, into Compliance Assist. As previously explained, Compliance Assist is the recent campus-wide assessment tool being used to track learning outcomes and make programmatic improvements. The institution has implemented a separate form within Compliance Assist for the category of Civic Engagement, and this information is entered by faculty before Assessment Day, which is held at the end of every semester. The fields in the Civic Engagement form include: the project description; community engagement activity performed (volunteerism, service-learning, cooperative education, field studies, internships, etc.); impact area (economic development, education, poverty, etc.); learning outcomes addressed by learning activity; how activity impacts economic development in our community; how the community was impacted and/or engaged.

2.c. If yes, describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used?

Once civic engagement data is entered by faculty it is assessed at least twice per year by departments on Assessment Day during "closing the loop" activities. The information is then used by administrators and the OCCE to identify areas that are excelling (to be used for training and development and to highlight best practices), areas in need of support, and projects that are no longer viable. This data is also readily available for community members and partners who request it, institutional research purposes, and for SUNY systems reporting.

Beginning with a 2014 survey, graduating students will be asked how well SUNY Delhi prepared them to meet the learning outcomes, including civic engagement. The results of this survey will be used to develop a baseline satisfaction level.

Beginning with the SLO with the least satisfactory results as reported by students, the Assessment Committee will conduct direct assessment of that SLO across campus in a manner similar to our successful Writing Across the Curriculum project. Implementation of closing the loop activities will begin during the semester that follows the survey.

28. II. Categories of Community Engagement

3.a. Are there *departmental or disciplinary* learning outcomes for students' curricular engagement with community?

Yes

Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:

Due to new assessment guidelines at the college, all programs must include information in their syllabi about how course and program learning outcomes align with institutional outcomes.

The following examples are from a nursing program capstone course and a mid-level Vet Sci course:

NURSING 403 - The Program SLOs being met by this S-L course include:

1. Evaluate the process of caring for multiple clients and their families in selected healthcare environments.
2. Apply course concepts to healthcare environments, within a Service-Learning framework.
3. Integrate legal and ethical standards of multidisciplinary healthcare practices into individualized projects.
4. Demonstrate the use of critical thinking as a basis for decision-making in clinical practice.
5. Apply appropriate leadership and management strategies in the delivery and evaluation of care provided by nurses and multidisciplinary healthcare providers.
6. Collaborate with clients, families, aggregates, and other healthcare providers, as appropriate to the individual practicum, for the planning and delivery of care.
7. Integrate nursing knowledge, theoretical concepts, and research from all nursing and allied health courses into the practicum experience.
8. Apply program learning to professional employment decisions for the future.
9. Evaluate individual achievement of the BSN program's Student Learning Outcomes

MEASUREMENT CRITERIA: A combination of methodologies will be used. These include: a learning contract including measurable personal learning objectives and strategies based on course objectives/requirements (Course SLOs 1-6); two critical reflection journal submissions addressing learning in relation to course and personal objectives (Course SLOs 1-6); a paper, CV, and cover letter to prepare for an employment interview (Course SLO 7), a table detailing how Student Learning Outcomes were met (Course SLO 8), advanced practicum evaluation completed by student, faculty, and preceptor (Course SLOs 1-6); participate in four weekly discussion questions (Course SLOs 1-6); and a PowerPoint presentation of the practicum experience (Course SLOs 1-6).

From VETS 204:

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Complete the daily activities which may be encountered in a veterinary practice, animal research facility or other allied animal health facility.
2. Acknowledge the importance of and participate in continuing education, to maintain knowledge of current developments within the veterinary field.
3. Participate in public service activities/service-learning in their work and community and apply course concepts to real-world experience; have experience working with clients in a professional setting; and gain the ability to work across differences of background, culture, and personality.
4. Become a "team leader" when they work in a veterinary practice, animal research facility or other allied animal health facility. Develop and practice interpersonal/working relationships and management skills.
5. Become an active participant in community service activities throughout their life.

MEASUREMENT CRITERIA:

Completion of the 2nd Year Kennel Rotation Requirements: 60 points

Enrichment Project/Service-Learning Component Assignments (Required): 20 points

Final Paper: 10 points

Final Exam: 5 points

Completion of Continuing Education/Community Service/Open House and Summaries: 5 points

3.b. Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?

Yes

Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:

The SUNY Delhi Academic Assessment Plan utilizes the SUNY Undergraduate Program Review as the vehicle to address the assessment of student learning. In accordance with SUNY policy since 2001, 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.

Using multiple measures and both indirect and direct evidence, all program student learning outcomes, including outcomes that align with the campus-wide civic engagement learning outcome, are assessed on a three-year cycle, culminating in the Program Review.

Each program area assessment plan was designed to mesh with established courses and teaching methods. Because measures appropriate to assess skills or knowledge in one area may differ greatly from those appropriate in another area, a variety of measures are utilized. In all cases, assessment measures relate directly to the corresponding learning outcomes as determined by the faculty and the Assessment Committee. The collection of outcomes data, determination of validity, defining acceptable standards of student performance, analyzing the results, and making curricular improvements are the responsibility of the faculty in each respective area. Additionally, through the review process, the Assessment Committee may provide guidance on all aspects of the assessment cycle.

Faculty track student performance in satisfying each of the applicable outcomes, and explicitly identify the tools by which performance, including civic engagement, is measured. In all cases, outcomes data is preserved in Compliance Assist, the online assessment management system. This data is subject to independent review by the Assessment Committee and the OCCE.

For each Program SLO, including civic engagement, 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.

3.c. If yes, describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:

A review of the assessment plan and process occurs semi-annually at the end of the semester during campus-wide Assessment Days. As a department, faculty discuss how appropriate the assessment tools are in measuring student learning outcomes, and the efficiency of the process of data collection. Changes are made to make improvements and to "close the loops." Reports from the findings of these assessment reviews are submitted to the Coordinator of Institutional Effectiveness & Assessment, the Director of the OCCE, and to the Assessment Committee. The Director of the OCCE utilizes these reports to consider themes across campus and to communicate trends, successes and growing programs to the community partners.

29. II. Categories of Community Engagement

4.a. Is community engagement integrated into the following curricular (for credit) activities? Please select all that apply:

Internships/Co-ops
Student Research
Student Leadership
Study Abroad

For each category checked above, provide examples:

A service-learning student research project was completed in a Humanities course. This student project involved researching local historical sites in partnership with community members/agencies (Town Historian, Chamber of Commerce) and developing a walking tour summarizing the research for community use. Other walking tours will be completed by future History of Architecture students.

As a student research project, a study was conducted on the effects of turfgrass aerifiers to reduce populations of white grub larvae as an alternative means to controlling pests on school grounds and other areas in NY that are restricted in their use of synthetic pesticides. Multiple classes have participated in this work throughout the four-year study.

The Floodplain Management Advisory Committee seeks to mitigate damage from floods in Delaware County, NY, through code enforcement, education, and research. In 2013, an undergraduate student and Dr. Jack Tessier began a credit-bearing research project examining the sensitivity of Japanese knotweed to frost. Japanese knotweed is an invasive species that damages riparian areas in the county. This research is ongoing and a manuscript will be ready for peer-review in the summer of 2014.

As part of their coursework and in partnership with the Bassett Healthcare Network Research Institute, SUNY Delhi nutrition students gathered and analyzed survey data from middle and high school students relative to the local "5-2-1-0" project. Survey findings were disseminated to Bassett educators and 5-2-1-0 project coordinators. An example of student leadership activities related to this same grant project were trips to the middle-school cafeteria to present unusual, healthy snacks and lead by example healthy lifestyle choices.

The college has many credit-bearing community internships that are praised by students in assessment activities as effective high impact programs. The Construction Management, Automotive Technology, Criminal Justice, Golf Management, Horticulture, Veterinary Science, Hospitality, Social Science, Culinary, Nursing and Education degree programs all require internships or practicums or offer them as an elective course. These experiences take place in local and home communities, and offer highly rated training opportunities.

Current Social Science professional internship experiences have taken place at Carousel Children's Services, a day care center that provides inclusive individualized services in the least restrictive setting to children ages 0 - 5 who have been diagnosed with intellectual or developmental disabilities. Interns at this program have received valuable training in proactive behavior management while they practice applying their academic knowledge to the work environment.

Students in the Environmental Studies AS program complete an internship via their summer or winter jobs. They gain experience in the setting of their choice, then consider the sustainability of their role and its influence on their career choice.

Study abroad opportunities have historically been offered through access to other SUNY programs, but recently Delhi's First Study Abroad Program, Wildlife Management in South Africa, sent ten Veterinary Science students and one faculty member on a three week study abroad program called an Eco Tour. During the three weeks, the group worked with local programs and groups to serve the communities in various ways.

4.b. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

- Graduate Studies
- Core Courses
- Capstone (Senior level project)
- First Year Sequence
- General Education
- In the Majors

For each category checked above, provide examples:

The new Master of Science in Nursing program will utilize community engagement in both the core and capstone courses, which include service-learning, leadership and first-year experiences. As this is a newly accredited program, there are no examples to-date.

Nursing programs at SUNY Delhi use an extensive number of community partners for high impact credit-bearing courses. In the BSN program, NURS 403 is the capstone course for students completing their bachelor's degree. In this course, a service-learning course designation is offered for students who successfully propose and complete an individual service-learning project.

Many core courses within the Liberal Arts & Sciences programs incorporate the college's common hour programs into the curriculum. Common hour programs seek to engage students across curriculum and departments in meaningful learning opportunities, using different themes for each academic year. These common hour programs are incorporated into core course curricula and have included student hosted activities and presentations, screenings and discussions of films such as "Out On A Limb" by Daria Price, and panel debates about political and social issues.

The Enrichment Project is one where all Veterinary Science students train shelter animals to have socially acceptable qualities, so that they ultimately get adopted by forever homes.

Core Physical Education and Recreation courses require community engagement activities like "Kids Night Out" and developing and implementing games at day care centers and schools.

Orientation courses are required for nearly all first semester freshmen. In these courses all students are introduced to the O'Connor Center for Community Engagement, and most students participate in a community service project as part of the class. In all of the Veterinary Science Freshman Seminar classes students spend at least one session working at the Delaware County Humane Society.

As an institution, the Service-Learning Work Group is the Provost's committee, with a primary goal of making sure that all students at the college have the opportunity to take service-learning courses. A primary focus has been on increasing service-learning course designated offerings in General Education courses that many students take, which currently includes PSYC 100 (Introductory Psychology), ENGL 100 (Freshman Seminar), and MATH 115 (Statistics).

Liberal Arts and Sciences courses in History incorporate work with the local Food Bank to raise awareness and collect/donate food as part of their study on the history of disease and starvation.

Across Education, Health and Wellness, and Psychology courses, three faculty members from three very different fields worked together to develop a cross-disciplinary activity fair that serves as a practical service-learning "final" for all three courses. This activity fair occurs every semester and centers around a common theme aligned with the institution-wide theme of the year, consisting of STEM activities designed for children. Local elementary students are exposed to a college culture and receive additional instruction in important life skills and academic areas, while SUNY Delhi students practice working with children and demonstrate how they have connected their course material to the service experience.

30. II. Categories of Community Engagement

5. Are there examples of faculty scholarship associated with their curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

Humanities (Lisa Tessier): A service-learning project that involved researching local, historical sites with the Town Historian and Chamber of Commerce, developed and disseminated a walking brochure summarizing the research for community use.

Culinary Arts (Betsy Weidenbach/Julie Hilson): Participated in Delhi Community health initiative titled "5-2-1-0" to combat the national obesity epidemic with the Bassett Healthcare Network Research Institute. Faculty supervised students who gathered and analyzed survey data from middle and high school students. Findings were disseminated to Bassett 5-2-1-0 project coordinators.

Social Sciences (Amber Tatnall): Conference presentations about the benefits of inclusive classroom service-learning projects, often including participation of students at the conference: 2011, Eastern Regional Campus Compact - "Working with the Differently Able, Changing Attitudes Changes Lives"; 2012, National Institute on the Teaching of Psychology - Inclusive Higher Education for Individuals with Intellectual Disabilities, and Promoting Inclusion; 2012, New York Metro Area Partnership for Service Learning - "Inclusive Classrooms, Changing Attitudes about Diversity and Disability Through Integrated Service-Learning Experiences"; 2012, Conference on Volunteerism and Social Responsibility, SUNY Oneonta - "Study Buddies, Transforming Stereotypes because Shift Happens."

Golf and Plant Sciences (Dr. Ben McGraw):

Conducted student led research on the effects of turfgrass aerifiers to reduce populations of white grub larvae as an alternative means to controlling pests on areas in NY that are restricted in their use of synthetic pesticides. Initiated as a student project, various classes have participated throughout the four-year study. The project has been presented to numerous audiences including the Entomological Society of America's Annual meeting, the Golf Industry Show, New York State Turfgrass Association's Green Industry Show, Southeast and Western Regional Conference, Southern Tier Nursery and Landscape Association, Northeastern Golf Course Superintendents Association, Vermont Golf Course Superintendents Association, New England Regional Turfgrass Conference, New Jersey Turfgrass Association Green Expo, and the Capital District Pesticide Recertification Day.

Nursing (Dr. Deborah Adelman): Published an article about implementing service-learning projects in an online course, ALHT 401. This course is a required course in the online SUNY Delhi RN-to-BSN program. The course, Healthcare Policy, provides the student with content on the impact of educational, legal, ethical, political, and social issues on health policy and healthcare; perspectives on American health care delivery; analysis of the impact of healthcare policy on healthcare; and formulation and evaluation of potential societal solutions. The goal of the service learning project is to incorporate nursing knowledge and experience to assist in developing, reviewing, revising and/or applying healthcare policy on a local or state level.

Dr. Jack Tessier: Sustainability across the Campus (Environmental Science)

A team of faculty and staff integrated the concept of sustainability across multiple courses and non-curricular areas. Results showed that efforts helped students to understand the concept, and identified areas where we can help students see how sustainability is important to their courses and careers. Publication: Tessier, J.T., N.-Y. Andoh, K. DeForest, M.W. Juba, A. Odani, J.J. Padovani, E.F. Sova, and L.M. Tessier. 2013. "An assessment of sustainability across the campus" International Journal of Education 5:82-95.

31. II. Categories of Community Engagement

1. Indicate which outreach programs are developed for community. Please select all that apply:

extension programs

non-credit courses

training programs

professional development centers

other (please specify): College High School Program, The Center of Excellence in Watershed Applications and Technology-Based Economic Revitalization (COE in WATER)

learning centers

For each category checked above, provide examples:

Leadership Delaware is a extension program that is a cooperative effort between the Delaware County Chamber of Commerce and SUNY Delhi that seeks to enhance the leadership skills and abilities of individuals and organizations. This program is designed to prepare future leaders to serve Delaware County with a well rounded understanding of the social, cultural, economic, and political challenges and opportunities facing our county. Public speaking, meeting management, time management, teamwork, fundraising, problem solving, and planning are skills learned to enhance the participants' ability to be excellent leaders as well as more effective employees. The curriculum culminates in both individual and group presentations that outline plans for using leadership skills and establishing partnerships in Delaware County. Throughout the program, students have the opportunity to attend informal networking events to expand contacts with individuals and organizations.

SUNY Delhi offers classroom and online non-credit courses in healthcare and fitness, IT and software development, sustainable energy and going green, and hospitality and service industry. As well as fostering personal development and cultural enrichment, the courses help individuals upgrade job-related skills, learn new skills, and increase professional performance.

SUNY Delhi's Career and Business Development office creates training programs to meet the needs of business, industry, and the community at the regional and state levels, providing technical expertise, quality classes, and educational services at competitive prices. The college specializes in trades-related, industry and hospitality training offered on the Delhi campus or at the client's site. Certificates or continuing education units (CEUs) are awarded upon completion of the program. The college provides customized training, online courses, and needs assessment outreach services. The Notary Public Workshop, Photovoltaics (PV) Design & Installation, Quilting in the Catskills, ServSafe Food Safety Certification, Wilderness First Responder (WFR), and Greenhouse Production Classes are training programs the college offers. A Certificate of Completion is awarded with passing scores.

The Career and Business Development office serves as a professional development center for the region and provides high quality technical programs, educational services and leadership training that reflect the learning interests of our local population. The college offers customized courses, workshops, conferences, and seminars providing opportunities for skills enhancement and professional development to the public and private sectors of the community. The mission of the Career and Business Development Office at the college is to develop strong, extensive ties with individuals, businesses and organizations to strengthen local and state economic development efforts.

Many area high schools participate in our College in High School Program. In conjunction with SUNY Delhi, a variety of credit bearing/undergraduate level courses are offered on site at the schools, during the regular day schedule, and at a significantly reduced tuition rate.

The Center of Excellence in Watershed Applications and Technology-Based Economic Revitalization (COE in WATER) represents an innovative program between SUNY Delhi and the SUNY College of Environmental Science and Forestry at Syracuse. The COE in WATER is committed to stimulating economic development in rural upstate New York, while protecting the New York City watershed and addressing SUNY's objectives for renewable energy.

32. II. Categories of Community Engagement

2. Which institutional resources are provided as outreach to the community? Please select all that apply:

- co-curricular student service
- cultural offerings
- athletic offerings
- library services
- faculty consultation
- work/study student placements

For each category checked above, provide examples:

The SUNY Delhi OCCE serves as a clearinghouse for community service and volunteerism, benefiting students, non-profit organizations, and the citizens of Delaware County. The Center is a resource for the development of service-learning partnerships between faculty and community organizations, promoting an ethic of civic engagement and public service. The Center helps prepare students as socially responsible citizens, and employs two to four work-study students each year to assist with partnerships and develop outreach programming.

The public is always invited to cultural and athletic events, and SUNY Delhi opens our campus for use by outside businesses, groups and individuals for events. For example, the Catskill Mountain Film Festival is open to the public and is being held May 2nd - 4th 2014, SUNY Delhi, in Delhi, NY. The mission of the Catskill Mountains Film Festival is to promote the film business in New York State, to showcase local talent and to develop a new generation of local filmmakers.

Each semester Delhi delivers nearly 100 college level courses to students at many local highschools, offered at a minimal cost. Online summers courses are open to local HS students at a discounted rate.

Another example is the Delaware County Sustainable Energy Symposium, held in March. For the past decade Energy, Environmental Sustainability and Green Building technologies have played a major role and are changing the way we think. The Sustainable Energy Symposium was an opportunity to review experiences, share best practices and provide a roadmap for the future.

The College Golf Course at Delhi is available (at no charge) for the Delaware Academy, Walton and Andes high school golf teams and the DA cross country team. It hosts events that annually net \$125,000 for local charities. Our students have developed hiking trails in the Village of Delhi and at Smith Pond and maintain The Catskill Outdoor Education Center. We offer a wide array of college-maintained recreational facilities to the public, including the college pool, tennis courts, and track.

The Resnick Library at SUNY Delhi is a public library, open to the community at no charge. There are 58 public computers available in the library, and use of computer and internet service is free. The reference librarians and other staff are available to assist all patrons of the library. College visitors and area residents may use Resnick Library facilities including books, magazines, online databases, and other resources on site, as well as the Interlibrary Loan System. The College Archive collection holds many items and publications rich in local history.

Student electrical and building technology students have completed uncountable technology projects that have benefited the Delhi American Legion, Town of Delhi offices, Delaware County Historical Association, 4-H Camp Shankitunk, Delhi Habitat for Humanity, and flood victims.

Information technology services are provided to the community in the form of internships through the business program.

Faculty, staff and students provide significant organizational leadership and logistical support for the annual Delaware County Relay for Life. More than 45 faculty and staff serve on boards in local organizations.

33. II. Categories of Community Engagement

3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=15 partnerships). Please follow these steps:

[Download the Partnership Grid template](#) (Excel file) and save it to your computer;

Provide descriptions of each partnership in the template; and then,

Upload the completed template here.

[2015_partnership_grid_suny_delhi.xlsx](#)

34. II. Categories of Community Engagement

4.a. Do the institution or departments promote attention to the mutuality and reciprocity of the partnerships?

Yes

Describe the strategies for promoting attention to the mutuality and reciprocity of the partnerships:

The Service-Learning Work Group has a continuing formal goal of developing and sustaining quality partnerships that emphasize reciprocity. First, the S-L qualification and certification process emphasizes the importance of reciprocity when developing partnerships and S-L experiences. The S-L course designation process REQUIRES evidence of reciprocity. The evaluation and assessment pieces help to measure extent of reciprocity, and these are required for S-L course designations, requested in S-L experiences, and are completed at the end of the semester.

In addition to the formal S-L process, we have had community partner professional development trainings that are scheduled to continue every year. These consist of invitations to at least one community partner every semester to take part in professional development training in conjunction with other civic engagement and S-L development sessions. An example of one was titled "Partnership Stories" and presented by The Arc of Delaware County in 2012 to faculty and staff.

A service-learning newsletter is part of the curriculum for Freshman Composition students each semester starting Fall 2014. This publication includes student statements on the importance of service and community engagement, summaries of student engagement activities, and reflections on their service experiences. Additionally the newsletter includes articles and submissions about and by students doing service-learning in other courses on campus. The goal is to give Freshman Composition students real experience writing and editing for publication, while also improving communication across campus about various projects to improve collaboration, celebrate achievements, track and assess activities and student learning, and recognize students, staff, faculty, and community partners. This is planned to be an ongoing element of the syllabus for this S-L Designated course.

The first annual celebration day for service-learning and other high impact experiential programs has been planned for June 2014. This celebration day includes examples of student work and reflections and involves current and potential community partners. During this celebration, SUNY Delhi will share assessment findings and partners will be asked for feedback about the partnership, reciprocity, and mutual benefit. Gatherings similar to this have been ongoing since 2000, with informal discussions, celebrations, and surveys conducted on campus, at the college golf course and at the president's home, and focused on volunteer partnerships and reciprocity.

The college also gathers and extends information about partnerships and reciprocity through student leadership positions. Community Outreach Assistants (CA's) provide education through outreach programs geared specifically for students living off campus in the Village of Delhi. These students serve as intermediaries to the Village Police Department, village residents and students residing locally off campus. CA's also serve on the Mayor's Task Force, assist with off campus meetings and make house visits as deemed necessary. These students help to organize neighborhood celebrations and barbecues as well as fostering positive community relationships by organizing off-campus clean ups and community service.

4.b. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community?

Yes

If yes, describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:

Historically, collection and sharing of feedback was conducted situationally, and informally. This method was satisfactory during the development of the program, coordinated by the OCCE, which was originally designed to provide volunteer experiences to the students and hands-on opportunities in the community. While the benefit to the community was clear, focus was on the student. As the program grew to include more academic service-learning, the need for formalized methods for ensuring, improving, and maintaining reciprocity, celebration and mutual benefit became clear. One goal of the Service-Learning Work Group has been to focus on these concepts. The result of several years of assessing this need are as stipulated again: a service-learning newsletter is part of the curriculum for Freshman Composition students each semester starting Fall 2014. Not only will the campus use the publication to celebrate the service-learning occurring each semester, but seeks to improve collaboration, highlight achievements, document strengths and weaknesses while recognizing students, staff, faculty, and community partners. The publication will be shared at future Celebration Days, to current and potential community partners. Community members will be asked to complete surveys on that day.

35. II. Categories of Community Engagement

5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?

Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

Cheryle G. Levitt, PhD, RN Nursing: Conducted research study with clinicians in healthcare settings on topics for a transitions to professional practice for nursing. Results from this study will be presented July 2014, Hong Kong, at the Sigma Theta Tau Research Congress, and for a poster at the National League for Nursing Educational Summit, September 2014.

Nana-Yaw Andoh, Archaeology: The Friends of the Catskills partnered with his junior design studio to generate ideas for a Catskill Park Welcome Center. Designs were presented in the Shandaken Town Hall and televised to garner feedback.

Linnea Goodwin Burwood, Ph. D. History: In partnership with the Andes Roundtable and Friendship University, Moscow, Russia, presented Fullbright Scholar work in Russia and summaries of interviews with African students attending Friendship University. Presented on Russian history and architecture, based on Fullbright work to the Delhi Rotary Club, 2013. "Ukraine and Russia: Current Problems in Historical Perspective to the Seniors Seminar at the Delhi Public Library" is being presented May, 2014.

Peter A. Daempfle, Ph.D. Biology: Collaboration with Measured Progress, Inc, the development of "Next Generation Science Standards" and state testing through NCLB. As the expert reviewer for biology in a state education department, he is presenting a Hartwick College series on augmenting STEM. Research from the textbook "Science & Society: Scientific Thought and Education for the 21st Century" is being used to develop a community Health and Wellness program at SUNY Delhi.

Allen Wachter Ph.D. Veterinary Science: Authored book titled, "Dance of the Bees" used in training community pastors in the Free Methodist Church to engage, recognize, and use change for growth.

Jack Tessier Ph.D. Environmental Science: Led children at DC-4 in a plant collection project where they learned to identify, press, and keep samples of the plants in their garden (2013) to develop affinity for plants, build plant preserving skills, and encourage appreciation for local food. Presented a live demonstration of snakes to help school-aged children appreciate their traits and value in the ecosystem for the Cannon Free Library (2008) and DC-4 (2012).

Ben McGraw, Ph. D., Golf and Plant Sciences: Conducted study on reproductive development of annual bluegrass weevil populations to assist community turfgrass managers reduce chemical insecticide applications on golf courses in collaboration with the University of Massachusetts. Currently chairs the USDA multi-state project "NE 1046: Management of Annual Bluegrass on Golf Courses" with turfgrass scientists from land-grant institutions seeking sustainable alternatives to synthetic chemicals in managing pests.

Mary Pysnik (VISTA Corps) and Amber Tatnall Ph.D. Psychology
VISTA member Mary Pysnik and faculty adviser Amber Tatnall visited Women, Infant and Children (WIC) program outreach sites and recruited a minimum of 35 WIC participants, gathering qualitative information about WIC fruit and vegetable check usage at Delaware County Farmer's Markets. WIC participants are given these checks to purchase fresh fruits and vegetables. This information helped identify the barriers to check usage at the Farmers Markets, and a summary of the data and suggestions regarding possible strategies was submitted to WIC at Delaware Opportunities, Hamden NY 2011.

36. III. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).

The following comments were shared with us on our campus-wide community engagement survey held in September 2012 to help with this application. They come from faculty and staff from across campus and they serve as examples of our strengths and areas we would like to focus on for improvement.

Please share any additional comments or information about your community engagement involvement below:

"I completed the service learning course on Vancko Hall, which was very helpful, and will be including a substantive service learning component in one of my spring courses (HUMN205: Intro to Women's Studies)."

"Does the Committee consider research experiences in which students engage to be experiential learning? Some of these can involve engagement with community members, depending on the project and its implementation."

"I am involved in the following off campus activities:
Vice President for the Greater Delhi Area Chamber of Commerce
Secretary for Catskill Ladies Association to Support & Inspire
Online Chairperson for the Delaware County Relay For Life
Committee Member for the Catskill Mountains Film Festival
Trustee for the Delhi Historical Society
Member of the Delhi Women's Club
Writer for Delhi News in Walton Reporter
Varsity Volleyball Coach"

"I have started the paperwork for a Service Learning Project for the Spring semester of 2014"

"I recently had a very helpful conversation with Amber Tatnall about service-learning. She explained how to incorporate service-learning into my curriculum, helped me to develop my own ideas about it, and offered to help me as I work on developing the course."

"Community Service grants are awarded for one semester. The costs continue throughout the entire life of the service and unfortunately go unfunded, which make the project much more difficult to complete."

"Involvement has opened the eyes of my group to many opportunities to give of themselves, above and beyond the mediocre."

"I am an on-line adjunct so I am not located in Delhi to specifically be involved w/ Delhi community engagement. My courses are set up so I do not plan the activities."

"I am a distance educator so the NY resources are out of my area"

"I get paid more bagging lentils at Good Cheap Food, than working at SUNY Delhi, but I enjoy working with the students and I feel that they are our future so if I can help them develop a servant leader attitude then I will do it."

"But a little more recognition than spending time to fill out an evaluation would help the cause."

"Then Panel Discussion was great! After the presentation, we had refreshments and light snacks, so students could talk informally with the panelists. This was the highlight of the semester."

"If the need is present, we attempt to help."

"This is clearly a priority for the academic programs of the college, and one that I support as the chief academic officer."

37. III. Wrap-Up

2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

From the campus-wide community engagement survey completed in September 2013, there was an impressive response rate by faculty and staff. With just under 600 total faculty and staff employed by the college (including adjunct faculty and part time staff), 155 faculty and staff responded to this voluntary survey. More than 25% of SUNY Delhi's employees (and 66% of full time faculty) gave information about their civic engagement activities. 72 different course titles (92 total sections of classes) used some form of community engagement activities in their curriculum during the 2012-2013 academic year, and a significant number of these are high impact activities. Just from this survey alone and not including many formalized internships and practicums, it was reported that approximately 1850 SUNY Delhi students were engaged. Additionally, SUNY Delhi faculty and staff are highly engaged outside the classroom and institution as a whole, and serve as board members and leaders in a vast number of community and non-profit organizations. This is an important marker for assessment purposes: Representatives of the college who are highly engaged outside of their employment context also appear to be highly engaged in their work at the college as well.

SUNY Delhi's engagement in the community has a huge impact on the local economy. As part of SUNY's Vibrant Community campaign, economic impact is a very large piece of our assessment process. SUNY Delhi's 600 faculty and staff and its 3,331 (2,700 on the Delhi campus*) students are wage earners and consumers. 77% of the college's faculty and staff reside in Delaware County (33% in the village or town of Delhi). Of the 2,700 Delhi campus students, 85% reside within the Village or Town of Delhi.

TOTAL DIRECT IMPACT

- Payroll – Total compensation paid = \$24.9 million
- Local purchases for supplies and services = \$.6 million
- Utilities – electric, fuel oil, sewage, water = \$2.8 million
- Estimated expenditures of students at Delhi campus = \$6.8 million
- Estimated expenditures of parents, alumni, college visitors = \$.5 million

Capital Project expenditures in Delaware County \$9.5 million

38. III. Wrap-Up

3. (Optional) Please provide any suggestions or comments you may have on the application process for the 2015 Elective Community Engagement Classification.

Allowing for an appendix to give examples of documents referenced in the application responses would be very helpful to allow full appreciation of institutionalized procedures.

Directions on the preferred method for calculating statistics would be helpful, especially if a standardized process should be used for comparison and research purposes. Depending on the method used and the time frames involved (academic years, including summers, etc.), significantly different percentages can be calculated.

The Partnership Grid asks for names of projects and the partner: This can be confusing when the partner is involved in several different projects with the campus. Were 15 different projects being requested, or 15 different partners? Similarly, were TOTAL numbers of faculty and students involved in the project being asked for, over the total length of the partnership, or is this per semester or per year? It might have been helpful to include information about specific statistics desired (if the grid was not completed as envisioned by developers).

Finally, while the framework was helpful, somehow we lost two questions in our shared document, so we had to scramble to complete answers that could have been more thoughtfully and thoroughly documented.

39. Request for Permission

Please respond to A or B below:

	Yes	No
A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.	X	
B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.	X	